Connect.
Engage.
Inspire.

2020 ANNUAL REPORT

Achieving the Dream™

TABLE OF CONTENTS
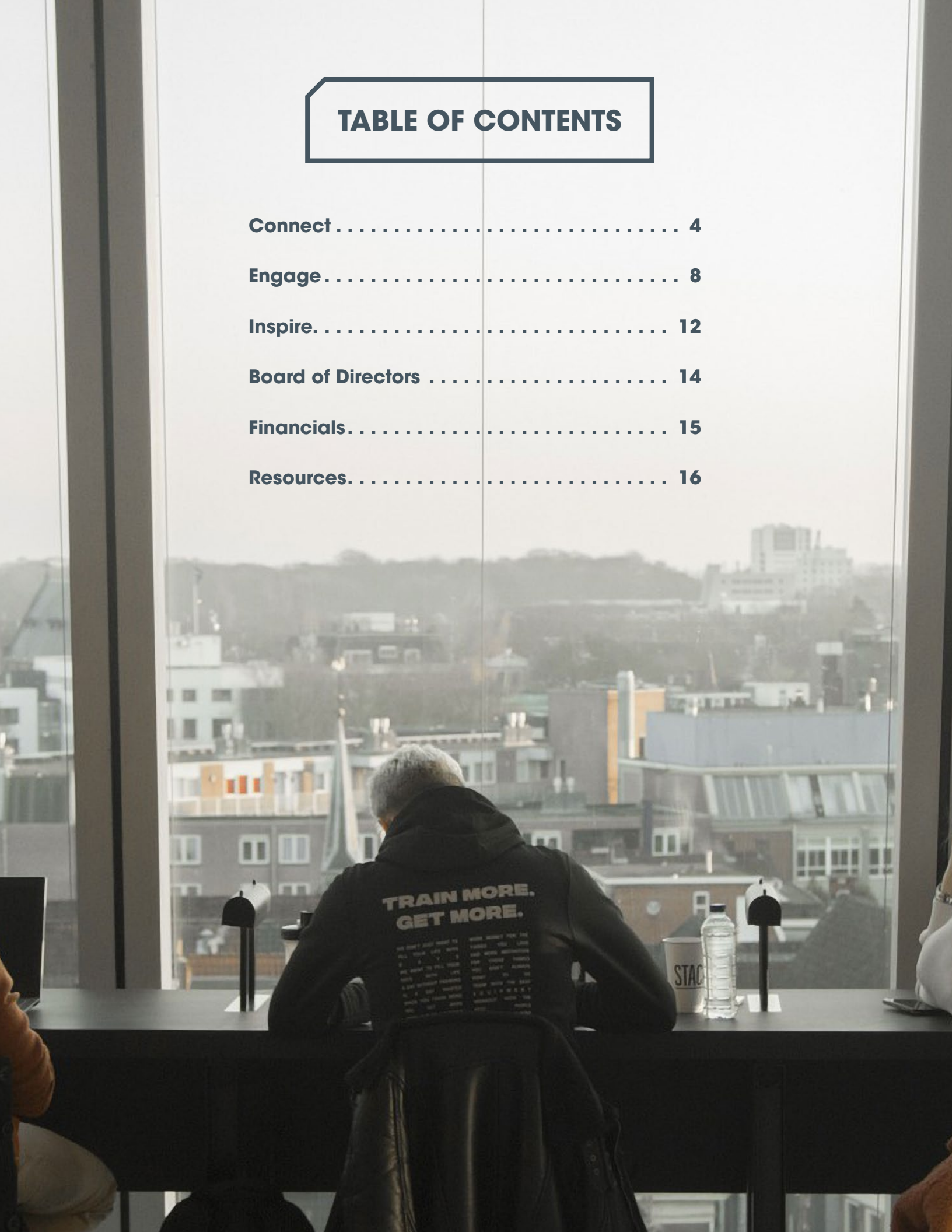
LETTER FROM THE PRESIDENT AND CEO

The triple tsunami of Covid-19, the ensuing economic downturn caused by the pandemic, and the racial injustices laid bare by events in the Spring and Summer of 2020 has been daunting, but as you will read, we, like each of our colleges, altered priorities and shifted resources to adapt while keeping our Network colleges, your students and communities at the center of the work. I am pleased to share with you ATD's 2019-2020 annual report that highlights connection, engagement, and inspiration during a year we never suspected would catapult us into as much unchartered territory as we now face in higher education.

