Organizational Background

Since 1980, schools have chosen to partner with AVID Center (Advancement Via Individual Determination) to close the achievement gap by preparing all students for college and career readiness. AVID Center (AVID) reaches two-million students in grades K-16 each year and works with 6,400 schools in 47 states and eight countries. AVID was founded in San Diego, and quickly grew throughout the state of California, especially in Inland counties. AVID is a critical partner of 437 schools in Riverside and San Bernardino Counties, benefiting 125,000 K-12 students through this collaboration. In these schools, more than 6,000 AVID students graduate high school annually. AVID, in partnership with Crafton Hills College and Riverside City College, will strengthen linkages between secondary schools and institutes of higher education for the improvement of student outcomes.

Capacity of Lead Entity and Key Partners

AVID is proven to offer successful education interventions. To fulfill its mission, AVID trains educators to make learning more effective by providing engaging, rigorous, and collaborative classrooms; all faculty and staff are engaged to drive student success. As a K-16 system, AVID develops resilient, lifelong learners through academic and social support. Through the implementation of AVID, schools increase the rigorous academic opportunities available to students and raise student achievement. Schoolwide, AVID creates a college-going culture.

In 2017, AVID students who graduated from high school experienced the following successes:

- 93% completed four-year college entrance requirements;
- 94% reported plans to attend a postsecondary institution; and
- 78% reported taking at least one rigorous course (AP, IB, and/or Cambridge).

In Riverside and San Bernardino Counties, AVID graduates complete the University of California and California State University A-G requirements at a rate of 96%; statewide, the average of A-G completion is 45%. Year over year, AVID graduates in these counties persist in college at an impressive rate – 86%, compared to 78% for their peers across the country. Impressively, Hispanic or Latino and Black or African American students see significant matriculation rates: 12% and 15% higher than their peers, respectively.

In addition to K-12 schools, AVID uniquely operates at the higher-education levels. AVID for Higher Education (AHE) was launched more than 10 years ago and supports 50 community colleges and universities. AHE was developed at the request of college presidents, who had observed AVID graduates, measured their progress, and saw their academic and social behavior as superior to that of all students, particularly first-generation college students. AHE received support from the Texas Higher Education Coordinating Board, which funded the first evaluations through the Gibson Group. AHE is implemented in California at Taft Community College, Antelope Valley College, and Saddleback College. Antelope Valley and Saddleback play a leadership role in the state and Saddleback faculty have already worked with Crafton Hills to plan their implementation of AHE.

AVID has the capacity to support the partnership by allocating a portion of the time of four full-time staff members and several consultants. AHE has proven the success of the model by enriching faculty development, developing a Socratic tutoring process, improving the instructional methodology of first year experience courses, align counseling and advising, and co-curricular experiences for students beyond the classroom. These approaches are integrated with AVID’s High Engagement WICOR strategies—Writing to Learn, Inquiry, Collaboration, Organization, and
AVID Center
Growing Inland Achievement Proposal

February 16, 2018

Reading. By implanting AHE, colleges and universities improve the work of faculty and staff and the performance of students, according to the Gibson Group evaluations and case studies.

AHE features an annual certification process according to the AHE Essentials, along with an annual data collection process. AVID will direct a portion of the time of its research and evaluation team to work with the colleges, conduct surveys, and analyze data.

Important outcomes of and facts about AHE include:
- In 2016, AHE served over 80,000 college students nationally through First Year Experience courses and content courses taught by AVID-trained faculty.
- In 2016, AHE trained 5,700 educators.
- Improvements in student retention at community colleges ranged from 5.5% for the 2014-2015 cohort and 8.8% for the 2015-2016 cohort versus a propensity matched comparison group, in the Gibson Study.
- In California, AHE campuses include La Sierra University, Cal State San Marcos, Cal State Bernardino, Taft College, Antelope Valley College, and Saddleback College.
- Over 70% of AHE campuses were certified according to the AHE Essentials Certification Self-Study in 2016-2017.
- At many AHE community colleges, including Amarillo College (TX), Odessa College (TX), Linn-Benton (OR), and Nash (NC) the AHE team provided support for Guided Pathways, which help students make informed education choices.
- In 2016, The AVID Center awarded National Demonstration status to two AHE campuses, Nash Community College (North Carolina) and Odessa College (Texas). Odessa was also an Aspen prize-winning campus for increased student success in 2017.

