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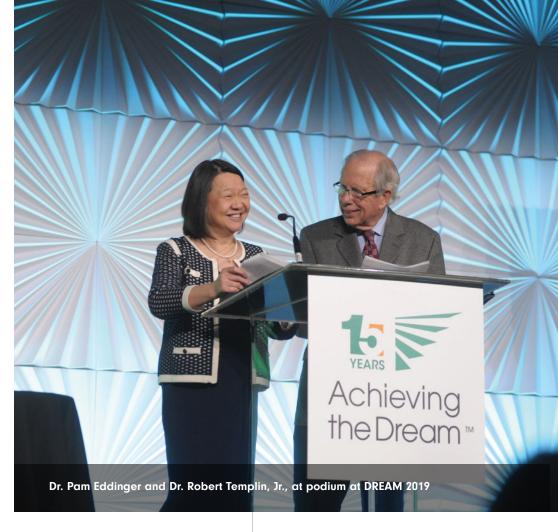
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GROWTH LEARNING IMPACT



LETTER FROM THE PRESIDENT & CEO

KAREN A STOUT
President/CEO, Achieving The Dream Inc

Achieving the Dream celebrated its 15th year in 2018-2019. Once thought of as only a fad, the student success agenda that anchored ATD's founding as an initiative in 2004 and as its own independent non-profit in 2011, is now a movement reaching beyond our community college sector to all of higher education and even internationally. Celebrating our 15th year gave ATD the unique opportunity to celebrate how we have remained true to our mission. We also paused to take a long-range view of our growth, learning, and impact since our founding. We are grateful for the contributions of every member of our ATD community—our network colleges, partners, funders, board members and staff—in supporting us through our 15-year journey as well as key successes over the past year.

Our network grew to nearly 280 colleges with the addition of 17 colleges representing eight states, including eight colleges from Connecticut in our 2019 cohort.

Last April we merged with Gateway to College National Network (GtCNN) bringing the GTCNN colleges into the ATD network and building new supports for our colleges as they work to build robust and strategically focused pipelines with their K-12 partners that will lead to more equitable outcomes for students and stronger and resilient communities.

We continued to take what we are learning in the field to develop new supports and services in teaching and learning and holistic student supports for our colleges, which you'll read about in this report. Many of our colleges, now mature in their student success work and requiring customized supports, have worked with ATD to change or bolster coaching supports. Two new learning events, the ATD Equity Institute and the ATD Teaching & Learning Summit, attracted sold-out audiences and added to the suite of professional and peer learning opportunities for our network colleges and beyond. ATD's Community College Women Succeed initiative has enabled us to engage with policy leaders throughout the country to learn about gaps and promising practices in support for adult women students, many of whom have dependent children.

The continued growth, learning, and impact across the ATD Network during the past year was facilitated by important and collaborative relationships we have with key partners across the higher education sector, including with the Jobs for the Futures Student Success Center Network, the Belk Center for Community College Leadership and Research Presidents Academy, the Community College Research Center research around adjunct faculty, the AACC Pathways Collaborative, NASPA, WICHE, and many more leading organizations.

Finally, we were thrilled at DREAM last year to award the Leah Meyer Austin prize to Amarillo College and Columbus State Community College and to celebrate the success of two long-time ATD Network colleges, Indian River State College and Miami Dade College, as co-winners of the 2019 Aspen Prize for Community College Excellence, a \$1 million award that recognizes institutions that achieve exceptional outcomes for their students.



In a move aimed to strengthen the pipeline of students from K-12 to and through college, Gateway to College National Network became part of Achieving the Dream in April 2019. The core Gateway to College program helps off-track and out-of-school youth find pathways to a high school diploma and a meaningful college credential. More than 34 colleges, including 12 ATD Network colleges, have Gateway to College programs in partnership with 200 school districts around the nation. Achieving the Dream will look to expand the Gateway to College program nationally, including to more of the 277 colleges across the ATD network.

"Our vision is to take these programs to scale to serve tens of thousands more students and continue to transform the work and success metrics of ATD from not just whole college transformation but whole community transformation," Dr. Stout said.

By joining organizations, ATD is able to bridge secondary and postsecondary education and will help institutions and their communities establish a continuum of services that better position low-income youth and young adults to earn needed credentials and degrees to succeed in the workforce. With our expanded in-house capacity, ATD will be able to help colleges design more strategically focused K-12 pipeline partnerships, dual enrollment programs, and innovations in customized delivery of holistic services.