In June 2019, we welcomed 17 new colleges into our Network. Strong demand for ATD's supports on the heels of COVID and creativity in customizing our on-boarding into ATD resulted in an additional 41 colleges joining in the Network into and through 2020. Our Network now includes more than 300 colleges in 44 states and our work touches nearly 500 community colleges and universities across the United States, South Africa and New Zealand.

As we framed our work for the 2019-20 year and beyond, we took to heart the suggestions and requests included in Annual Reflection reports provided by our Network colleges. We facilitated additional community learning, which provided opportunities for information sharing, practice development, and collective innovation, and broadened the scope of our coaching and fee for service options in the areas of teaching and learning, holistic student supports, pathways, and equity. After record setting attendance at three signature events— the sixth annual Data and Analytics Summit in September 2019, the third annual Holistic Student Supports Institute in October 2019, and DREAM 2020 in February, because of Covid-19, we shifted our coaching and learning events to virtual formats. To further support colleges in and out of our network, we developed and maintained a robust online resource center at the start of the COVID-19 pandemic, and offered a series of free webinars, town halls, and virtual consultations to create space for colleges to reflect on and develop responses to the disruptions and crises facing their students and their institutions.

As colleges altered instructional delivery modalities and moved many student supports to virtual environments, ATD provided a range of resources and tools including more than 20 briefs, reports, and toolkits in areas including equity in design for holistic student supports; early academic outcomes for students of part-time faculty; improving persistence and completion of Native American students; and how to help student parents access additional Federal student aid. Recognizing the moral arc of our work, we raised our voice more intentionally and forcefully in response to outbreaks of racial injustice, restrictions on international students, and changes in DACA and released several messages to the field on the urgency of centering racial justice, dismantling the structural inequities of our institutions, and reflecting and taking action on our personal biases and privilege. Inside ATD, we have committed to a full review and response to break down our own internal biases and organizational structures that inhibit our organization's ability to fulfill our mission. To better support colleges as they centered, amplified and elevated their racial equity work, we have developed new tools to help our colleges, strengthened the diversity of our coaching cadre, and partnered with the University of Southern California (USC) Race and Equity Center to co-create the Racial Equity Leadership Academy, with support provided by The Kresge Foundation.

In a year characterized by intense challenges but also progress in improving student outcomes, we were pleased to recognize four new Leader Colleges, six recertified Leader Colleges, eleven Leader Colleges of Distinction, two Leah Meyer Austin Award winners, and three Special Recognition Award winners. We also selected and celebrated eight DREAM Scholars and awarded two Harvey Lincoln Scholarships.

I am proud of the progress that the Achieving the Dream community has made this year and remain grateful for our network colleges, partners, board of directors, coaches, and staff who continue to put students at the center of their work.

— Dr. Karen A. Stout
CEO/President, Achieving the Dream Inc.

CONNECT

With a heightened sense of urgency to respond to requests for supports as our colleges moved toward remote instruction and operations, Achieving the Dream engaged in a bolder, stronger effort to connect with network colleges to provide timely resources and supports. ATD centered network colleges and students in the design of their response which included implementing a number of rapid-response options including free virtual consultations, free webinars and virtual learning events, a virtual Town Hall, and special online conversations for and with network college presidents and CEOs.

DREAM Student Scholar Alumnus Shares Lessons from DREAM 2019

"One of the many lessons that I took away from being a mentor at DREAM 2019 was the power of networking, the personal form of communication that deepens your self-business connections." In a Q&A, Kenneth Glynn talks about what he learned from his experience as a DREAM student scholar. Read more here.

Connect

To provide ongoing coaching support, ATD developed virtual coaching protocols for replacing on-campus visits with online visits, and developed professional development opportunities for ATD coaches to be at their best in supporting colleges through technology. For a deeper dive, read how ATD Coaches helped Tribal Colleges and Universities in the Network reflect on what they have learned and changed during the COVID-19 crisis that will transform their institutions over the short and long term.

