

National Assessment Tutoring Request for Applications (RFA)

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Overview and Objectives

Strong performance on national college entrance exams is a key predictor of post-secondary success. Louisiana seeks to ensure that all high school students are fully prepared to demonstrate their skills on the ACT, SAT, CLT, WorkKeys, and ASVAB (AFQT). High-quality, targeted tutoring has been shown to improve student learning outcomes and test performance.

The purpose of this RFA is to identify organizations that will provide tutoring services through the National Assessment Tutoring Initiative. Approved providers will offer individualized or small-group tutoring to public high school students, either in-person or virtually. School systems will select approved providers through the LDOE-approved tutoring provider vendor guide, and the vendor guide is provided for informational purposes only. Applicants approved through this RFA can partner directly with Louisiana school systems to provide tutoring services for national assessments including the ACT, SAT, Classic Learning Test (CLT), WorkKeys, and the ASVAB (AFQT). Any contractual agreements that result from this RFA will be between Louisiana schools or school systems that choose to enter into contracts with approved vendors, and the schools or school systems are responsible for ensuring that their contracting processes comply with any applicable federal procurement law, state procurement law, and local school/school systems procurement policies.

National Assessment Tutoring

The National Assessment Tutoring Initiative supports college readiness for high school learners. Tutoring should focus on developing mastery in ACT, SAT, CLT, WorkKeys, and/or ASVAB (AFQT) content areas: English, reading, and math. Tutors should provide targeted instruction based on diagnostic assessment, emphasizing content mastery, test strategies, pacing, and overall test readiness.

Tutoring sessions must be held during the school day, in person or virtually. The primary objectives of the National Assessment Tutoring Initiative are to:

- Improve student performance on the ACT, SAT, CLT, WorkKeys, and/or ASVAB (AFQT) through focused instruction in English, reading, math, and optional essay components where applicable.
- Provide targeted instruction based on diagnostic assessments, emphasizing content mastery, test-taking strategies, pacing, and overall test readiness.
- Equip students with the knowledge, skills, and strategies to maximize their performance on national college entrance exams and enhance post-secondary opportunities.

Once approved, tutoring providers must uphold all criteria mandated by this RFA annually to remain on the National Assessment Tutoring LDOE-approved provider list.

RFA Application/Selection Process

The table below outlines the RFA process for the National Assessment 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 National Assessment Tutoring Service Provider RFA.	Rolling Basis

	Louisiana Tutoring Provider RFA Process	Application Window
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 45 business days of submission
Step 3	Approved tutoring providers will be added as options in the 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	Tutoring Organization Information	<ul style="list-style-type: none"> ● Contact information ● Organization <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 ● Summary of tutoring experiences ● Quality measurement of tutoring services
3	Organization Description and Scope of Services	<ul style="list-style-type: none"> ● Approach to instruction regarding the national assessment test(s) ● Alignment to high-quality curriculum, assessments, and progress monitoring ● 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 checks ● 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 schools 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"> ● Tutoring session lesson plans and materials for each assessment section you will provide tutoring for: <ul style="list-style-type: none"> ● ACT <ul style="list-style-type: none"> ○ English ○ Reading ○ Math ○ Writing ● ASVAB AFQT <ul style="list-style-type: none"> ○ Word Knowledge ○ Paragraph Comprehension ○ Arithmetic Reasoning ○ Mathematics Knowledge ● CLT Classical Learning Test <ul style="list-style-type: none"> ○ Verbal Reasoning ○ Grammar/Writing ○ Quantitative Reasoning ○ Optional Essay ● SAT <ul style="list-style-type: none"> ○ Reading and Writing ○ Math ● WorkKeys <ul style="list-style-type: none"> ○ Applied Math ○ Workplace Documents ○ Graphic Literacy
	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 high school students, 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
<p>Section 1: Provider’s information and mission align with National Assessment Tutoring.</p>	<p>1a) Provider’s tutoring organization information aligns with the National Assessment Tutoring Initiative.</p> <p>1b) Provider’s organizational mission aligns with the goals of the National Assessment Tutoring Initiative.</p> <p>1c) Provider includes the 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 National Assessment 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) Describe your approach to preparing students for ACT, SAT, CLT, WorkKeys, and ASVAB (AFQT) exams, including diagnostic assessments, individualized learning plans, and evidence-based instructional strategies.</p> <p>3a.2) Explain how your approach supports both content mastery and test-taking strategies.</p> <p>3b.1) Specify the ACT, SAT, CLT, WorkKeys, and ASVAB (AFQT) prep curriculum and materials your organization uses.</p> <p>3b.2) Explain how you assess student performance and monitor progress.</p> <p>3c) Provider presents a clear plan for the use of technology to deliver services if applicable.</p> <p>3d) 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"> ● National Assessment Tutoring requires tutoring to be provided by an individual who meets at least two of the following criteria: <ul style="list-style-type: none"> (a) Bachelor’s degree or higher, preferably in education English, or math. (b) Experience teaching or tutoring high school students, especially those preparing for standardized assessments or college-entry exams.

	<p>(c) Strong familiarity with national assessment test formats, including content areas, timing, and item types.</p> <p>3e) Provider describes a plan to assess tutor effectiveness. Plan includes how tutors will be monitored, evaluated, and supported.</p> <p>3f) Provider includes tutor training requirements.</p> <p>3g) Provider includes the current number of available tutors.</p> <p>3h) Provider is committed to serving all learners, including students with disabilities and English Learners.</p>
Section 4: Provider engages and collaborates with all stakeholders.	<p>4a) Provider describes a plan for collaborating with schools on student goals and performance data.</p> <p>4b) Provider describes a plan for collaborating with school leaders on grouping students.</p>
Section 5: References	<p>All references attached should be one-page documents. Provider includes:</p> <p>5a) Letter of support from head of organization</p> <p>5b) Letter of support with evidence of results</p>
Section 6: Appendix	<p>6a) Tutoring session lesson plans and materials for each assessment section you will provide tutoring for.</p> <ul style="list-style-type: none"> ● Include five tutoring session lesson plans demonstrating structured, standards-aligned instruction. ● Include the student material used.
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 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.