Related Partnerships
AVID has strong connections and relationships with county offices of education across the state of California, especially in Riverside and San Bernardino Counties. Both the Riverside County Office of Education and San Bernardino County Office of Education are long-time partners with K-12 AVID, with staff directed toward that effort. Most of the RIMS professional staff have presented at AVID Summer Institutes and National Conferences, including RIMS AVID Director, Miceal Kelly, and Catalina Cifuentes, Executive Director of College Readiness for Riverside County. In addition, both county superintendents have expressed support for the implementation of AHE in the region. In San Bernardino, the county office has hosted AHE presentations for all K-12 superintendents and sponsored a presentation about AHE to community colleges. Attendees included Crafton Hills, Chaffey, Barstow, Palo Verde, and Victor Valley.

The two community colleges with which AVID will partner for this project are Riverside City College and Crafton Hills College. Moreover, San Bernardino County Superintendent, Ted Alejandre, has formally committed (via a letter to college presidents and leaders) to support $10,000 of first-year implementation costs to support AHE implementation at Crafton Hills.

**Riverside City College**
After gaining commitment from the RCC President (now chancellor), Dr. Wolde-Ab Isaac, along with campus deans and vice-presidents, RCC is moving forward with this partnership with AVID. Dr. Laura Greathouse, Faculty Development Coordinator will serve as the AVID Liaison and in this role facilitate the following:
Assemble a 6-member team to participate in the Summer Institute to build capacity for delivering AVID program elements on the campus via faculty/staff resulting in a train-the-trainer model for our campus;

Coordinate the onsite training of RCC faculty in partnership with AVID;

Coordinate On-Site planning activities;

Manage any AVID educational resources via the Faculty Development Center.

The AVID for Higher Ed program will serve as an opt-in professional development opportunity for all RCC faculty interested in facilitating student success; the program will not be mandatory.

Faculty who will be participating in the College and Career Access Pathways (CCAP) programs will serve as the initial pilot group and be given the first opportunity to participate in AVID for HE professional development activities.

AVID invited Riverside City College to join the bi-county effort because of its demonstrated commitments to student success, Promise Programs, innovations in guided pathways, integration of services, support for minimizing remediation, and workforce development. The AHE team will collaborate with the Faculty Development Center staff and AHE campus team to develop a plan to address specific campus needs and a timeline for training.

Crafton Hills College
Crafton Hills College is committed to the bi-county partnership, with the effort being led by Dr. Rebecca Warren-Marlatt, Vice-President for Student Services with the approval of President Dr. Wei Zhou. This partnership began with Crafton Hills attendance at the AHE presentation at the San Bernardino County Office of Education in October of 2017. Subsequently, Dr. Warren-Marlatt and a team attended an AHE Showcase at Antelope Valley College. More recently, in January of 2018. AHE team member Rob Gira collaborated with staff from Saddleback College to make a presentation to over 40 Crafton Hills faculty and staff.

Dr. Warren-Marlatt and the Crafton Hills team have expressed interest in AHE for the following reasons:

- Address the college’s Equity Plan to close achievement gaps.
- Support implementation of Guided Pathways.
- Create a framework for faculty and student success across the campus.
- Refine the campus’s tutorial process, along with advising and counseling.