Gateway to College enables ATD to help colleges create a robust pipeline from K-12 through community college and into a four-year degree program that students successfully complete. "This work will especially ease the transition for historically disadvantaged groups, leading to more equitable outcomes in the long run. By joining our organizations, we are able to advance new approaches and build innovative personalized supports to help a larger portion of our population to achieve their educational goals and dreams." The merger also gave ATD a significant west coast presence and a second office, located in Portland, OR.

Using Adaptive Courseware to Boost Retention and Graduation Levels

At the Achieving the Dream 2019 national convening, ATD and a network of 11 other higher education and digital learning groups announced a new national effort to address a root cause of college dropouts – high failure rates in foundational courses – through the provision of scalable, high-quality support to colleges and universities seeking to implement adaptive courseware for foundational courses on their campuses. Supported by the Bill & Melinda Gates Foundation, and with oversight and coordination by national educational technology organization WICHE, Every Learner Everywhere aims to increase the number of institutions taking advantage of adaptive learning in order to improve course outcomes and boost retention and graduation levels while eliminating the equity gap for low-income students, students of color, and first-generation students.

Achieving the Dream and Biden Foundation Announce Community College Women Succeed Initiative

Four million student parents attend college each year, and one in four community college students are parents. Of the student parents attending college, 70 percent are women.

ATD's Community College Women Succeed initiative helps adult women learners, including parents, who are attending community college succeed and complete certificates and degrees on time. Dr. Jill Biden, lifelong community college educator, supported Achieving the Dream in the announcement of the initiative. Learn more about the initiative and updates.

New Programs Keep Students at the Center

Developing a Culture of Teaching and Learning Excellence

Based on our 15 years of experience working with community colleges on student-centered and equity-based systems design, we created a new service that helps colleges develop a culture of teaching and learning excellence by engaging full-time and adjunct faculty in leadership and professional learning roles that advance pedagogy; implementing inclusive, evidence-based, high-impact, culturally responsive practices; and providing opportunities for action

research, reflection, and renewal. ATD's new Teaching and Learning Capacity
Building Services helps colleges organize and go beyond narrow programmatic reforms to transforming teaching and learning in every classroom.

"If we are to put students at the center, excellent teaching and support for quality instruction must be at the core of our work."

Restructuring Student Success Work Leads to Multi-Million Dollar Grant

Southwest Tennessee Community College enrolls many students who require academic and other supports to complete credentials that lead to good jobs and economic mobility. Like many community colleges, Southwest identified significant achievement gaps among its students. The college bolstered its work to close the gaps by joining the Achieving the Dream Network in 2016 and has systematically redesigned academic and student programs to support students more equitably from the time they decide to attend college until they complete a degree or credential. Now, just three years after beginning to institute significant changes at the college, Southwest has been awarded a \$2.1 million grant from the federal Strengthening Institutions Program (SIP) to institute IDEAS, Inclusive Design for Equity in Academic Success.

Read more.

AR2019.achievingthedream.org/growth

DREAM Scholar Tells House Lawmakers About Her Struggles to Pay for College

"I am clearly willing to work for my bachelor's degree, but when money is tight, and bills are due, I wonder why I am paying for the price for a badly broken system."

-Jenae Parker, Columbus State Community College Alumna

Jenae Parker, a 2018 ATD DREAM Scholar, was given the rare opportunity to share on a national stage her experience and her struggles as a college student. On March 13, 2019, she spoke to the House Committee on Education and Labor about her struggles as a lower-income, black, single parent student while pursuing her dream of a college education. Jenae's testimony focused on her struggles in finding child-care, housing and food insecurity, mental health care, and being a working student. She told the Committee the story of her journey.

Read the full story.

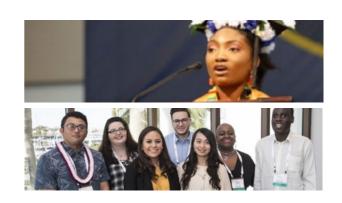
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Student Stories

Visit the digital version of This publication to learn more about these students.