ATD also maintained a special Covid-19 webpage that was refreshed often to provide new resources and information for the Network, which included guides, toolkits, webinars, and special messages.

Creative Ways to Connect

ATD connected to its national network, and to the field, in a number of ways throughout the year. Two ATD cohorts were able to make their connections with the ATD team and with each other in the spring, after in-person events were quickly redesigned as virtual meetings. The 2019 cohort, comprising 17 colleges, met virtually with ATD colleagues in May to discuss their accomplishments during the year and to talk about plans for their second year in the ATD Network. Colleges in the 2020 cohort started their ATD work at a July Virtual Kickoff Institute. Teams from worked together and with their ATD Coaches to begin to organize their student success work for the year, including preparing for their own campus Kickoff work in the fall.

Events

Learning events, whether virtual or in-person, are critical to keeping the ATD Network connected and promoting learning across institutions. Keeping these connection opportunities alive were essential to supporting the resiliency of the colleges in our Network. Peer learning is powerful. ATD designed and held a large number of events—in-person prior to the COVID-19 pandemic protocols and virtual— to ensure that colleges in and out of the Network were able to effectively leverage their network experience and drive their student success agendas forward.

DREAM 2020
Thousands of the nation's top community colleges, leaders, policy makers, and funders participated in ATD's annual national convening, DREAM, including ATD's Equity Institute. Student voices were strong throughout the week—2020 DREAM Scholars and DREAM Fellows, students in the doctoral program at North Carolina State University, shared their experiences as students and suggestions for community college leaders and faculty.

Data & Analytics Summit
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 improve student success.

Holistic Student Supports Institute
Participants chose from 22 sessions and the opportunity to follow two tracks: Holistic Student Supports Exploration Experience and Holistic Student Supports Design Experience.

Online Teaching & Learning Through Disruption
Free webinars to give faculty a place to learn from one another about how to support student success in a fully remote teaching and learning environment during the closure of community college campuses due to the COVID-19 pandemic.

Initiative for Tribal Colleges and Universities extended for three more years

Project Success, an initiative launched in 2017 and administered by Ascendium Education Group on behalf of its partners and the U.S. Department of Education (DOE), offered services and supports to help Minority Serving Institutions improve student persistence, retention, and financial literacy skills. Thirty-three Tribal Colleges and Universities TCUs joined the ATD Network at that time and received coaching to build cross-campus data capacity and to implement evidence-based reforms. In Fall 2019, the grant was renewed, enabling TCUs to continue the important work began in 2017. TCUs have continued working with ATD coaches to create an evidence-based and student-focused culture that helps increase the number of students who persist and earn postsecondary credentials.

TCUs will continue working with ATD coaches to create an evidence based and student-focused culture that helps increase the number of students who persist and earn postsecondary credentials.

Salish Kootenai College Student Takes a Step in Completing Her Circle

Witnessing significant health issues among members of the Confederated Salish & Kootenai Tribes on the Flathead Reservation—cardiovascular disease,

diabetes, addiction, and cancer—while helping her father manage health issues related to diabetes, Rachel Matt felt "called to serve" her community. The Flathead Indian Reservation, located in western Montana on the Flathead River, is home to the Bitterroot Salish, Kootenai, and Pend d'Oreilles tribes, also known as the Confederated Salish and Kootenai Tribes of the Flathead Nation. Read more here.

ATD's 2019 Cohort Colleges

Asnuntuck Community College (CT)

College of Lake County (IL)

College of Southern Maryland (MD)

Eastfield College (TX)

Flathead Valley Community College (MT)

Forsyth Technical Community College (NC)

Hudson County Community College (NJ)

Manchester Community College (CT)

Middlesex Community College (CT)

Naugatuck Valley Community College (CT)

Northwestern Connecticut Community College (CT)

Pitt Community College (NC)

Quinebaug Valley Community College (CT)

Sacramento City College (CA)

San Joaquin Delta College (CA)