Crafton Hills understands the commitments to implementing AHE and the bi-county partnership, including:

- Identifying a campus liaison for AHE. Dr. Warren-Marlatt will likely assume that role initially.
- Identifying a campus team for AHE.
- Sending a team of six to AHE’s Summer Institute.
- Working with an AHE coach to develop a campus plan.
- Building capacity so that the college will assume a leadership role in RIMS for AHE.

Proposed Activities
The work proposed in this proposal aligns with the following goals of GIA: 1) Align educational policy and initiatives regionally via a bi-county cradle-to-career collective impact model; 3) Increase
baccalaureate, associate, certificate and credential attainment by 15% across the two counties within 5 years; 4) Increase the number of students completing the baccalaureate degree within 6 years by 10% across the two counties within 5 years; and 5) Improve career preparedness through strengthened partnership with industry to better align education with workforce development needs.

AVID seeks to achieve the following objectives:

- Build a bi-county collective impact model focusing on equipping students with student success skills for academic success and quipping faculty/instructors with research-based instructional tools to improve community college persistence and completion. (GIA Goal 1)
- Deploy a holistic and comprehensive model that can be replicated by colleges in both San Bernardino and Riverside counties by implementing AVID for Higher Education’s WICOR framework for learning (writing to learn, inquiry, collaboration, organization, and writing to learning). (GIA Goal 3)
- Improve the performance of community college students in completing associate degrees, certificates, and/or successfully transferring to 4-year degree programs by 3% to 5% annually. (GIA Goals 3, 4)
- Build capacity in both colleges to serve a leadership role for increasing student persistence and completion in the region, potentially serving as AVID for Higher Education National Demonstration campuses. (GIA Goals 3, 4)
- Train over 50 faculty and staff (including counselors and advisers) with a common toolkit to improve course completion and persistence rates of first year students by 3% to 5% annually. (GIA Goal 3, 4)
- Support student success in workforce and career readiness skills by training CTE instructors in AVID’s WICOR high engagement strategies. (GIA Goal 5)

The partnership will focus on the following activities:

- Facilitate campus planning to achieve desired outcomes to address identified needs;
- Onboard campus leadership and facilitate discussion and analysis of campus needs;
- Provide extensive virtual coaching throughout the two years to monitor progress, address challenges, and seek solutions to achieve project outcomes;
- Provide a compelling Summer Institute experience including support and planning with the campus team during the three-day session to kick off project in year one and build capacity for sustainability in year two;
- Provide four on-site days of faculty development annually to address implementation needs including WICOR instructional framework, advising support, peer tutor and mentor training and other targeted needs (i.e. student motivation, diversity or adult competencies, workforce support for career readiness, student academic language and literacy needs, etc.);
- Provide two on-site coaching and planning days annually to address quality implementation and capacity building for sustainability; and
- Offer access to resources and instructional support to address co-requisite remediation/acceleration student needs in critical reading, writing and math skills.

Expected accomplishments and outcomes include:

- Increasing student retention by 3% to 5%, fall to fall (annual data collection);
- Improving transfer rates, certificate or credential attainment by 3% to 5% (annual data collection);
- Increasing student engagement and affinity for the institutions (measured by surveys);
• Improving the pedagogy of faculty and staff via the use of AHE’s High-Engagement WICOR strategies (pre, mid-course, and post surveys);
• Utilizing highly trained staff at each campus to sustain the work of AHE and the project through a “trainer of trainers” model;
• Improving coherence of services, especially tutoring, counseling, and advising;
• Improving the performance of “special populations” of students, as identified by each campus;
• Improving K-12 communication via campus liaisons to K-12 district AVID leads and the county office teams;
• Establishing protocol for sharing best practices across campuses;
• Build capacity for colleges to sustain work and expand as desired for continued success; and
• Create capacity for colleges to network with other colleges to share proven successes, strategies and processes.