AR2019.achievingthedream.org/stories





2019 COHORT

Seventeen colleges from eight states strengthened their commitment to improving student success by becoming part of the 2019 cohort of new ATD Network colleges. The 2019 cohort included eight community colleges from Connecticut, bringing all 12 institutions from the state into the ATD Network. The 2019 cohort joins 20 colleges from the 2018 cohort, and marks consecutive years when entire state systems have supported their community colleges in joining Achieving the Dream. In 2018, eight colleges from the state of Tennessee joined the ATD Network in addition to colleges from another ten states.

The 2019 cohort gathered for the Kickoff Institute in Phoenix in June, where college presidents and top administrators from each institution spent three days learning more about ATD's approach. A new first-year curriculum focused on early momentum metrics, a leading indicator of student success, and teams were given more time to meet together, diving into institutional data around early momentum metrics, and to strategize with ATD coaches about how to launch their student success work in the fall. Workshops covered topics such as leading transformative change, having courageous conversations, including the student voice in ATD work, and effectively communicating about the work of ATD to the entire campus community.

In her remarks to the cohort, Achieving the Dream President and CEO Dr. Karen A. Stout reiterated the ATD's commitment to equitable outcomes for students in all of its institutions.

Throughout the week, presidents of colleges new to the Network reinforced the urgency of this work and reflected the importance of equitable student success. Leaders also consistently cited data use and disaggregation, holistic student supports, and coaching as key drivers for joining the ATD Network. "We thought we needed a platform, and Achieving the Dream really answered that," shared Dr. Eddie Tealer, president of Eastfield College (TX). "A framework with coaches to look into data and leadership will give a nice start to putting the college on an even playing field."

Shortly after Kickoff, teams participated in their first monthly webinar, another new component of the first-year experience. These webinars support colleges in key areas like data disaggregation, using cross-functional teams, effective roll-out of the Institutional Capacity Assessment Tool, and developing a student success action plan.





Learning events and more than a dozen webinars gave colleges and universities the opportunity to hear about trends, resources, and best practices while also sharing their own successes and challenges. In 2019, we launched two new events, the Teaching & Learning Summit and the Equity Institute, each designed to support colleges in their efforts to strengthen student outcomes, while closing equity gaps.

Inaugural Teaching & Learning Summit

More than 300 faculty and administrators from across the country took up the urgent call to participate in ongoing collaborative educational development and professional learning by participating in Achieving the Dream's first Teaching & Learning Summit. The convening is a component of ATD's Teaching and Learning supports, launched in early 2019 to build on what ATD is learning from years of work in adjunct faculty engagement, Open Educational Resources, and campus-based faculty leadership in student success work. The three-day convening was organized around four focus areas: Open Educational Resources, Culturally Responsive Practices, Guided Pathways, and Every Learner Everywhere. Teams

from 54 colleges examined classroom-based practices and designed action-based strategies to implement instructional models that support student success and achievement of their academic and professional goals. ATD President and CEO Dr. Karen A. Stout delivered the opening keynote, Focusing the Next Generation of Community College Redesign on Teaching and Learning, a modified version of the Dallas Herring Lecture she delivered at North Carolina State University in late 2018. She called for "reforming our reforms" and shared key organizing principles developed by ATD based on learning from work in the field. Read the full lecture here.

Second Annual Equity Institute

During the interactive day-long institute, institutional teams engaged in learning opportunities and activities to develop a deeper understanding of what equity means, what it looks like in practice, and how it is manifested or stifled on their campuses. Keynote speaker Dr. Shaun Harper, executive director of the University of Southern California's Race & Equity Center, shared that in order to move the needle on student success, colleges must understand the totality of factors that undermine success for students of color. Teams engaged in conversations around equity challenges impeding the success of their students and brainstorm practical solutions that empower all members of the college community. Institutions boldly addressed their equity challenges then shared their strategies, obstacles, and outcomes. Teams were engaged with new tools to use in their equity strategy.







Data & Analytics Summit

For the sixth time, ATD hosted the Data & Analytics Summit which provided more than 260 community college leaders the opportunity to take a deeper dive into their data and drive change at their institutions. The three-day event, "Data and Analytics Through an Equity Lens," focused on practical solutions for applying an equity lens to building institutional capacity to use data to improve student outcomes, implementing high impact practices in institutional effectiveness, and using technology as a learning tool to enhance student success. Representatives from 21 of the Tribal Colleges and Universities in the ATD Network participated in an accreditation discussion on implementing processes at their institutions.