Three Rivers Community College (CT)
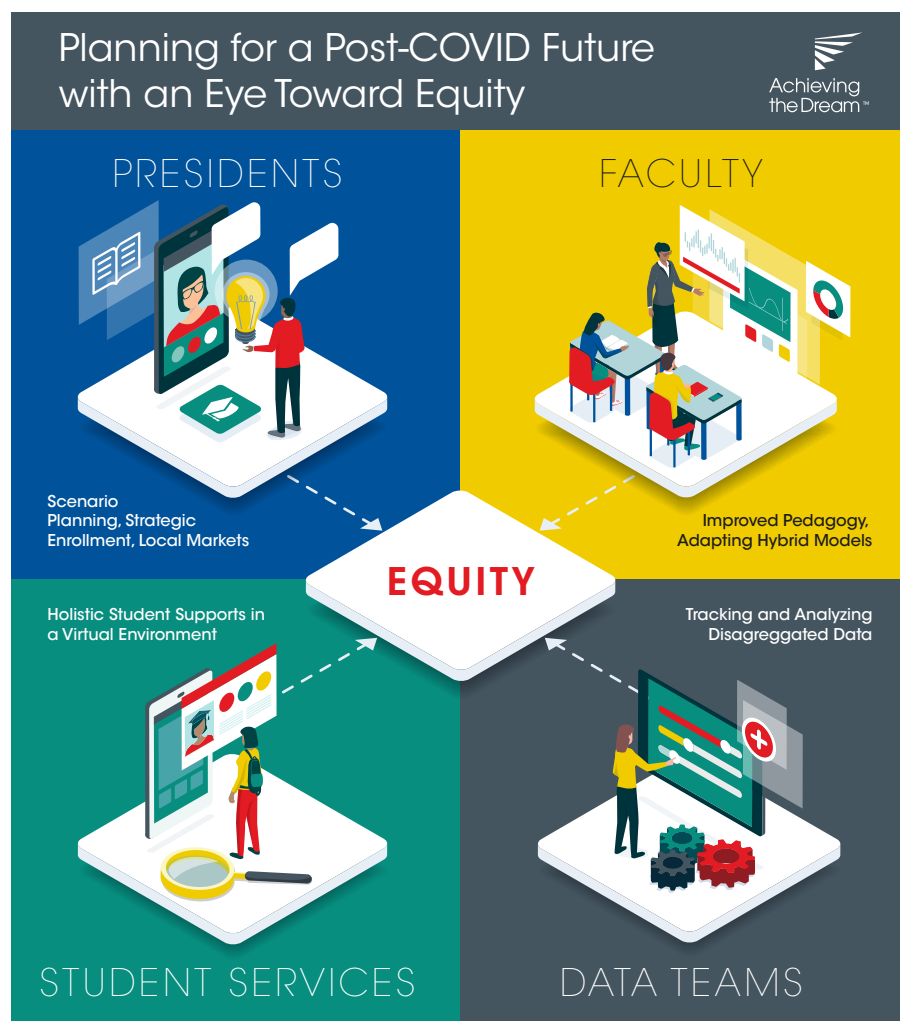
Tunxis Community College (CT)

ATD's 2020 Cohort Colleges

Central Arizona College (AZ)

Compton College (CA)

Milwaukee Area Technical College (WI)

Northwest State Community College (OH)

Wake Technical Community College (NC)

North Carolina Community Colleges address systemic equity challenges

In June, 14 North Carolina community colleges participated in ATD's first virtual multi-day workshop focused on addressing systemic equity challenges. The three-day engagement included opportunities to hear from and communicate with ATD experts and peers, dedicated team time, and increased urgency around this important work. Colleges focused on issues that included: developing equitable practices and policies for virtual learning and support; creating a plan for progressing racial equity that includes increased empathy and understanding of responsibility; reducing high withdrawal rates among African American students and Pell recipients; improving college-wide awareness of the reality of their students' lives, particularly related to microaggressions and basic needs; closing equity gaps in key performance indicators. Feedback from 92 percent of respondents indicated that their team left with tangible next steps for addressing equity challenges on their campus while 100 percent of participants felt they had a clearer understanding of equity as a result of the workshop.