**Building on Proven Practices**
The partnership and the implementation of AVID for Higher Education will build on proven practices accordingly:

• Coaches will share the results of the Gibson report, *the AVID College Completion Project*, including key findings and recommendations regarding fidelity to implementation, faculty development, and student support structures.
• The AHE team will study the results for highly-certified sites and share their achievements with Crafton Hills and RCC teams.
• Research from the Center for Community College Research will provide a framework, so the work is scalable, systemic, sustainable

**Ongoing Assessment**
The partnership will be evaluated and assessed regularly via the following strategies:

• Pre-implementation surveys will be sent to designated faculty to assess their familiarity with AVID, AHE, and AHE’s high engagement strategies. The survey will also identify their greatest needs.
• The National Survey of Student Engagement will be used to assess impact on students, especially those receiving AVID services.
• AHE’s annual certification process, focusing on the five AHE essentials, will be introduced to the AHE team at summer institute, with discussion facilitated by an AHE coach. The plan will feature the annual objectives for AHE on the campus. The AHE certification process is designed to measure fidelity of implementation and is used as a tool coach and support sites to excellence.
• AVID Center’s Chief Research Officer, Dr. Dennis Johnston, will work with assessment leaders on both campuses and with campus teams to implement AHE-specific surveys to measure the extent to which AHE’s professional learning transforms faculty effectiveness.
• Regarding data collection, AHE’s data collection system will be introduced to the campus AHE teams at summer institute. Data are collected annually as part of the AHE Certification process.
• Dr. Johnston and his team will work with AHE staff to design research questions, which include: 1) To what extent was the AHE model implemented with fidelity? 2) At the end of two years, to what extent has AHE impacted student and faculty success? 3) To what extent has AHE implementation changed faculty practice to create more engaging classroom
environments and improved campus culture? 4) To what extent has the partnership and support from AHE built capacity on the campuses to provide leadership and sustain the work?

**Regional Sharing of Lessons Learned and Best Practices**

The partnership of AVID, Crafton Hills College, and Riverside City College will develop a plan for sharing lessons learned and best practices. The following opportunities for collaboration are envisioned:

- **Collaboration of Crafton Hills College and Riverside City College**
  - A Spring 2019 event for staff from both campuses will provide presentations and structured dialog, facilitated by AHE staff and consultants.
  - Both colleges will have an opportunity to meet and compare their plans at the AHE summer institute.
  - AHE coaches and consultants will organize common campus team meetings, either face to face or virtually.
  - Campus liaisons will have opportunities to meet in person to advance their work together.

- **Collaboration with other colleges in the region**
  - Other colleges will have the opportunity to attend AVID’s National Conference, which features AHE presentations and pre-conferences. Riverside City College and Crafton Hills College will be active participants at National Conference.
  - Crafton Hills College and Riverside City College will make presentations at regional gatherings of RIMS community college leaders.
  - Eventually, the campuses can host an AHE Showcase, based on the existing model that is used throughout the U.S. Showcases highlight successful AHE implementations and help potential AHE partners visualize what the program will look like at their schools once implemented.
  - Webinars will be developed to feature the work of the two campuses.
  - The colleges will have an opportunity to publish their results in the AHE National Newsletter, which will reach other colleges.

**Project Management and Timeline**

AVID’s project will be led by a comprehensive team of education and research professionals.

**Key Personnel**

Representatives from AVID include:

- **Betty J. Krohn, Ed. D.**, is the Director of AVID for Higher Education. Dr. Krohn earned a B.S. in Mathematics and English at Evangel University, and an M.A. in Education Administration with a Mid-Management Certification at the University of North Texas, Denton. She earned an Ed. D. in Curriculum and Instruction at the University of North Texas. After serving as an educator and administrator, Dr. Krohn joined AVID as a Program Manager for Texas in 2008. In 2011, she joined the AVID for Higher Education team as Program and Project Manager, and in 2014 she was named Director of AVID for Higher Education.