Holistic Student Supports Institute

More than 400 community college leaders participated ATD's third annual Holistic Student Supports Institute, where they had an opportunity to tackle how to more holistically support their students and dive deep into the implementation of addressing all student needs. Over the course of three days, participants learned from experts within ATD's diverse network of colleges and national experts working on designing, implementing, and assessing a "whole college" approach to improving student outcomes. In addition to 22 sessions covered topics such as deepening faculty engagement, creating small changes on campus, and serving underserved high school students in their community, ATD offered two distinct tracks for college teams to follow: Holistic Student Supports Exploration Experience, and Holistic Student Supports Design Experience. On the final day of the Institute, college teams participated in intensive working sessions, taking the lessons from the week and turning them into actionable plans. Attendees explored how to communicate the benefits of the holistic student effectively supports work with the community at large.

15th Annual DREAM Conference

A special edition of ATD's annual convening included a look back at ATD's development and progress over its 15 years in the reform space. Founding board members, partners, and leaders joined more than 2,200 higher education leaders, policymakers, and faculty to celebrate the people and colleges contributing to the success of the ATD Network. The event also featured announcement of Amarillo College and Columbus State Community College as the 2019 Leah Meyer Austin award winners, and special announcements of new work to scale adaptive courseware that personalizes instruction, efforts to address women students' needs, and services to build a culture of teaching and learning excellence.

Captions

Dr. Nathan Grawe, Data & Analytics Summit, University Park, MD Students, Long Beach City College
Student and daughter, Los Angeles Harbor College, CA
DREAM 2019 Scholars, DREAM 2019, Long Beach, CA
Amarillo College, DREAM 2019, Long Beach, CA

NETWORK COLLEGES HELP US REFLECT UPON, REFINE OUR WORK

Each year, we ask ATD Network colleges to engage in an annual reflection on their student success work through Achieving the Dream. The reflection is important for ATD and for our coaches because we are able to get an aggregate and unique view of the deep student success work underway on our campuses. The Annual Reflections allow us to identify trends, areas for peer learning, and opportunities for ATD to support colleges as they tackle complex, new challenges. In 2019, some key themes emerged:

Early Momentum Metrics

ATD Network colleges described a range of student success goals, generally centered around early student momentum in areas such as gateway course completion, stronger first-year experiences, credential completion and retention. This focus is consistent with research from the Community College Research Center that demonstrates strong linkages between completion of these early momentum metrics and the completion of credentials. The findings also suggest that equity gaps can be narrowed for students of color when they are supported to complete these foundational success indicators.

Equity

Equity is increasingly at the forefront of student success work across the ATD Network; three-fourths of ATD Network colleges stated that to "develop a culture of equity in academics and support services" is an institutional capacity they are using to support their goals. Colleges have dug deep to understand the barriers for student groups who are achieving at lower rates, often using engagement surveys and other data gathered from students to diagnose persistence and completion problems. ATD is committed to developing additional tools and resources to help facilitate conversations around equity, including an equity-focused language reference document and case studies that highlight successful strategy execution.

Credentials with Labor Market Value

Leading colleges are expanding their equity work from a focus on completion to completion with a valuable credential—specifically preparing all students to enter and complete educational pathways that lead to high demand jobs that provide life sustaining wages and opportunities for social and economic mobility. Achieving the Dream coaches are receiving additional professional development to support ATD Network colleges on this journey with tools and resources.

Centering Teaching and Learning

ATD Network colleges report an increased capacity for aligning teaching and learning with strategic priorities, consistent with a heightened awareness in the field that we cannot achieve our student success goals without focusing more intentionally on this critically important area. Excellent teaching and support for quality instruction must be at the core of our reform work moving forward. Cementing teaching and learning at the core of our student success work requires structural and process change and additional institutional capacity building. In 2019, we launched the inaugural Teaching & Learning Summit providing opportunities to share research in the field, best practices, and to develop peer communities for ongoing learning and practice improvement.

ATD Network colleges expressed interest in opportunities to learn more about successful strategies for dual enrollment, faculty advising, evaluation, and grant funding, and to learn from each other, especially in groups of similarly situated institutions. These requests speak to the importance of having a Network with shared values, where institutions can learn from each other and grow in their work.