Planning for a Post-COVID Future with an Eye Toward Equity

Achieving the Dream™

PRESIDENTS

Scenario Planning, Strategic Enrollment, Local Markets

FACULTY

Improved Pedagogy, Adapting Hybrid Models

EQUITY

Holistic Student Supports in a Virtual Environment

Tracking and Analyzing Disaggregated Data

STUDENT SERVICES

DATA TEAMS

ENGAGE

ATD was selected to become part of a national cohort of intermediaries, leveraging ATD's engagement with partners across the community college sector. As a [Gates Intermediary for Scale Partner](#), ATD has joined the Bill & Melinda Gates Foundation's newest cohort of organizations working together to support student-centered institutional transformation in higher education. This enables ATD to deepen partnerships with many of the organizations that are already part of ATD's work, and to foster new ones as the group works together to make a significant impact across the higher education sector.

ATD was also selected to become a member of The Washington Higher Education Secretariat, a forum for Chief Executive Officers of national higher education associations. Being part of the Secretariat gives ATD a policy voice and a seat at the table in shaping a number of national efforts around the advancement of higher education. The College in High School Alliance (CHSA), a coalition of national and state organizations, invited [ATD to join its Steering Committee](#). This enables ATD to work with CHSA to influence federal and state policy impacts on equity, quality, and student success for college in high school programs such as dual enrollment, concurrent enrollment, and early college high school. ATD's Gateway to College program was essential in securing this seat at the CHSA table.

Creating Cultures of Excellence in Teaching and Learning

Teaching and Learning Director, Jon Iuzzini, reports on a strong start to the year and maps out four ways that colleges can create cultures of excellence in teaching and learning as they work towards making each of these a reality. Read his blog here.

New, Innovative Content and Delivery Modes

Ongoing development of new, innovative content and delivery modes helped ATD provide supports and services to colleges in a number of ways. ATD's staff and coaches began new work with six Arkansas Community Colleges, through a partnership with the Arkansas Community College System. This expands the state's efforts to make math pathways and guided pathways more widely available. Over two years, ATD will provide holistic student supports coaching to six colleges and learning institutes, and will deliver webinars to all of the state's 22 colleges.

ATD also partnered with Jobs for the Future to provide technical assistance to its national Student Success Center Network, to include a variety of statewide institutes, holistic student supports/equity focused workshops, and virtual coaching for colleges and the select student success centers. This work centered on building foundational understanding, developing practical strategies for integrating a holistic approach with their state specific student success reforms, and supporting colleges with advising and student supports redesign.

When ATD made the decision in March to postpone the in-person annual Teaching & Learning Summit, the team developed a series of free webinars designed to give faculty a place to learn from one another about how to support student success in a fully remote teaching and learning environment. The Online Teaching & Learning through Disruption webinars engaged hundreds of full-time and adjunct faculty members across the country.

Preparing Leaders to Dismantle Barriers to Equity

The growing movement for racial equality has reinforced the urgency for ATD's college leaders to have the tools they need to scrutinize and dismantle structures and policies that serve as barriers for racially minoritized students. To address this need, ATD partnered with University of Southern California (USC) Race and Equity Center to create the Racial Equity Leadership Academy (RELA). Teams of five individuals from 10 colleges in the ATD Network will be selected to participate in the year-long Academy. The Kresge Foundation is providing support for eight content modules to be developed and delivered by ATD and USC Race and Equity Center staff and coaches.

RACIAL EQUITY LEADERSHIP ACADEMY

Addressing Common Barriers Across the World

Achieving the Dream President and CEO, Dr. Karen A. Stout, was invited to participate as a keynote speaker at the 2019 Siyaphumelela Conference in Johannesburg, South Africa. Dr. Stout's keynote, Helping All Students Succeed: Insights from the American Community College Experience, took a broad look at ATD's work over its 15 years in the college reform movement. She cited the common barriers to success faced by students in South Africa and the United States and shared lessons that ATD has learned, and she spoke of the evolving model to ensure sustainability. Dr. Stout shared that throughout the years of creating frameworks to help colleges organize their reform, ATD has seen successful colleges build strong fundamentals, adopt an organizing framework, advance their own unique theory of change, and move with both patience and a sense of urgency.

