AVID Emerge™

A Research-Based Approach to Supporting Multilingual Learners

AVID®

Introduction

Multilingual learners constitute a significant and growing demographic in U.S. schools. As recently as the fall of 2020, **the U.S. Department of Education estimated that there are 5 million English learners in public schools across the United States, making up 10% of the student population.** These multilingual learners face unique challenges in reaching high levels of academic achievement and college and career readiness.

Research shows that English learners lag behind their native English-speaking peers on key indicators of academic success. On the 2019 National Assessment of Educational Progress (NAEP) reading assessment, 9% of English learners scored proficient or above, compared to 35% of non-ELs (NAEP, 2019). Additionally, English learners' high school graduation rate was 67% in 2016–17, markedly below the 85% national graduation rate (Sanchez, 2017).

Only 20% of English learners go on to enroll in college, versus 70% of all high school graduates (Kanno & Cromley, 2013).

These persistent opportunity and achievement gaps led AVID to develop **AVID Emerge** as part of its Advancing Multilingual Learner Suite. AVID Emerge provides research-based instructional strategies, differentiated routines, and professional learning to equip educators to effectively support their multilingual scholars.

We encourage schools to bring AVID Emerge into their classrooms and programs to provide multilingual learners with an equitable path to future success.

Multilingual Learner College and Career Readiness

A robust body of research has examined the factors that promote or hinder college and career readiness for multilingual learners. Key findings include:

- **Access to advanced/honors courses** — Multilingual learners are often underrepresented in advanced high school courses that prepare students for college, particularly math, science, and English (Callahan, 2005; Kanno & Kangas, 2014). Lack of access limits the ability to develop college-ready academic skills.

- **Impacts of tracking/remedial courses** — Placing multilingual learners in remedial or vocational tracks negatively impacts their academic outcomes and college-going (Callahan & Shifrer, 2016). This tracking results in less rigorous coursework.

- **Importance of academic English skills** — Advanced academic English proficiency is essential for multilingual learners to access and succeed in college-prep curriculum (Bailey & Huang, 2011). Explicit English language instruction is needed to develop this proficiency.

- **Guidance/support around college and careers** — Many multilingual learners lack understanding of college options, admissions, and financial aid due to language barriers and parents' limited educational experience (Núñez & Sparks, 2012). Targeted advising is important.

- **Potential of targeted interventions** — Research points to the benefits of programs like AVID, which provide multilinguals with academic tutoring, college advising, and other supports to increase access and success in higher-level courses (Pugh et al., 2012; Watt et al., 2006).

Key Considerations

Research highlights several key considerations for developing instructional resources and professional learning to equip educators to support multilingual scholars:

- ✅ Provide scaffolding to support comprehension and language production across proficiency levels (Goldenberg, 2013)

- ✅ Leverage students' home language skills to promote academic language development (August & Shanahan, 2006)

- ✅ Focus on developing academic language needed to engage with complex text and tasks (Zwiers, 2008)

- ✅ Create opportunities for substantive student-to-student discussion and collaboration (Saunders & Goldenberg, 2010)

- ✅ Integrate language development with rigorous, grade-level content instruction (Echevarria, Vogt, & Short, 2017)

- ✅ Provide explicit vocabulary instruction emphasizing word relationships and usage (Carlo et al., 2004)

- ✅ Design culturally responsive lessons that tap into students' funds of knowledge and experience (Brown, 2007)

AVID Emerge Engages and Empowers Multilingual Learners

The **AVID Emerge Digital Toolkit** provides diverse resources designed specifically for multilingual learners that align with the key considerations from research:

- Scaffolded routines to support comprehension and language production
- Academic language development opportunities focused on comprehension and production
- Structured speaking and collaboration routines (e.g., Think–Pair–Share)
- Culturally responsive and relevant lesson topics merging language and grade-level college and career topics
- Explicit vocabulary instruction with word relationship activities
- Authentic and relevant resources designed to strengthen family-school partnerships

AVID Emerge Professional Learning equips educators with knowledge and strategies aligned to the key considerations:

- Applying scaffolding techniques at various proficiency levels
- Leveraging home language skills and supports
- Identifying and teaching essential academic language
- Facilitating substantive student discussions
- Using content to facilitate language development
- Developing strategies for explicit academic vocabulary instruction

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