- **Dennis Johnston, Ph. D.**, oversees AVID’s research agenda. Prior to joining AVID as Chief Research Officer, Dr. Johnston served as Director of Assessment, Accountability, and Research at the San Diego County Office of Education, the Director of Assessment and Evaluation at Grossmont Union High School District, and the Senior Research Associate of the Comprehensive Adult Student Assessment System.
• **Jonathan Grant Brown earned a B.A.** in Communication and an M. Ed. From the University of Texas of the Permian Basin. Mr. Brown is a former AVID student, who, in 2009, began working the University of Texas of the Permian Basin to develop an AVID First Year Seminar. Currently, Mr. Brown serves as a Program Manager for AVID for Higher Education, and for this project, he will act as a coach.

At Crafton Hills College, **Rebeccah Warren-Marlatt, Ed. D.** is the Vice President of Student Services. Dr. Warren-Marlatt is passionate about student success, sustainable leadership, and institutional growth and improvement. She earned her undergraduate and master’s degrees in Psychology at California State University, San Bernardino, and her Ed.D. in Leadership for Educational Justice at the University of Redlands. Her expertise includes integrated planning, outcomes assessment, immigration and higher education, diversity policy, Title IX, and rehabilitation psychology and counseling. Dr. Warren-Marlatt is a member of the operating boards of both the CSUSB Governor’s Innovation Award, and San Bernardino County Alignment, and has served on the California Community College Chancellor’s Office Institutional Effectiveness Partnership Initiative Steering Committee.

At Riverside City College, **Dr. Laura Dawn Greathouse** will help lead this project. Dr. Laura Dawn Greathouse is professor of anthropology and Faculty Professional Development Coordinator at Riverside City College where she has taught for the past 10 years. She has also served in several leadership capacities serving as Academic Senate Representative and Department Chairperson. Dr. Greathouse received her Ph.D. in Anthropology of Education with an emphasis on ethnography from SUNY Binghamton University, New York. Her research interests include Middle Eastern and South East Asian populations.

**Timeline for Major Activities**

<table>
<thead>
<tr>
<th>Year One (2018-2019)</th>
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<tbody>
<tr>
<td><strong>Activity</strong></td>
</tr>
<tr>
<td>Campus Plans</td>
</tr>
<tr>
<td>First-Year Experience Course</td>
</tr>
<tr>
<td>Faculty Development</td>
</tr>
<tr>
<td>Introduction of AHE Socratic Tutoring Model</td>
</tr>
<tr>
<td>Develop AHE Campus Teams</td>
</tr>
<tr>
<td>Faculty Professional Development</td>
</tr>
<tr>
<td>Data Collection, Assessment, and Evaluation</td>
</tr>
<tr>
<td>Bi-County Collaboration and Sharing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year Two (2019-2020)</strong></td>
<td></td>
</tr>
<tr>
<td>Campus Plans</td>
<td>Examine progress from first implementation year. Analyze evaluations and surveys to assess faculty acceptance of instructional support and track number of students supported, and plan for how their support will be continued. Develop plans for future years that include building on faculty development, tutoring support, adding mentoring support and/or advising as appropriate. Continue to solicit support from leadership in planning and implementation process. Align campus plans with colleges’ strategic plan instructional goals.</td>
</tr>
<tr>
<td>AHE Campus Teams</td>
<td>Campus teams will continue to assess the members of the team to oversee the work and monitor progress, add to the team as necessary, and identify who can lead building capacity to continue faculty development and professional learning on campus so that instructional conversations are included in department meetings, etc. Teams will complete the certification instrument evaluation document and seek to meet Level 1 in all 5 Essentials and all indicators; additionally, teams will complete the AHE Data Collection requirements and align desired outcomes with goals identified in college strategic plans.</td>
</tr>
<tr>
<td>Faculty Development and Professional Learning</td>
<td>Continue to introduce the WICOR Instructional Framework to interested or designated faculty; however, identify ways to continually engage faculty who attended AHE Professional Development the previous year. Identify faculty that attended previous AHE Professional Development and have them share how they are using the following: WICOR Overview, 10-2 Lesson Structure, Academic Reading Strategies, Writing to Learn, Focused Note-Taking Strategies, and Collaborative Structures. Identify new faculty who can participate in AHE Professional Development. Offer more AHE Professional Development to build skills in the following: Academic Reading Strategies, Academic Language and Literacy, Inquiry, Metacognition, and Socratic Seminars.</td>
</tr>
<tr>
<td>Data Collection, Assessment, and Evaluation</td>
<td>Continue to track students exposed to AHE support and which faculty participate in AHE PD and which faculty actively use the WICOR strategies in course instruction. Increase number of FYE sections using the AHE strategies. Continue to train tutors and assess number of students utilizing the tutoring services and number that come back for additional support. Look for trends in cohort groups. Determine if campus-wide</td>
</tr>
</tbody>
</table>
implementation in programs or departments is warranted. Pre, midpoint, and follow-up surveys of faculty and instructors.