Coaching is at the heart of the "ATD Way." To continue to strengthen our coaching supports and to better match them with the life cycle of student success work at the colleges, ATD is strategically complementing its long-time cadre of contracted coaches with employee coaches with deep subject matter expertise in data and holistic student support redesign. These staff coaches have been critical in the development of additional materials for use by colleges and coaches, including a new coaching toolkit. The feedback loop and new materials developed by ATD staff coaches have, in turn, allowed us to provide a more consistent experience for ATD Network colleges.

In late 2018, in order to advance large scale implementation of the pathways framework, Achieving the Dream and our 12 partner Pathways Collaborative organizations extended an invitation for applications for an inaugural cohort of 35 pathways coaches. These coaches, the first of a planned 100 planned nationwide, came together in March 2019 to be trained on how to deliver strong pathways trainings to colleges. The training focused on the AACC Pathways Collaborative curriculum for pathways coaching, and worked with coaches on how to have discussions about equity and to infuse Holistic Student Supports in their work with colleges.

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community college faculty member because he felt he could have a greater impact. Broxson served on the Pierce faculty for years, before being asked to become a full-time administrator. As he wrestled with the decision, which would mean giving up the daily interaction with students, a former supervisor and mentor helped him reframe the decision. "She told me that I'd still be teaching, but it would be a different audience – it's learning, and it's communicating what I've learned with peers," shared Broxson.

Around the time he moved into an administrative role, Pierce College was exploring how to close equity gaps and increase student retention and completion and joined ATD as part of the 2012 cohort. The college quickly made tremendous institutional changes that have resulted in a graduation rate that is nearly 20 percentage points above the national average, and one that exceeds national averages in every category by race. Broxson has led Pierce College's ATD work, and the college remains committed to finding new ways to increase student success while removing the barriers that stand in the way of their students' educational goals.

"I remember our ATD Coaches really encouraging to us to look at our data, not shy away from it, and always share it. They encouraged us to be consistent, and not back down." Broxson recalled as standing shared Pierce's disaggregated data with the college for the first time. It was a transformational moment for the college, and one that informs his work with other colleges as an ATD coach.

As he reflected on some of the early gatherings with his fellow coaches, Broxson was almost surprised to find himself among this group of peers. "It can be an intimidating crowd to hang out in," shared Broxson. "I'm learning everything I can from fellow coaches who are among the best in higher education. The professional development has been fantastic, and spending time [in trainings with peers] has been a terrific learning opportunity."



"I really care about this work. I came to work at a community college because I saw it as a key leverage point to change our society and the world," Broxson said. "Having the ability to work with so many first-generation college students as they change the trajectory of their family's lives is incredible. It's an amazing opportunity for me to be able to help an entire college change even more lives."

Though Dr. Broxson no longer teaches in the classroom, he may be doing the most important teaching of his life as he helps ATD Network colleges make the transformation they need in order to change the social and economic mobility for thousands of families across their communities

Amarillo College and Columbus State Community College Receive Leah Meyer Austin Award

Two outstanding ATD Network colleges, Amarillo College and Columbus State Community College, received the Leah Meyer Austin Award, the organization's highest recognition for achievement. The national award is presented annually at ATD's DREAM convening and recognizes institutions that have demonstrated outstanding progress in designing a student-focused culture and aligning institutional strategies to promote student success.

Through a data summit for faculty and staff and student focus groups, Amarillo College learned that poverty was the most significant barrier to student success. The college responded by launching #ACcultureofcaring, embracing holistic systems change by integrating accelerated learning, predictive analytics and wraparound social services. As a result of the changes it implemented, Amarillo College saw an uptick of 9 percentage points

in its three-year graduation rate from 13 percent to 22 percent.

Columbus State's transformative work reflects Achieving the Dream's vision of community colleges as crucial, lifelong sources of civic and economic wellbeing for individuals, their families, and their communities. Prior to joining Achieving the Dream in 2012, Columbus State was a data-poor institution, according to President Dr. David Harrison. After gaining a better understanding of the needs of their students, they created four student success priorities: closing equity gaps, increasing rates of course success, increasing student retention, and increasing program completion. Through increased data capacity they were able to meet more student needs by introducing 50 holistic student support interventions, all with evaluation plans and data about their outcomes available to all college employees. Columbus State Community College quickly made significant gains in key metrics. Read full stories about these colleges here.

