

AVID Center
The American Recovery and Reinvestment Act of 2009 (ARRA)
Overview for States

The *American Recovery and Reinvestment Act of 2009* (ARRA) provides approximately \$100 billion for education. These funds will be distributed to States through both formula and competitive programs. Formula funding is provided through supplements to Title I funding (\$13 billion), the Individuals with Disabilities Education Act (IDEA, \$12.2 billion), and the State Fiscal Stabilization Fund (SFSF, \$48.6 billion). In addition to formula grants, ARRA also includes a competitive grant program for states, the Race to the Top. This program will fund \$4.35 billion in competitive grants to states that are states making the most progress in improving student achievement (see Attachment A for more information about ARRA education funding for states).

ARRA funding will help states close the achievement gap and help students from all backgrounds achieve high standards. The overall goals of the ARRA are to stimulate the economy in the short term and invest in education and other essential public services to ensure the long-term economic health of the nation. ARRA funds are to be used to improve student achievement. Four principles guide the distribution and use of ARRA funds: (1) Spend funds quickly to save and create jobs; (2) Improve student achievement through school improvement and reform; (3) ensure transparency, reporting and accountability; and (4) invest one-time ARRA funds thoughtfully to minimize the “funding cliff.”

All ARRA funding programs address four specific areas of reform: (1) Adopting rigorous standards and high quality assessments that *prepare students for success in college and the workforce*; (2) Building pre-K to college and career data systems *data systems to track student achievement* and teacher effectiveness and foster continuous improvement; (3) Recruiting and retaining effective teachers, especially in classrooms where they are needed most, and making *improvements in teacher effectiveness* and in the equitable distribution of qualified teachers; and (4) Providing *intensive support and effective interventions for the lowest-performing schools*.

AVID Can Provide an Important Component of Your State ARRA Strategy

AVID helps states address these ARRA principles and funding priorities, particularly in the areas of implanting rigorous college and career-ready standards, increasing teacher effectiveness, turning around low-performing schools, and improving the results of all students.

AVID has extensive experience and a track record of success. AVID has supported student achievement for almost 30 years. The AVID program has been adopted by over 4,500 schools in 46 states and 16 countries and U.S. Territories. AVID Center provides staff development for over 19,000 educators each year and serves more than 320,000 students annually.

AVID has proven to be one of the most effective ways to increase the likelihood that a young person who comes from a low-income family will graduate from high school and go on to enroll in postsecondary education **with no need for remediation**. Most AVID students are underrepresented minorities – about 50% are Hispanic, and 19% are African-American. Many of these students do not have a college-going tradition in their families. Their success is critical to closing the achievement gap. AVID demonstrates significant impacts on the academic success of its students:¹

- AVID students are much more likely to complete the courses required to enter a four-year college. Nationwide, 89% of AVID students complete the sequence of courses necessary for four-year college acceptance. The national average for all students is 34%.
- AVID students are much more likely to take algebra in eighth grade – 51% of grade 8 AVID students take algebra, compared to 22% nationwide. Students who take algebra in eighth grade are prepared for more advanced coursework in math and science once they reach high school. They also are more likely to attend and graduate from college than are eighth graders who do not take algebra.
- AVID opens access to Advanced Placement courses for minority students. The proportion of Hispanic students taking AP exams is almost five times higher among AVID students (at 57%) than among U.S. students overall (12%).
- AVID students are more likely to graduate from high school. In California, 99.5% of AVID students graduate from high school, compared to only 68% of all students statewide.
- AVID students are much more likely to enroll in college. In California, 95% of AVID students enroll in college – 77% of them into four-year colleges or universities. This is three times the state average.
- AVID students are more likely to persist in their college studies. Once they enter college, most AVID students (80%) stay continuously enrolled, despite having to work as well as attend school. Their persistence is much higher than average for low-income and underrepresented college students in community colleges and universities nationwide – over 50% of public community college students drop out before completing a degree, and about 40% of public university students never complete their degrees. ⁱⁱ

AVID is an extensive teacher and student support system. AVID targets B, C and even D students in grades 4 through 12 who want to go to college but are not achieving at the level needed to reach that goal. AVID places these students in college preparatory classes (including honors and advanced placements classes), and then provides them a scaffold of social and academic structures to help them succeed. These structures include an AVID elective that teaches study skills and college preparation; inquiry-driven problem solving to support achievement in rigorous academic classes; curriculum and inquiry-based teaching and learning methodologies that stress writing, reading and collaboration; and extensive professional development that prepares teachers and school leaders to implement the program.

