Professional Development Provider Information for CTA Directory

Name of Organization: AVID Center

Address: 9246 Lightwave Ave., Suite 200

Phone: (858) 380-4800

Website: www.avidonline.org

Contact Person: Robin Kisinger

Geographic Areas Served in California (by county or city):

AVID's California program is divided into 11 regions, covering the entire state. Counties include: Alameda, Alpine, Amador, Butte, Calaveras, Colusa, Contra Costa, Del Norte, El Dorado, Fresno, Glenn, Humboldt, Imperial, Inyo, Kern, Kings, Lake, Lassen, Los Angeles, Madera, Marin, Mariposa, Mendocino, Merced, Modoc, Mono, Monterey, Napa, Nevada, Orange, Placer, Plumas, Riverside, Sacramento, San Benito, San Bernardino, San Diego, San Francisco, San Joaquin, San Luis Obispo, San Mateo, Santa Barbara, Santa Clara, Santa Cruz, Shasta, Sierra, Siskiyou, Solano, Sonoma, Stanislaus, Sutter, Tehama, Trinity, Tulare, Tuolumme, Ventura, Yolo, Yuba.

Description of Organization:

AVID is a college-readiness system designed to increase the number of students who enroll in four-year colleges. It has been adopted by more than 1,516 schools (grades 4-12) in California; more than 4,000 schools nationwide. AVID Center, a non-profit organization that oversees the implementation of AVID, partners with and engages the California Department of Education; county offices of education; and school districts, in addition to individual schools and districts. The organization also has strategic alliances with the College Board, National Association for Gifted Children, California Middle Grades Alliance and ACT.

AVID schoolwide serves all students, but its elective class focuses on the least served students in the academic middle. Most students who are enrolled in the elective class will be the first in their family to attend college. In this elective class, AVID students receive support through a rigorous curriculum and ongoing, structured tutorials. They are supported though Writing, Inquiry, Collaboration and Reading methodologies (WICR) as well thinking and organizational tools, such as Cornell note taking and Socratic seminar. Students are encouraged in the pursuit of rigorous, college prep courses, including AP[®]. They also participate in tutoring (working collaboratively in inquiry based groups) by a trained tutor. AVID students increase their reading, writing, and

study skills in conjunction with constructing an image of themselves as college bound students. AVID elective teachers support AVID students by providing academic training, managing their tutorials, working with faculty and parents, and by helping students develop long-range academic and personal plans. The best AVID elective teachers are those with high expectations for their students and for themselves, and they combine academic skills with a strong personal relationship with their students and their families. They work to build a college-going culture while creating a pipeline of support that helps students learn and use the academic tools of school, and navigate college entry requirements, applications, and financing issues.

Schoolwide achievement improves as a result of the AVID professional development received by content and subject area teachers, counselors, and administrators, and especially through the success of the students targeted for the AVID elective. AVID combines research-based "best practices" from experts to craft training that gives teachers tools to engage all students and to change the image of who belongs in college preparatory classes.

AVID's vision is to provide the support, the tools and the change in mindset for students to achieve. In doing so, our goal is that these students will graduate four year college ready.

Description of Products and Services Available to Schools:

The AVID program offers the following:

- Curriculum resources and training
- Certification process with three levels of implementation
- Quality assurances
- Funding support
- Professional Development
- · Data analysis and reporting
- Technology-based support
- Student results
- Implementation support from AVID Center
- Access to AVID models and trademarks
- Access to AVID research

Specific Areas of Expertise (Check all that apply):

\boxtimes	Mathematics	\boxtimes	Rural Schools
\boxtimes	Reading	\boxtimes	Parent and Community Involvement
\boxtimes	Writing/Language Arts	\boxtimes	Low Performing Schools
\boxtimes	History/Social Science	\boxtimes	Elementary Schools
	Visual and Performing Arts	\boxtimes	Secondary Schools
\boxtimes	Science		Project Based Learning
\boxtimes	Communities of Learners		Specific Intervention Programs
\boxtimes	English Learners	\boxtimes	School Climate and Culture
	Students with Disabilities	\boxtimes	Teacher Leadership
\boxtimes	Urban Schools	\boxtimes	Effective Learning Environments

Briefly describe your experience and results working with schools:

What differentiates AVID from other educational reform programs is its incredible success rate. Since 1990, more than 55,500 AVID students have graduated from high school and gone on to college.

Of the 8,830 (82.6% of all AVID seniors) 2007 AVID graduates participating in the senior data collection, ninety-eight percent plan to attend the post-secondary institution to which they were accepted: 69% in four-year institutions and 29% in community colleges.

Nearly 88% of 2007 AVID graduates completed the UC/CSU "a-g" course requirements, more than double the completion rate for the state overall.

Seventy-four percent (n=6,536) of the 2007 AVID senior class is represented by Hispanic, African American, Native American, and Multi-racial students, including those selecting "Other" as their ethnic affiliation. Of these, 77.6% were accepted into a four-year college or university with a remarkable 88.7% planning to attend. Overall, 98.5% of this cohort plans to attend either a two-year or four-year college or university.

Schools that successfully implement the AVID program have a college-going culture that permeates mindsets. Teachers and students have a sense of commitment and promise for academic success.

How does your organization assess the needs of a client school or district?

AVID Center works with schools and districts to help them decide on the best implementation strategy to meet their school, student and community needs. While AVID's essentials are the same, how they apply to specific schools might be very different. Regional Directors and Coordinators visit the schools before, during and after AVID implementation to review and evaluate the factors that affect implementation. The role of AVID Regional Directors and Coordinators is to help schools assess their need and readiness for the AVID program. When a school commits to an AVID Program, the Regional Directors and Coordinators are there for coaching and training throughout the year, every year that the school has the program. In addition, AVID Center collects data and helps sites look at data to improve the instruction and practice for their schools. The longevity and success of the AVID program is greatly due to the ongoing support and evaluation that is provided to schools and districts.

QEIA requires that the school's professional development plan is developed in a collaborative manner with affected parties. How will you help all interested parties engage in this collaborative effort?

When implemented well, AVID is a integral and dynamic piece of the overall school plan for professional development and school improvement. When planned and implemented at its best, the AVID site team process includes reference to the overall School Site Plan because of its connection to the stakeholders in the school. In turn, relevant pieces of the AVID site team plan can be integrated into the overall school plan. AVID goals integrate into and provide support for the school's professional development and student learning goals.

AVID knows that in order to be effective and have a long-term impact on a school, we need the support and collaboration from across the school. As part of the implementation process, schools are required to have an AVID site team made up of AVID teachers, content area teachers and administrators. The highest level of implementation for site teams includes parents, tutors and students. These teams must meet and work together to develop an AVID site plan. They begin to meet at AVID's Summer Institutes (required for the first two years of implementation). Data (AVID, school and state), the school plan, and the AVID essential elements are used in the collaborative process of developing the AVID site plan. It is expected that the AVID site team meets monthly as a Professional Learning Community to share best practice and to monitor and adjust in meeting the site team goals. The team works with an AVID facilitator, and during the year, AVID staff are available to work with schools to enhance program effectiveness.

Please provide names and contact numbers for clients with whom you have worked and can offer a recommendation on your work (complete any applicable categories):

Classroom Teacher:

Kathleen Beckham - Oxnard High School

805-236-3320

Site Administrator: Please contact AVID Center for Site Administration contacts. Jennifer Rodrigues jrodrigues@avidcenter.org

District Administrator: Valarie Martinez - Fresno Unified School District 559-457-3688

Union/Association Representative:

Other: Additional contacts available on request Jennifer Rodrigues irodrigues@avidcenter.org