Two ATD Network Colleges Awarded Aspen Prize

In April, two ATD Network colleges, Indian River State College and Miami Dade College, were named the co-winners of the 2019 Aspen Prize for Community College Excellence. The \$1 million Aspen Prize, awarded every two years, is the nation's signature recognition of high achievement and performance among America's community colleges. The Aspen Prize recognizes outstanding student outcomes in four categories that include student learning, certificate and degree completion, employment and earnings, and access and success for minority and low-income students.

cont'd

In addition to the co-winners in 2019, three network colleges – Palo Alto College (Alamo Colleges), San Jacinto College, and Pierce College – were named Rising Stars by Aspen in previous years. The other four finalists from the ATD network – Broward College, Kingsborough Community College, Odessa College, and Pierce College at Fort Steilacoom – were lauded for the considerable strides made in their work, which closely aligns to ATD core areas.

New Status Honors Exceptional Achievement in Student Success

In February, Achieving the Dream announced its first cohort of 11 Leader Colleges of Distinction. The metrics ATD established for Leader College of Distinction are meant to encourage colleges to sustain accelerated efforts that result in far greater student success and equity. The honor recognizes Network colleges that have demonstrated measurable improvements over time and seen real improvements in student achievement across the institution.

First cohort of ATD Leader Colleges of Distinction

Amarillo College (TX)
Bay College (MI)
College of Southern Nevada (NV)
Cuyahoga Community College (OH)
Everett Community College (WA)
Kingsborough Community College (NY)

Lorain Community College (OH)
Lee College (TX)
North Central State College (OH)
Passaic County Community College (NJ)
Pierce College (WA)

By Effectively Using Data and Introducing Holistic Supports, Amarillo College Closes Equity Gaps
At Achieving the Dream's 2019 Holistic Student Supports Institute, Amarillo College, ATD's 2019 Leah Meyer Austin
Award winner, presented a workshop on the college's Culture of Caring Poverty Initiative. The presentation culminated
a remarkable journey for the college, which reduced significant equity gaps in student achievement by employing a
holistic approach.

Amarillo College began its experience with ATD as part of the 2011 cohort of new ATD Network colleges. At that time, more than half of its students lived in poverty, 61 percent needed developmental education classes to become prepared to do college-level work, and 71 percent could attend only part time because of work and family demands. Three-year graduation rates for Black and Hispanic students, as well as first-generation students, significantly lagged behind their peers.

Before working with ATD, Amarillo collected a considerable amount of data, according to Cara Crowley, vice president of strategic initiatives at Amarillo. The college didn't always use the data in strategic ways, however. Through intensive work with its ATD data coach, Amarillo College was finally able to use its data to understand who it was as an institution and, more importantly, who the institution was serving. With a stronger grasp on student needs, Amarillo worked on a student-centered design that maximized limited resources in support of student success and equity at scale.

The college used its data to address poverty, the issue students identified as the most significant barrier to their success, introducing predictive analytics to understand trends in student performance and identify where crucial improvements needed to be made. It redesigned developmental education to accelerate student progress and improve retention. Working with community partners, it created a suite of supports that includes a campus food pantry, legal aid clinic, career services, emergency funding for utility bills, community partnerships to improve local transportation and childcare options for students, all with an eye toward eliminating poverty barriers. The results have been significant, as Amarillo College experienced considerable gains in graduation rates among all students and key subpopulations.

The college nearly doubled its three-year graduation rate from 13 percent for the fall 2011 cohort to 22 percent for the fall 2015 cohort. During the same period, three-year graduation rates for Black students increased fivefold, from 4 percent to 20 percent. For Hispanic students, rates moved from 15 percent to 22 percent; for first-generation students, from 12 percent to 21 percent; and for students receiving Pell Grants, from 14 percent to 23 percent. All student groups are now graduating at similar rates.

By understanding its data and acting on it through supports for its students, Amarillo College was able to fully eliminate graduation gaps.

In recalling her work with the college's ATD data coach, Crowley says, "We couldn't have done what we did without them. We had an awakening around the reality of our data and student success." At the ATD Holistic Student Supports Institute in Chicago, Crowley and Jordan Herrera, Amarillo Colleges' Director of Social Services, shared the learning around implementation of Amarillo's campus-based Culture of Poverty Institute, taking attendees on the college's journey of self-discovery and transformation in how it supports students.