The key components of the AVID program include:

- The AVID Elective. Each participating student (grades 7-12) enrolls in an AVID elective course, which is a part of the student’s regular schedule. The course meets daily (or less often for longer periods if the school is on an alternative schedule). Two of the five class periods per week focus on academic training and college entry skills. On these days, students learn study skills, notetaking, time management, critical reading, library research, test preparation, essay writing, test-taking strategies and how to write college entrance essays and prepare for entrance exams. One of the five class periods each week focuses on career exploration, understanding the academic preparation required for career choices, and researching colleges. The final two class periods per week are spent in AVID tutorials, collaborative inquiry groups conducted by college and peer tutors trained in inquiry-based collaborative coaching techniques. Students participate in these tutorial groups to both support their success in their college preparation courses and to help develop the habit of intense studying with classmates.
- The AVID Elementary Program. AVID Elementary is a foundational program for students in grades 4 to 6 at elementary school sites that feed into established and certified elective AVID programs at both the middle and high school levels. AVID Elementary is an embedded sequential academic skills program intended for non-elective, multi-subject, self-contained classrooms. The first year of the AVID Elementary program focuses on developing foundational student success skills in the areas of speaking, listening, self-advocacy, and study habits. Students learn to use organizational tools, including an agenda/planner, an organizational tool/binder, time management, goal setting, and note-taking. The second year and third year of the AVID Elementary program focus on using AVID teaching methodologies that emphasize reading, writing, inquiry, collaboration, and organization.
- AVID Teaching Methodology. “AVID Methodology” is not about changing curriculum – it is about providing most students access to a rigorous college preparatory curriculum, and providing professional development teachers who learn proven strategies to better serve the learning needs of all students. The teaching methodologies most effective in this quest include Writing as a Tool for Learning; an Emphasis on Inquiry; a Collaborative Approach; and Reading to Learn (WICR).
- AVID Curriculum. To provide teachers with the tools needed to support students in their academic achievement, the AVID program provides rigorous, sequential curriculum materials and extensive professional development to teams of teachers from participating schools. AVID provides “Write Path” curriculum materials and professional development in English Language Arts, Mathematics, History/Social Science, and science. Curriculum materials are available for Advanced Placement courses in all of these content areas. AVID also provides curriculum designed to support the teaching of critical reading and writing strategies to English Language Learners. The AVID Tutorial Support Curriculum Resource Guide helps teachers enhance the skills of tutors by modeling and practicing effective group strategies, higher-order questioning techniques, writing review and collaborative problem solving.

- AVID Professional Development for School Site Teams. Each participating school forms an interdisciplinary team of content-area teachers, counselors and administrators to lead the implementation of the AVID program. The team sets quantifiable goals for school improvement based on site data. Intensive professional development is provided to members of the school team to prepare them to implement and expand the AVID program. AVID professional development activities include:
 - The AVID Summer Institute, a weeklong intensive training event attended by the entire site team;
 - School site-based training sessions that focus on using the AVID Path series curriculum in content area courses;
 - Web-based seminars and online training courses on AVID principles and implementation;
 - Monthly site team meetings to reinforce the AVID training and develop the team's leadership.
 - Ongoing and sustained monitoring and coaching for the school site.

These professional development activities help schools develop communities of practice among their teachers, who work together to plan instructional and academic support activities for their students. Their collaborative work helps reinforce teachers' commitment to effective teaching, to successful students, and to continuous improvement at their school. This enhances teacher motivation and satisfaction and can help promote teacher retention at the school site.

AVID drives whole school reform. Although AVID was originally developed to meet the needs of underachieving ethnic and linguistic minority and low-income students, its implementation at a site often results in the complete transformation of the academic, college-going culture of the school. As AVID grows and becomes embedded in the school, teacher belief systems change. This supports whole school change. Students from all backgrounds begin attaining higher levels of achievement. AVID helps reform schools because it confronts a fundamental systemic issue: the de facto tracking that tends to keep low income and minority students out of college preparatory programs and which results in lower levels of academic achievement. AVID offers an effective way to address these challenges:

1. AVID accelerates under-achieving students into more rigorous courses, instead of consigning them to remedial programs that do not fulfill the prerequisites for college.
2. AVID incorporates the intensive support students need to succeed in rigorous courses. This support is formally structured into the academic AVID elective and is intensive – AVID classes meet every day and students apply its study methods in every class. Support also is continuous: AVID students are required to participate for at least three years, and the ideal is to remain in the AVID program from the upper elementary grades through high school.