Bi-County Collaboration and Sharing
Gathering of two campuses; liaison collaborations; webinars; meetings with county offices of education teams; campus team meetings in the Spring; presentations at regional events; hosting visits and meetings of bi-county teams; host a convening for all colleges and universities in the region.

**Project Budget Narrative**

AVID seeks a $150,000 investment that will enable AVID to expand its AHE work to the campuses of Riverside City College and Crafton Hills College and strengthen the linkages between secondary schools in RIMS and these two community colleges. The budget narrative is included in the Project Budget attachment.

**Match**

<table>
<thead>
<tr>
<th>Description of Match</th>
<th>Type of Match</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AVID Center Match</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kaitlyn Elliott-Norgrove, Development Manager, $200 per month of management work for grant project for 24 months</td>
<td>In-Kind</td>
<td>$4,800</td>
</tr>
<tr>
<td>Jeff Huerta, AVID Center Research Team, $300 per month of research work for grant project for 24 months</td>
<td>In-Kind</td>
<td>$4,800</td>
</tr>
<tr>
<td>AVID Campus Coach, 16 hours per month for 18 months, 288 hours at $50/hour</td>
<td>In-Kind</td>
<td>$14,400</td>
</tr>
<tr>
<td>AHE Director Oversight, Two days per year; four days total; 32 hours at $50/hour</td>
<td>In-Kind</td>
<td>$1,600</td>
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<tr>
<td><strong>Crafton Hills College Match</strong></td>
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</tr>
<tr>
<td>Campus Liaison, 27 days annually at $675 per day</td>
<td>In-Kind</td>
<td>$18,225</td>
</tr>
<tr>
<td>Campus Teams, 9 days for meetings at 3 hours per meeting, 27 hours each at $60/hour for 8 team members</td>
<td>In-Kind</td>
<td>$12,960</td>
</tr>
<tr>
<td><strong>Riverside City College Match</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus Liaison, 27 days annually at $675 per day</td>
<td>In-Kind</td>
<td>$18,225</td>
</tr>
<tr>
<td>Campus Teams, 9 days for meetings at 3 hours per meeting, 27 hours each at $60/hour for 8 team members</td>
<td>In-Kind</td>
<td>$12,960</td>
</tr>
<tr>
<td><strong>San Bernardino County Office of Education</strong></td>
<td>Cash</td>
<td>$10,000</td>
</tr>
<tr>
<td><strong>Total Match Amount</strong></td>
<td></td>
<td>$97,970</td>
</tr>
</tbody>
</table>

