

Steve Carter 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-quality tutoring leads to increased student learning. The purpose of this RFA is to identify organizations that will provide tutoring services through the Steve Carter Tutoring Initiative. Families can choose providers for the Steve Carter Tutoring Initiative and engage directly with those entities to provide tutoring services.

Steve Carter Tutoring

The Steve Carter Tutoring Program was established through [Act 415](#) during the 2021 regular legislative session and was updated through [Act 649](#) of the 2024 regular legislative session. This program is available to Kindergarten through twelfth-grade public school students who are below reading and mathematics proficiency to address unfinished learning. Tutoring providers must agree to complete the required foundational literacy or math training.

Families will sign up through a portal and select an approved tutoring provider. Tutoring sessions must be held after school hours in person or virtually, with no more than four students at a time. The rate listed in Section 6 must not be exceeded. Only tutoring sessions will be reimbursed. Tutors will not be reimbursed for planning time or training hours. Providers will upload invoices in the portal for reimbursement. Reimbursement may take up to 60 days. Families will verify that tutoring services were provided before payment is made. The primary objectives of the Steve Carter Tutoring Program are to:

- **Support instruction for Louisiana’s K through twelfth-grade learners.**
 - Literacy: In grades K-3, foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. To address unfinished learning, tutors should support students in concepts of print, phonological awareness, phonics, vocabulary development, syntax, and fluency in a logical and transparent progression. To accelerate students in grades 4-12, tutoring should focus on supporting students in accessing the features of complex, current grade-level texts by building knowledge, vocabulary, or foundational skills.
 - Mathematics: In grades K-12, tutoring should build toward readiness for grade-level or course-level math content through an accelerating learning instructional approach. Tutoring should focus on supporting students in accessing grade-level or course-level mathematics by building skills in prior-knowledge standards for the unit or topics they are learning in math class.
- **Develop strong relationships with families to support learning.** Student learning is supported by parents and reinforced outside of school hours, which increases student outcomes. Service providers must be prepared to support all parents, including parents with low levels of literacy attainment and parents who speak a language other than English. Parents should have the opportunity to provide feedback and receive support throughout the tutoring process.
- **Implement tutoring best practices.** Effective tutoring programs provide initial training and

ongoing support for tutors, define formal time commitments for tutors, design structured tutoring sessions, carefully monitor tutoring services, and ensure close alignment with classroom instruction and curriculum. All literacy instruction should align with the science of reading. All math tutoring should align with accelerating learning.

Once approved, tutoring providers must uphold the criteria mandated by the RFA annually to remain on the Louisiana Steve Carter Tutoring approved provider list.

RFA Application/Selection Process

The table below outlines the RFA process for the Steve Carter Tutoring Initiative. The approved applications will be reviewed periodically by the Louisiana Department of Education. To apply to become an LDOE-approved Tutoring Provider, please follow the [guidance document](#) to create your My.La and LDOE Professional Learning Partner accounts.

	Louisiana Tutoring Provider RFA Process	Application Window
Step 1	Tutoring applicants submit an application here . New users will need to create an account and select the Steve Carter Tutoring Service Provider RFA.	Rolling Basis Opens February 9, 2026
Step 2	The LDOE schedules and convenes review panels to review applications. Rejected applicants receive feedback and will have one opportunity to reapply.	Reviewed within 30 days of submission
Step 3	Approved tutoring providers will be added as options in the Steve Carter Tutoring Portal.	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	Tutoring Organization Information	<ul style="list-style-type: none"> ● Contact information ● Organization/Tutor overview <ul style="list-style-type: none"> ○ mission statement ○ founding year ○ achievements or recognitions ○ corporate structure <ul style="list-style-type: none"> ■ operations ■ supervision ● Data security and technology compliance for Artificial Intelligence (AI)
2	Organization Goals and Background	<ul style="list-style-type: none"> ● Organization/Tutor goals ● Summary of tutoring experiences ● Quality measurement of tutoring services

3	Organization Description and Scope of Services	<ul style="list-style-type: none"> ● Approach to foundational literacy and numeracy instruction ● Alignment to high-quality curriculum, assessments, and progress monitoring <ul style="list-style-type: none"> ○ specific names of curriculum, instructional material, and progress monitoring ○ data management system to track and report student attendance, progress, and outcomes ● Method of instruction/technologies used to deliver tutoring ● Qualifications of tutors <ul style="list-style-type: none"> ○ background checks ○ description of the process used to conduct background check ● Tutor effectiveness <ul style="list-style-type: none"> ○ monitoring ○ evaluation ○ support ○ training ● Scope of services <ul style="list-style-type: none"> ○ number of tutors ○ tutor-to-student ratio ● Supporting students with English as a second language ● Supporting students with disabilities
4	Engagement and Support	<ul style="list-style-type: none"> ● Plan includes how the provider will engage and collaborate with families about: <ul style="list-style-type: none"> ○ each child’s progress and needs ○ coherence between classroom instruction and tutoring services ○ students’ performance data to effectively group students
5	References	<ul style="list-style-type: none"> ● Letters of Support <ul style="list-style-type: none"> ○ head of organization ○ evidence of results
6	Appendix	<ul style="list-style-type: none"> ● Proposed Pricing: Overall hourly charge per hour per session and cancellation/no-show policy ● Scope and sequence for a select grade level ● Tutoring session lesson plans <ul style="list-style-type: none"> ● Literacy Attach detailed tutoring session lesson plans, which include facilitation notes. Literacy lesson plans must address foundational literacy skills. You must submit one lesson plan for each grade level you are applying to tutor. Do not submit multiple plans from the same grade level. For example, if applying to tutor grades K–5, submit six literacy lesson plans; one for each grade from Kindergarten through Grade 5. ● Math Attach detailed tutoring session lesson plans, which include facilitation notes. Literacy lesson plans must address foundational numeracy skills. You must submit one lesson plan for each grade level you are applying to tutor. Do not submit multiple plans from the same grade level. For example, if applying to tutor grades 6–12, submit seven math lesson plans; one for each grade from sixth through twelfth. ● Literacy and Math Follow directions for both requirements listed above.
	Certify Application	<ul style="list-style-type: none"> ● Signature and date required for consideration

