Achieving the Dream ™

Community Colleges Count

2016 annual report

STUDENT SUCCESS IS WHAT COUNTS

Photo courtesy of Miami Dade College

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STUDENT SUCCESS IS WHAT COUNTS

REINVENTING INSTITUTIONS AND OURSELVES TO BUILD COMMUNITY COLLEGE CAPACITY, PIONEER NEW STRATEGIES, AND ACCELERATE IMPROVEMENT

Today, more than ever, the success of every student matters. The strength of the American economy, our ability to rebuild the middle class, and the opportunity for a new generation to achieve academic, financial, and personal goals depend upon the central role community colleges play in helping students gain skills and credentials.

To meet these challenges, Achieving the Dream Network colleges have stepped forward to assume more visible, powerful leadership roles in the increasingly diverse communities they serve. They have become hubs for career and workforce development, valued partners of middle class families seeking to keep college affordable, and the heart of higher education for low-income and first-generation college students who hope to rise but often face barriers that threaten to keep their dreams beyond reach.

Achieving the Dream has helped network colleges thrive for more than a decade, but in 2016, we introduced a new way of looking at community colleges based on a framework that includes seven essential institutional capacities: teaching and learning, data and technology, policy and practice, student and faculty engagement and communication, strategy and planning, leadership and vision, and equity. We also launched a companion diagnostic tool, the **Institutional Capacity Assessment Tool (ICAT)**, to help colleges understand their strengths and needs.

Working with our colleges from the inside out, we invest in creating more responsive, data-informed, student-centered institutions. The 12 new colleges in the class of 2016 are the first to use the ICAT to jump into their ATD experience. We expect this pivot—or as we call it, the new ATD Way—to begin laying the groundwork for holistic change in colleges so they can successfully pursue transformative initiatives like guided pathways and advising reform.

In fact, in 2016 two of our more mature initiatives, described in greater detail in the pages that follow, are adding to our understanding of what it takes for a college to advance student success across the entire institution. The experiences of colleges in the **Working Students Success Network (WSSN)**, which integrates a range of academic and non-academic supports, and the **Integrated Planning and Advising for Student Success (iPASS)** initiative, which leverages technology to transform advising and planning, suggest that deep data capacity, strong leadership, and integration of multiple efforts can propel the change process. We also have seen the essential power of what it means for colleges to be "student centered."

In 2016, we trained our focus on faculty, launching three new ventures that recognize their pivotal role in student success. The largest is the **Open Educational Resources (OER) Degree** initiative, which re-engages faculty in their disciplines and invigorates teaching while reducing the cost of textbooks for students. **Engaging Adjunct Faculty in the Student Success Movement** creates policies and practices to fully integrate adjunct faculty in their colleges' student success agenda. Finally, the first **Teaching and Learning National**

Institute, offered with four partner organizations, enlisted the enthusiastic participation of 30 faculty-administrator teams to immerse themselves in higher education's most essential work.

In 2016, ATD contributed expertise drawn from on-the-ground experience as a partner in several important collaborative efforts. With the Aspen Institute, we designed and offered presidential symposia and helped shape the **Aspen Presidential Fellowship for Community College Excellence** program, a one-year, applied leadership executive program offered in partnership with the Stanford Educational Leadership Initiative. And we partnered with the American

Association of Community Colleges (AACC) and others in the **Pathways Project** to support the development of structured pathways for students across 30 institutions.

ATD formally adopted a new equity statement in 2016 that reaffirms the right of individuals to a high-quality education in an inclusive environment. The statement articulates ATD's guiding belief in the importance of social justice and our role in encouraging institutions to address the unintended or indirect consequences of unexamined institutional or social policies. It also builds the foundation for action in pursuit of greater equity within ATD and in our colleges.

We moved forward on many fronts in 2016, but the ATD Way remains grounded in the three pillars of ATD's work. These determine the guidance, tools, resources, and professional learning opportunities we provide to accelerate colleges' pace of improvement.

PILLAR 1

DESIGNING AND DEVELOPING SUPPORTS FOR SCALED SOLUTIONS

Transforming institutions to improve student success is Achieving the Dream's reason for being. Understanding conditions and practices that support transformation is how we bring it to scale in our network. For the past two years, we have been working with colleges to develop and field test the ICAT, a tool to measure institutional capacity, track progress, remedy areas of weakness, and build on existing success at all the colleges we serve. In summer 2016, we introduced the ICAT as a requirement for all institutions in the cohort of new ATD colleges. The positive response from veteran network colleges was immediate, leading to its use at more than 70 campuses.

The rubric-based ICAT, which measures 77 indicators of institutional capacity, gives colleges information about their strengths and needs in the seven key institutional capacity areas, grading them at basic, moderate, or advanced levels. This information guides the colleges and their ATD coaches in setting goals, focusing resources, measuring progress, and getting real-time support within ATD's revamped coaching model. Strength in all seven foundational capacities positions colleges to successfully design for holistic reform and implement large-scale interventions, such as guided pathways, integrated planning and advising systems, and developmental education redesign.

To provide more targeted help to institutions and jumpstart institutional capacity building, ATD also began offering new fee-for-service opportunities to network colleges. Our recent member survey reveals presidents' strong appetite for these services, which include data and information technology assessment, additional site and coaching visits to ATD institutions, and participation in ATD strategy execution sessions.

College leaders continue to give ATD's coaching network and other supports high marks in enabling change. More than nine in 10 report satisfaction with ATD's leadership coaching (93 percent) and data coaching (90 percent), according to ATD's annual survey.