**Leverage**

The funds awarded by GIA are targeted to build capacity on both campuses and to develop a cadre of in-house experts who share their work with faculty and staff and develop the AHE model at the highest levels. AVID will support the acceleration of expertise in AHE on the campuses. By developing model campuses for AHE in the RIMS region, the AVID team will collaborate with
Crafton Hills College and Riverside City College to assist other community colleges in creating robust and integrated services to address faculty professional development and student success through completion. By year three of AHE implementation, contract costs will likely be reduced by almost 50% of the original fee structure. The need to send full teams to AHE’s Summer Institute will be mitigated as will on-site professional learning. In year four, many AHE campuses pay only the Professional Services Fee (approximately $6,000), and still have access to AHE resources such as on-demand modules, videos, syllabi, and regularly scheduled coaching and planning calls. It is anticipated that both campuses will be able to host trainings and special AHE events for colleges in the region, potentially creating at least a modest revenue stream to further their work.

**Sustainability**

The partners in this bi-county collaborative are committed to sustaining the work beyond the GIA Innovation Award. With the deep support in the first two years as well as demonstrated success, the AHE team will continue to provide a coach assigned to supporting the campuses liaisons and the campus team as they further scale up the work. The AVID Center will also assist Crafton Hills College and Riverside City College in connecting with other AHE California community colleges such as Antelope Valley, Taft, and Saddleback.

To further strengthen sustainability, based on conversations with AVID RIMS director Miceal Kelly, the partnership will welcome the participation of four of the 13 RIMS K-12 staff, to participate in faculty development sessions, to build their capacity to support the project. The AHE coach will network with the K-12 team to make sure that the AHE work supports their efforts and that they become AHE trainers.
### AVID GIA Budget

<table>
<thead>
<tr>
<th>Funded Activity</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Total GIA Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AVID Professional Service Fee</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><em>This yearly fee allows participation in professional development opportunities; coaching and learning community support; phone and email support; access to the MyAVID website; WICOR instructional resources; license to reproduce materials; participation in data collection with access to reporting services; access to professional development syllabi, handouts, and PowerPoint presentations; access to AVID Weekly; and use of AVID logo and intellectual property.</em></td>
<td>$11,970</td>
<td>$12,550</td>
<td>$24,520</td>
</tr>
<tr>
<td><strong>Summer Institute</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Each school sends a team of six (comprised of Educational Liaison, institutional administration, faculty/staff) to AHE implementation strands.</em></td>
<td>$9,540</td>
<td>$9,960</td>
<td>$19,500</td>
</tr>
<tr>
<td><strong>On-Site Professional Development</strong></td>
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</tr>
<tr>
<td><em>Faculty development includes professional development sessions tailored to meet the needs of each institution. Fee includes the materials, presenter, and presenter’s travel expenses.</em></td>
<td>$27,200</td>
<td>$21,420</td>
<td>$48,620</td>
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<tr>
<td><strong>On-Site Planning</strong></td>
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<tr>
<td><em>Campus facilitation during which AVID staff meet with the campus team to review the campus plan, progress of implementation, and support. Fee includes the materials, presenter, and presenter’s travel expenses.</em></td>
<td>$6,800</td>
<td>$7,140</td>
<td>$13,940</td>
</tr>
<tr>
<td><strong>AHE Resource Library</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><em>A printed and electronic resource library that is intended for higher education institutions. Materials support the AVID Seminar and high-engagement strategies, among others.</em></td>
<td>$6,600</td>
<td>-</td>
<td>$6,600</td>
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<tr>
<td><strong>Summer Institute Travel Reimbursements</strong></td>
<td></td>
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</tr>
<tr>
<td><em>$1,000 per team member (12 total) in travel support.</em></td>
<td>$12,000</td>
<td>$12,000</td>
<td>$24,000</td>
</tr>
<tr>
<td><strong>Events/Trainings Support</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><em>Costs associated with trainings, convenings, and events at which the two campuses collaborate.</em></td>
<td>$6,410</td>
<td>$6,410</td>
<td>$12,820</td>
</tr>
<tr>
<td><strong>Total Amount</strong></td>
<td>$62,110</td>
<td>$47,750</td>
<td>$150,000</td>
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