When asked about her advice for colleges considering applying to Achieving the Dream, Crowley stated, "If you're willing to take that step and join ATD, then you're willing to recognize that your institution needs to make some changes. Ideas introduced to me through people I've met through Achieving the Dream are consistently brought back to our institution and implemented. [Joining Achieving the Dream] will be profound for them as an institution, and most importantly it will impact its students and community in a positive way." Through our work with hundreds of institutions, ATD has discovered that holistic student supports are critical to getting and keeping students on a path to academic and career success. Amarillo College exemplifies how using this approach can translate into success.







Paula Pretlow, The Kresge Foundation Board of Trustees

Columbus State Community College, 2019 LMA winner

Amarillo College, 2019 LMA winner



How Tribal Colleges and Universities Are Building Capacity to Strengthen Student Success

ATD continued to support 33 Tribal Colleges and Universities (TCUs) through Project Success, supported by a number of partners. As part of Project Success, TCUs generated important momentum around using data and strengthening overall student success. Through the use of their institutional capacity assessment (ICAT) results, ATD coaching, and participation in ATD events and community of practice, TCUs made progress in better understanding the uses of data to inform strategy and building their internal capacity. They have learned what questions data can help them answer about their students, who needs access to data, effective ways to disseminate data and educate faculty and staff on the use of data and engage them in conversations around data. With support from ATD coaches, many TCUs have expanded their institutional research (IR) capacity, through professional development for existing staff or hiring new staff. While 19 TCUs were reporting data to the National Student Clearinghouse at the start of Project Success, 30 are now sharing data with the NSC. Doing so will enable our partners, the American Indian Higher Education Consortium (AIHEC) and American Indian College Fund (AICF), to develop a research agenda for TCUs.

Attending ATD events such as the annual DREAM conference and ATD's Data and Analytics Summit have also been instrumental in building TCU capacity, both in understanding and using data to tell their story and in understanding reforms that can help increase student persistence. TCUs have also begun to implement important evidence-based reforms that help increase student persistence and completion. Some have implemented multiple measures of student assessment or altered cutoff scores. Others have implemented cocurricular supports and/or implemented early alert systems. Several have taken action to improve one or more areas of the student experience using their CCCSE/SENSE data. Most have made efforts toward eliminating departmental silos in order to foster a stronger environment for collaboration on student success.

15th Anniversary

We kicked off our 15th anniversary year in typical ATD-style: celebrating the people who contributed to the evolution of our collective work. During the opening plenary at DREAM 2019, more than 2,000 people joined us in the Long Beach Convention Center where we recognized the contributions of the ATD community, from our founding to the present. We shined a bright light on individuals and groups who selflessly share talent, time, resources, and energy to build and grow Achieving the Dream, including current and former board members, ATD coaches, partners, funders, Leah Meyer Austin award winners, and colleges that comprised the very first cohort of colleges. We published a special report, Achieving the Dream at 15, and invite to read about how we started and where we're going.



In the Field

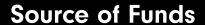
During the year, members of the ATD team shared what they are learning in the field and talked about trends and what they are seeing "around the next bend." Here's a snapshot of our keynotes, presentations, and panel discussions during the year.

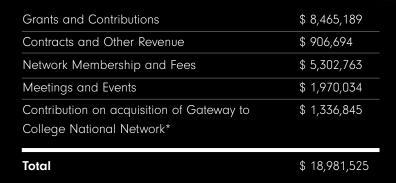
See The Digital Version For The Complete List AR2019.achievingthedream.org

FINANCIALS

Achieving the Dream

FY 2019







17 New Colleges



277 Colleges in the Network



Teaching More Than 4 Million Students

Uses of Funds

Program Services	\$ 12,276,554
Fundraising	\$ 215,017
Supporting Services	\$ 3,044,168
Total	\$15 535 739

SOURCE OF FUNDS, BY PERCENTAGE

Grants and Contributions	Network Membership and Fees	Meetings and Events	*GTN Network	Contracts and Other Revenue
46%	27%	10%	7%	10%

USE OF FUNDS, BY PERCENTAGE

Program Services	Support Services	Fundraising
79%	19.5%	1.4%



Growth. Learning. Impact.

For the full content of this annual report, and additional data, visit: ar2019.achievingthedream.org