

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. 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 Accelerate: High-Dosage Tutoring. 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.

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.

Beginning in the 2026–2027 school year, all Accelerate: High-Dosage Tutoring (HDT) funds for external providers will operate under Outcomes-Based Contracting (OBC) structures. Under an OBC structure, a portion of provider payment is tied to agreed-upon student outcomes and implementation expectations.

This approach is designed to strengthen accountability and ensure tutoring investments are aligned with student progress and quality implementation.

Once approved, tutoring providers must continue to uphold the criteria mandated by the RFA to remain on the Louisiana Accelerate: High-Dosage Tutoring approved provider list. LDOE may conduct periodic reviews every two years to ensure providers continue to meet RFA requirements and deliver services consistent with the approach outlined in their application. Where quality concerns are identified, LDOE may require corrective action, evidence of improvement, and, if needed, reapplication for continued inclusion on the approved provider list.

RFA Application/Selection Process

The table below outlines the RFA process for the Louisiana Tutoring Initiative. Current LDOE-approved Accelerate: High-Dosage Tutoring Providers do not need to reapply at this time. 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	
Step 1	Tutoring applicants submit an application here . New users will need to create an account and select the Louisiana Tutoring Initiative Provider RFA.
Step 2	The LDOE schedules and convenes review panels each year to review applications. Rejected applicants receive feedback and will have one opportunity to reapply during a future review cycle.
Step 3	Approved tutoring providers will be added as options in the Louisiana Accelerate: High-Dosage Tutoring Vendor Guide.

2026-2027 Review Cycle

Review Cycle Timeline: Submission and Review Process	
July 15, 2026	The submission window opens.
September 30, 2026	The submission window closes.
October 1, 2026 - December 31, 2026	The LDOE leads teams of reviewers in the state review process.

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 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 goals • Summary of tutoring experiences • Description of Outcomes-Based Contracting experience • 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 <ul style="list-style-type: none"> ◦ Note: For virtual tutoring, providers must provide LDOE and school system leaders with open access to tutoring session links to observe sessions for monitoring and quality assurance. • Qualifications of tutors <ul style="list-style-type: none"> ◦ background checks must align with the school system's expectations • 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 school system leaders and school leaders 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	<p>Instructional Materials Package (Aligned to Louisiana Student Standards) The provider will submit a comprehensive instructional materials package for all grade levels K-5 demonstrating full alignment to the Louisiana Student Standards. Materials may be shared through a secure link (e.g., Google Drive), file upload, or platform access with login credentials. Submissions that do not include all required instructional materials cannot be fully reviewed and may be considered incomplete.</p> <p>Scope and Sequence The provider will include detailed scope and sequence documents for all grade levels, Kindergarten through Grade 5. Each document will represent a complete tutoring cycle for each content area and clearly outline the progression of skills and standards addressed.</p> <p>Tutor Guides/Manuals/Lesson Plans</p> <ul style="list-style-type: none"> • The provider will include all tutor-facing materials necessary to effectively deliver instruction. This includes lesson plans, pacing guides, unit overviews, and any additional instructional supports that explain how content will be taught during tutoring sessions. • Lesson plans must align with the submitted scope and sequence and clearly demonstrate how instruction is delivered throughout the tutoring cycle. Providers must include all materials necessary to implement each lesson, including activities, worksheets, text passages, assessments, and any other referenced resources. If a lesson plan references a specific program, curriculum, or instructional resource, the corresponding materials must be included. • For high-quality instructional materials or core curricula not specifically designed for tutoring, providers must explain how lessons are selected, adapted, and sequenced for tutoring sessions. Reviewers must be able to determine how students progress through the tutoring cycle and how the instructional materials support that progression. <p>Student Materials The provider will include all materials that students will use directly during tutoring sessions. This includes digital content, workbooks, worksheets, assessments, and instructional activities aligned to the standards and scope of the tutoring cycle.</p>
	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

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 Accelerate: High-Dosage Tutoring.</p>	<p>1a) Provider’s tutoring organization information aligns with the Louisiana Accelerate: High-Dosage Tutoring Initiative.</p> <p>1b) Provider’s organizational mission aligns with the goals of the Louisiana Accelerate: High-Dosage 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. ◦ Agrees to submit their program for final school system approval.
<p>Section 2: Provider communicates organization goals and background.</p>	<p>2a) Provider’s organizational goals align with the goals of the Louisiana Accelerate: High-Dosage 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 brief description of Outcomes-Based Contracting experience.</p> <p>2d) 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 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.</p>

	<p>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. Note: For virtual tutoring, providers must provide LDOE and school system leaders with open access to tutoring session links to observe sessions for monitoring and quality assurance.</p> <p>3f) Provider lists reasonable qualifications, hiring process, and background checks for tutors.</p> <ul style="list-style-type: none"> • 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"> (a) A person with training in using high-quality instructional materials and who receives ongoing oversight while providing the high-dosage tutoring. (b) Staff of a high-quality tutoring provider. (c) Current or retired teacher. (d) Trained paraprofessionals. <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 school system leaders and school leaders to ensure instructional coherence.</p> <p>4b) Provider describes a plan for collaborating with school leaders on student goals and performance data.</p> <p>4c) Provider describes a plan for collaborating with school leaders on grouping students.</p>
<p>Section 5: References</p>	<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 for school-day embedded High-Dosage Tutoring</p>
<p>Section 6: Appendix</p>	<p>Instructional Materials Package (Aligned to Louisiana Student Standards)</p> <p>The provider will submit a comprehensive instructional materials package for all grade levels K-5 demonstrating full alignment to the Louisiana Student Standards. Materials may be shared through a secure link (e.g., Google Drive), file upload, or platform access with login credentials. Submissions that do not include all required instructional materials cannot</p>

	<p>be fully reviewed and may be considered incomplete.</p> <p>Scope and Sequence The provider will include detailed scope and sequence documents for all grade levels, Kindergarten through Grade 5. Each document will represent a complete tutoring cycle for each content area and clearly outline the progression of skills and standards addressed.</p> <p>Tutor Guides/Manuals/Lesson Plans</p> <ul style="list-style-type: none"> • The provider will include all tutor-facing materials necessary to effectively deliver instruction. This includes lesson plans, pacing guides, unit overviews, and any additional instructional supports that explain how content will be taught during tutoring sessions. • Lesson plans must align with the submitted scope and sequence and clearly demonstrate how instruction is delivered throughout the tutoring cycle. Providers must include all materials necessary to implement each lesson, including activities, worksheets, text passages, assessments, and any other referenced resources. If a lesson plan references a specific program, curriculum, or instructional resource, the corresponding materials must be included. • For high-quality instructional materials or core curricula not specifically designed for tutoring, providers must explain how lessons are selected, adapted, and sequenced for tutoring sessions. Reviewers must be able to determine how students progress through the tutoring cycle and how the instructional materials support that progression. <p>Student Materials The provider will include all materials that students will use directly during tutoring sessions. This includes digital content, workbooks, worksheets, assessments, and instructional activities aligned to the standards and scope of the tutoring cycle.</p>
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 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 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.