Draft Design Assumptions:

1. All students who are below proficiency in foundational skills of reading, math and writing should receive timely, evidence-based intervention programs, primarily tutoring, in all grades.
2. Priorities should be literacy in grades K-5, since literacy is the gateway to overall academic success.
3. Interventions should generally be within the well-accepted frameworks of Multi-Tiered Systems of Support (MTSS)/Response to Intervention (RTI). That is, the interventions should be provided as early as possible and progressively intense as needed.
4. Tutoring has a strong research base. Still, there are many different models that vary, for example, with respect to tutor qualifications, tutor to student ratios, and duration. Therefore, a strong accountability capacity is critical, and should encompass the essential elements of ongoing R & D: among them, program standards, dissemination of best practices, technical assistance, data collection, monitoring and annual public reports..
5. Other evidence-based interventions beyond tutoring – for example, before and after school and summer learning – should be considered.

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