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
- 5) Cost effectiveness

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
<p>Section 1: Provider’s information and mission align with Louisiana Steve Carter Tutoring.</p>	<p>1a) Provider’s tutoring organization information aligns with the Louisiana Steve Carter Tutoring Initiative.</p> <p>1b) Provider’s organizational mission aligns with the goals of the Louisiana Steve Carter Tutoring Initiative.</p> <p>1c) Provider includes founding year and corporate structure.</p> <p>1d) Provider using AI must agree with the following data privacy statement: “No student personally identifiable or confidential data shall be shared in an AI system.”</p> <ul style="list-style-type: none"> ● Providers must submit a signed statement on official organizational letterhead, addressed to the Louisiana Department of Education (LDOE), confirming that: <ul style="list-style-type: none"> ● No student personally identifiable or confidential data will be shared with any AI system. ● Complete the additional AI Intended Use Case Summary.
<p>Section 2: Provider communicates organization goals and background.</p>	<p>2a) Provider’s organizational goals align with the goals of the Louisiana Steve Carter Tutoring Initiative.</p> <p>2b) Provider has relevant experience to conduct the work. Provider has a history of effective completion of work and/or favorable reviews.</p> <p>2c) Provider includes a plan for quality measurement of the organization’s services. Include specific data collected.</p>
<p>Section 3: 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 structured literacy. 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 acceleration approach 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</p>

	<p>achievement through specific progress monitoring.</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 through specific progress monitoring.</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 describes the data management system used to track and report student attendance, progress, and outcomes.</p> <p>3d1) Provider includes examples of data management system reports or dashboards that illustrate student outcomes.</p> <p>3e) Provider presents a clear plan for the use of technology to deliver services.</p> <p>3f) Provider lists reasonable qualifications, hiring process, and background checks for tutors. Provider must ensure that all tutors have completed background checks and must include a description of the process used to conduct the background checks.</p> <ul style="list-style-type: none"> ● Steve Carter Tutoring requires tutoring to be provided by an individual who meets at least one of the following criteria: <ul style="list-style-type: none"> (a) Holds a valid teaching certificate in elementary education, reading, or mathematics, or holds an associate or baccalaureate degree. (b) Employed as a paraprofessional by a public school governing authority. (c) A student pursuing a degree at a postsecondary education institution. <p>*In addition to the requirements above, a person providing tutoring services in literacy shall have successfully completed a department-approved science of reading training. *In addition to the requirements above, a person providing tutoring services in math shall have successfully completed a department-approved numeracy training.</p> <p>3g) Provider describes a plan to assess tutor effectiveness. Plan includes how tutors will be monitored, evaluated, and supported.</p> <p>3h) Provider includes tutor training requirements.</p> <p>3i) Provider includes the current number of available tutors and the maximum tutor-to-student ratio for tutoring sessions.</p> <p>3j) Provider is committed to serving all learners, including students with disabilities and English Learners.</p>
<p>Section 4: Provider engages and collaborates with all stakeholders.</p>	<p>4a) Provider describes a plan for collaborating with families to ensure instructional coherence.</p> <p>4b) Provider describes a plan for collaborating with schools on</p>

	student goals and performance data.
Section 5: References	All references attached should be one-page documents. Provider includes: 5a) Letter of support from head of organization 5b) Letter of support with evidence of results
Section 6: Appendix	6a) Provider rate is cost-effective. Provider will not charge over \$60/hr for tutoring services 1:1 and \$40/hr for 2-4:1. Group size must not exceed 4:1. The provider will include a cancellation and no-show policy aligned with program guidelines. If a student does not attend a scheduled session and fails to provide at least 3 hours' notice, the provider may charge \$20 fee. Students are allowed a maximum of 3 no-shows. 6b) Provider includes a scope and sequence for a select grade. Include one for math and one for literacy if applying for both content areas. 6c) Provider includes tutoring session lesson plans using the following guidelines: Literacy Attach detailed tutoring session lesson plans, which include facilitation notes. Literacy lesson plans must address foundational literacy skills. You must submit one lesson plan for each grade level you are applying to tutor. Do not submit multiple plans from the same grade level. For example, if applying to tutor grades K–5, submit six literacy lesson plans; one for each grade from Kindergarten through Grade 5. Math Attach detailed tutoring session lesson plans, which include facilitation notes. Math lesson plans must address foundational numeracy skills. You must submit one lesson plan for each grade level you are applying to tutor. Do not submit multiple plans from the same grade level. For example, if applying to tutor grades 6-12, submit seven math lesson plans; one for each grade from sixth through twelfth. Literacy and Math Follow directions for both requirements listed above.
Certify Application	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 six 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 six 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
INACOL National Standards for Quality Online Teaching	http://www.inacol.org/wp-content/uploads/2015/02/national-standards-for-quality-online-teaching-v2.pdf	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.
Instructional Materials Review	https://louisianabelieves.com/academics/ONLINE-INSTRUCTIONAL-MATERIALS-REVIEWS/curricular-resources-annotated-reviews	Curriculum vetted and annotated by the instructional materials review process.

Appendix 2: Definitions

1. Application Time Frame
 - 1.1. Applications are accepted during designated windows. 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 Holly Manson, the RFA Coordinator at tutoring@la.gov.

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 any 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 or 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 with any questions.