



# High-Dosage Tutoring

Beginning your PSU's HDT Journey

**Per the National Student Support Accelerator, High-Dosage, or High-Impact, Tutoring is a tutoring model that includes substantial time each week of required tutoring, sustained and strong relationships between students and their tutors, close monitoring of student knowledge and skills, alignment with school curriculum, and oversight of tutors to assure quality interactions.**

This document is intended to be a homebase for designing your PSU's High-Dosage Tutoring initiative. Per the National Student Support Accelerator, High-Dosage, or High-Impact, Tutoring is a tutoring model that includes substantial time each week of required tutoring, sustained and strong relationships between students and their tutors, close monitoring of student knowledge and skills, alignment with school curriculum, and oversight of tutors to assure quality interactions. The links below will guide you in planning, implementing, and assessing your HDT program.

## **National Student Support Accelerator Resources**

### **What is High-Impact Tutoring?**

An overview of how the National Student Support Accelerator defines High-Impact Tutoring, and accompanying research.

### **Tutoring Program Selection Toolkit**

With insights from researchers and education leaders, this toolkit helps districts and states select the right tutoring program that meets the elements of high-impact tutoring.

### **Tutor Training Toolkit**

This toolkit provides tutor program leaders with training development guidance, profiles of specific tutor trainings, and a searchable database.

### **Toolkit for Tutoring Programs**

This toolkit is designed to guide practitioners through designing and implementing a new high-impact tutoring program or improving an existing one.

### **High-Impact Tutoring: District Playbook**

This Playbook and the accompanying District Playbook Workbook is designed for school district staff interested in implementing High-Impact Tutoring programs in their districts.

### **Building Toward Effective High-Dosage Tutoring Programs: Lessons Learned From 3 Successful Districts - Education Resource Strategies**

This Education Resource Strategies publication highlights Charlotte-Mecklenburg Schools' reflection on their High Dosage Tutoring decisions and journey. Additionally, interviews with leaders from Indianapolis Public Schools and Dallas Independent School District are included in the article.

## North Carolina Exemplars of High-Dosage Tutoring

### Union County Public Schools

- [UCPS](#) High Dosage Tutoring AIM Presentation outlining their tutoring initiative.
- [UCPS NC Promising Practices Clearinghouse entry](#)

### Lenoir County Public Schools

- Lenoir County Public Schools' [presentation](#) explaining their tutoring programs origins, and onboarding process.
- [NC Promising Practices Clearinghouse entry](#)

### Guilford County Schools

- Guilford County Schools' high-dosage tutoring overview [webpage](#).
- [NC Promising Practices Clearinghouse entry](#)



## Braiding and Blending Funding to Sustain High-Dosage Tutoring Programs

The [Crosswalk for Sustainability](#) document outlines some strategies for incorporating various funding sources to sustain High Dosage Tutoring programs in your district. The table below is included in the document, along with some disclaimers around specific funding sources and additional tools.

### Crosswalk of Common Learning Recovery and Acceleration Priorities and Federal Funding

Priorities	Title I, Part A	Title I, Part 1003	Title I, Part C Migrant Ed.	Title II, Part A	Title III	Title IV, Part A	IDEA, Part B	Perkins	McKinney-Vento
High Dosage Tutoring for ELA	X	X	X		X	X	X		X
High Dosage Tutoring for Mathematics	X	X	X		X	X	X		X
Multitiered system of support (MTSS)	X	X	X	X	X	X	X		
Summer Career Accelerator Programs	X	X	X			X	X	X	
Summer Bridge Programs	X	X		X		X	X		
PK-5 professional development for teachers	X			X					
PK-5 early literacy supports/small group intervention	X	X			X				
Attendance improvement (additional staffing, strategies/PD, incentives)	X	X	X	X		X	X		X
SEL Supports	X	X	X	X		X			X