In addition to delivering the keynote address, Dr. Stout led a workshop that detailed the Holistic Student Supports redesign that ATD has fine-tuned over the past few years. The workshop included examples of the many barriers that students must overcome in America while pursuing higher education, and she conveyed similarities to the barriers South African students face. As part of The Kresge Foundation's Siyaphumelela project, ATD provides data coaching services to five universities to build data capacity within their institutions.

> ❝
>
> **We cannot ignore the historical legacy of inequality and the severe disadvantages many of our students have had to overcome just to step foot onto our campuses.**
>
> — Dr. Karen A. Stout

Successful Community Colleges…
Achieving the Dream™

Build strong **fundamentals** and know that this commitment is enduring.

Adopt an **organizing framework** (culture and context matters) to bring alignment to all the work necessary to advance accelerated improvements.

Advance their **own unique theory of change** (culture and context matters) around the lever that will drive scaled gains at their institution.

Move with **pace** and a sense of **urgency**.

ATD ACTIVE PARTNERSHIPS

Amelia Peabody Foundation

Ascendium Education Group

Bill & Melinda Gates Foundation

Barr Foundation

ECMC Foundation

Ford Family Foundation

James F. and Marion L. Miller Foundation

The Kresge Foundation

Margaret A. Cargill Philanthropies

Meyer Memorial Trust

rootEd Alliance

Umpqua Bank Charitable Foundation

The William & Flora Hewlett Foundation

(Effective 2019/2020)

CONNECT.

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INSPIRE

Acknowledging the successes and accomplishments of colleges in the ATD Network can inspire others to reach new levels in their student success work. Each year, ATD recognizes extraordinary achievements in four ways.

The Leah Meyer Austin Award is a national prize given annually to a college or colleges in the ATD Network that show measurable improvement in student outcomes driven by top-to-bottom cultural change in the institution. Leader College and Leader College of Distinction are designations awarded to exemplar Network colleges that meet specific criteria. Leader Colleges must show improvement in two student outcome measures. Leader Colleges must show improvement in completion of Gateway (college-level) Math and/or English in year one, persistence from Year One to Year Two (fall to fall retention), college credits completed/attempted with C- or higher grade within one year of initial enrollment, and Completion of a certificate or degree within four years of initial enrollment. Leader Colleges of Distinction must show improvement in three measures, including a lagging indicator like such as completion, and are required to show they have shrunk performance discrepancies in at least two metrics between groups disaggregated by gender, race/ethnicity, or socioeconomic status.

2020 Leah Meyer Austin Award winner Alamo Colleges District (TX)

Recognizing Dramatic Improvements in Student Success

2020 Leah Meyer Austin Award
At DREAM 2020, the 2020 Leah Meyer Austin Award was presented to two institutions, Alamo Colleges (TX) and Lorain County Community College (OH).

At the award ceremony, ATD President and CEO Dr. Karen A. Stout remarked "To be selected as a Leah Meyer Austin Award winner, a college must have the commitment to make big, bold changes throughout the institution. Alamo Colleges and Lorain County Community College have the courage to make those changes in everything that impacts the ability of their students to be successful."

2019 Leader Colleges of Distinction
These 11 community colleges in the ATD Network have earned Leader College of Distinction status for achieving new, higher student outcomes and narrowing equity gaps.
- Alamo Colleges District (TX) 2020 Leah Meyer Austin award winner
- Austin Community College District (TX)
- Brazosport College (TX)
- Columbus State Community College (OH) 2019 Leah Meyer Austin award winner

- Grayson College (TX)
- Harper College (IL) 2016 Leah Meyer Austin award winner
- Montgomery County Community College (PA) 2014 Leah Meyer Austin award winner
- Northern Virginia Community College (VA)
- Porterville Community College (CA)
- San Jacinto College (TX)
- West Hills College Lemoore (CA)

2019 Leader Colleges
To become a Leader College or to be recertified as one requires institutions to have data that show concrete progress toward building a student-centered culture that drives gains in student success.