3. AVID addresses instructional methods as well as access. AVID classes incorporate a collegial approach and Socratic methods that specifically target the needs of underachieving students. AVID also incorporates practices such as study groups that help students become independent learners. All AVID strategies are based on research on best practices and the influences of peer groups in student achievement.
4. AVID trains content area teachers in instructional methodologies that meet the learning needs of a broad range of students in rigorous content classes. AVID provides ongoing teacher coaching and follow-up to embed the training in teachers' classroom practices.
5. AVID works to influence the college-ready culture of the entire school. AVID incorporates and gives life to an explicit belief system: that low income and minority students can achieve at high levels and succeed in college. This philosophical underpinning and the success of AVID help to change the expectations that teachers and students throughout a school have of disadvantaged and minority students. AVID makes the success of under-achieving students a schoolwide issue and leads to significant changes in course assignment policies, instructional methods, and school culture that contribute to their success.
6. AVID is a schoolwide initiative, not a school within a school. AVID addresses many aspects of the education system. The role of teacher is redefined from lecturer to advocate and guide. The role of counselor changes from gatekeeper to facilitator. The school-based peer group for AVID students becomes one that values achievement. AVID provides the academic training necessary for success in rigorous curriculum.
7. AVID incorporates something badly needed by schools and teachers engaged in the daunting task of reform: strong collegial support. Each AVID site team is based on the notion that the success of students is a shared responsibility. As staff work together throughout the year as well as at Summer Institutes and regional events, they encourage and inspire one another. National and regional AVID centers facilitate this network by sharing information about successful practices and sponsoring training.
8. AVID promotes continuous improvement in schools. The AVID Certification program documents and recognizes schools that have fully and successfully implemented the AVID model, and serves as a continuous improvement process. The AVID Certification process includes a school site self-study followed by a site visit. Schools incorporate the findings of their self-study and certification site visit in their ongoing site development plan.

AVID has a system to measure program outcomes. Over the past 29 years AVID Center has developed a collaborative process to collect and assess the implementation and outcomes of the AVID Program. The AVID Center Data Collection System collects data on student learning achievement outcomes. The system uses data collection forms and an online data collection system. Participating school sites submit data on these forms to assess project outcomes and to ensure program integrity. Demographic and socioeconomic data is collected for each school each year, including student ethnicity, gender, and socioeconomic status (number receiving a free or reduced lunch). Outcome data also is collected, including the number of teachers in each

school who complete AVID training and the number and percentage of AVID students who enroll in college preparatory courses. Outcome data also includes the percentage of AVID students who are on-track for acceptance to a four-year university; enroll in an Advanced Placement course (compared to the state average); graduate from high school; complete college entry requirements; take at least one Advanced Placement or International Baccalaureate exam; and take a college entrance exam.

What AVID Can Provide for Your State's Schools, Teachers and Students

Most jobs in the U.S. that offer earnings above a living wage require good English language and math skills and at least one year of postsecondary education. AVID provides preparation for any type of postsecondary education that requires strong academic foundations – a four-year college, a two-year college, or a shorter certificate or training program – **without the need for academic remediation.**

AVID Center provides a range of services to support your state's broader and deeper implementation of the program:

- AVID provides a statewide management system customized to fit the needs of your state. With a comprehensive support structure already in place, AVID Center offers a state coaching system that means you do not need to hire permanent staff members for the AVID initiative.
- AVID can be implemented by a school's current staff members. AVID Center will train a school's existing FTE teachers to implement the AVID instructional model and scaffold of supports.
- AVID Center provides experienced trainers to train your selected teachers and staff to lead the AVID implementation process within your state, districts and school sites. AVID Center will train your selected staff to become AVID trainers so they can then conduct ongoing path training for your teachers. This will allow you to maintain your AVID implementation at minimal expense after September 2011, when all ARRA funding must be spent.
- AVID Center has the capacity to ramp up training quickly. With more than 500 experienced trainers, AVID Center is ready to conduct AVID Path training at sites around your state.
- AVID Center launches training through Summer Institutes across the nation. The Summer Institute provides valuable collaboration time for district and school site teachers and staff to work on the academic components of their school improvement plans. These Institutes are in place and can easily expand to accommodate additional teachers, counselors and administrators from your state.
- AVID provides programs for upper elementary (grades 4 and 5), middle schools (grades 6-8) and high school (grades 9-12). AVID also has summer programs designed to support the transition of students from elementary to middle school and from middle to high school.

- AVID Center can support your districts with comprehensive strategies to support students in AP classes, students who are English Language Learners, and African American male students in AVID.

For more information about starting or broadening and deepening AVID in your state, contact ...

Endnotes

- ⁱ AVID Center Data Collection System (2008). <http://reports.avidcenter.org> for AVID data
California Department of Education (2008) www.cde.ca.gov for statewide data.
CREATE (2000). Longitudinal Research on AVID 1999-2000. Burlingame, CA.
CREATE (2002). The Magnificent Eight: AVID Best Practices Study. Burlingame, CA.
Mehan, H. et. al, (1996). Constructing School Success: The Consequences of Untracking Low Achieving Students. New York: Cambridge University Press.
- ⁱⁱ U.S. Department of Education, National Center for Education Statistics, 1996/01 Beginning Postsecondary Longitudinal Study (BPS: 96/01).