New Leader Colleges:
- Chattanooga State Community College (TN)
- MiraCosta College (CA)
- Oakton Community College (IL)
- Southwest Tennessee Community College (TN)

Recertified Leader Colleges:
- Danville Area Community College (IL)
- Indian River State College (FL)
- Macomb Community College (MI)
- Odessa College (TX)
- Sinclair Community College (OH)
- Zane State College (OH)

Network Colleges Among Institutions Eligible for 2021 Aspen Prize for Community College Excellence
A number of colleges in the ATD Network were listed among the 150 community colleges eligible for the 2021 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. Among the more than 1,000 eligible public community colleges in 2019, finalists were chosen for the award. Of these ten finalists, eight were Achieving the Dream Network colleges.

2020 Leah Meyer Austin Award winner Lorain County Community College (OH)

BOARD OF DIRECTORS

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President and CEO, Bunker Hill Community College

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President, University of Maryland Global Campus (UMGC)

Eduardo J. Padrón, Ph.D.
Director
President Emeritus, Miami Dade College

Gregory D. Williams, Ed. D.
Director
President, Odessa College

Dr. Karen A. Stout
Ex-officio Member of the Board
President and CEO, Achieving the Dream

Leah Meyer Austin
Director Emerita
Former Senior Vice President, Lumina Foundation for Education

Marc S. Herzog
Director Emeritus
Former Chancellor, Connecticut Community College System

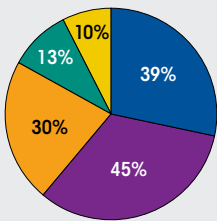**Robert G. Templin, Jr., Ed.D.**
Director Emeritus
President Emeritus, Northern Virginia Community College

2020 Achieving the Dream Board of Directors with Dr. Karen A. Stout
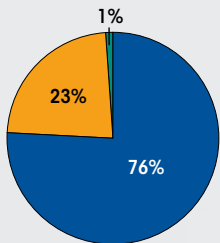
FINANCIALS

FY 2020 AUDITED FINANCIALS

Sources of Funds

■ Funding Restricted to Future Projects[1]	$	7,113,797
■ Grants and Contributions	$	6,106,077
■ Network Membership and Fees	$	4,696,589
■ Contracts and Other Revenue	$	2,013,433
■ Meetings and Events	$	1,536,926
TOTAL		**$ 21,466,822**

[1] Includes 3-year, $7.0M grant received in FY2020

Uses of Funds

■ Program Services	$	11,897,226
■ Management and General	$	3,652,480
■ Fundraising	$	211,921
TOTAL		**$ 15,761,627**

RESOURCES

Reports, Guidebooks, Toolkits

The Achieving the Dream team produced and shared a number of resources for the ATD Network and the field.

- Higher Education: More Information Could Help Student Parents Access Additional Federal Student Aid
- Early Academic Outcomes for Students of Part-Time Faculty at Community Colleges: How and Why Does Instructors' Employment Status Influence Student Success?
- Early Academic Outcomes for Students of Part-Time Faculty at Community Colleges
- No Matter What Obstacle is Thrown My Way
- Community College Women Succeed Student Testimonial Videos- Achieving the Dream Discussion Guide
- Project Success: Improving Persistence and Completion of Native American Students
- Equity in Design for HSS: What We're Learning
- Equity in Design for HSS: A Gateway to College for High School Students
- 2020 Leah Meyer Austin Award - Alamo Colleges District
- 2020 Leah Meyer Austin Award - Lorain County Community College
- OER at Scale: The Academic and Economic Outcomes of Achieving the Dream's OER Degree Initiative
- Equity in Design for HSS: Increasing Success for Student Mothers at Community Colleges
- Webinar Series: Equity in Design for HSS
- Equity in Design for HSS: Supporting the Success of Students Enrolled Part-Time
- Webinar Series: Online Teaching & Learning Through Disruption
- Engaging Adjunct Faculty in the Student Success Movement: A Practitioner's Guide
- Emergency Aid for Higher Education: A Toolkit and Resource Guide
- ATD Virtual Town Hall during the COVID-19 Crisis
- SwiftStudent Financial Aid
- Building Adaptive Capacity for Resilience and Agility: A Guide
- Toolkit for Actionable Decision Making in Times of Disruption
- DREAM Scholars video

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