PILLAR 2

DISSEMINATING KNOWLEDGE TO THE FIELD

A key aspect of ATD's work is creating learning opportunities for members and those who work in the student success field. ATD is known for the high quality of its annual institutes, meetings, and webinars, which increase in number every year—and for its annual **Dream Conference**, which, in 2016, drew more than 2,000 people, our highest attendance ever. ATD also completed its series of four **Presidents' Symposia**, attended by almost 100 ATD college presidents participating in reflective discussion and problem solving. Developed in partnership with The Aspen Institute, the series addressed these topics: creating structured pathways, working with employers to create sustained economic impact, engaging faculty in teaching and learning, and working with four-year institutions to strengthen transfer outcomes.

For the second year, ATD held two annual conferences. The 2016 **Data and Analytics Summit**, co-sponsored with the data management company SAS, focused on understanding data for decision-making; and the 2016 **Teaching and Learning National Institute**, which is the only one of its kind to engage faculty focused on using data and evidence to change teaching practices—and thus, the quality of student learning.

ATD stepped up its offerings of timely webinars that, like DREAM, build skills and knowledge around ATD capacities. Two in particular were the most well-attended. The **Data Insight Webinar Series** explained how ATD and the American Association of Community Colleges have worked to align voluntary framework of accountability (VFA) metrics to those that colleges collect to gauge student success and institutional improvement. Another, **The Missing Link**, in the **Technology Solutions Webinar Series**, was aimed at improving retention and outcomes for African-American male students and showed the role of data in supporting a focus on equity.

ATD continued to support the **Pathways Project**, managed by AACC in partnership with ATD and other national partners. The effort, launched in 2014 with significant philanthropic support, enables 30 community colleges to work to ensure that upon enrollment every student in his or her college is entering a structured guided pathway by fall 2018. Twenty-three of the 30 are or were ATD-member colleges. In 2016, we continue to support the development of the capacities and infrastructure required for success in introducing pathways, particularly by helping to shape the scope and sequence of six Pathways institutes for participating colleges.

PILLAR 3

INCUBATING NEW IDEAS

In 2016, we continued our commitment to innovation and bolstering student success by introducing three new grant-funded initiatives to the stable of ongoing projects. Funded by foundations and corporations, these efforts are allowing us to experiment with original ideas and pilot, field test, or scale up the most promising ones.

ATD is more than an education reform group. It is a network of innovators, visionaries, and intrepid risk-takers. Our leaders continuously explore ways to improve, to embrace data and evidence to inform decision-making, and especially to welcome opportunities to be part of learning initiatives that can be scaled to broaden student success.

VISIBLE CHANGES, IMPROVED RESULTS

As a result of our work in these areas and our collaboration with the institutions we serve, community colleges in the network have been upgrading technology and data infrastructures to streamline decision-making and reveal the hidden sources of crucial equity challenges. They have nurtured visionary leadership, aligned academic supports, and overhauled developmental education. They have bolstered teaching and learning, ensured that improvements are integrated and sustainable over time, and linked strategic planning more closely to budgeting to maintain ongoing support for student success initiatives.

ATD college leaders say these actions have been possible because of their exposure to innovative ideas and solutions, ongoing coaching and counsel, opportunities to measure their own capacity against national norms, and effective ways to learn from institutions that are breaking new ground with college-wide approaches like structured pathways. Being part of ATD has meant opportunities to work collaboratively with top-level administrators like themselves to think through what works, what doesn't work and why, and collectively tap into outside resources that support innovation and student success at scale.

ATD's 2016 survey of network colleges sheds more light on our impact. Virtually all (95 percent) college leaders in the ATD network report they have made improving student success outcomes a strategic priority. More than nine in 10 (93 percent) report that their institutions are undertaking developmental education reform, and most are implementing guided pathways (70 percent) and integrated planning and advising systems and supports (63 percent). Sizable numbers also report being early adopters of emerging trends such as open educational resources and digital learning (43 percent) and low- or no-cost "college promise" programs (27 percent).

A majority of our colleges' leaders (59 percent) say that student outcomes have improved since joining the ATD network. Virtually all (91 percent) report increased data use on their campuses. Most also have seen an intensified focus on student success (86 percent), new or improved policies to support student success (64 percent), a greater commitment to equity and closing achievement gaps (60 percent), more courageous conversations (58 percent), broader faculty engagement (56 percent), and increased resources devoted to supporting student success (53 percent).

The real proof of our endeavor lies in the progress that our institutions make. Typically our colleges continue to improve key outcomes as they work with us. For example, applying ATD approaches at William H. Rainey Harper College (IL) over a four-year period led to dramatic results and its recognition by ATD as its prestigious **Leah Austin Meyer** award winner for 2016. Through college-wide collaboration, culture transformation, and community engagement, during the period 2010 to 2014, the college:

- increased its graduation rate from 14 percent to 24 percent;

- increased the Hispanic/Latino students' graduation rate from 11 percent to 25 percent;

- increased African-American students' college-readiness in math rate from 15 percent to 58 percent;

- raised Hispanic students' college-readiness in math rate from 36 percent to 62 percent; and

- improved African-American students' completion rate for developmental math from 10 percent to 21 percent.

BREAKING NEW GROUND ON ISSUES THAT MATTER

As part of its mission to incubate good ideas, ATD works with colleges to pioneer new approaches for improving success. Thanks to our generous funding partners, 2016 allowed us to harvest insight from our ongoing initiatives while planting the seeds for three new ones.

Expanding use of open educational resources (OER) to reduce costs and improve teaching and learning. The $9.8 million **OER Degree Initiative** involves 38 community colleges (in 13 states) that are developing degree programs using high-quality open educational resources to reduce the cost of textbooks, improve course design, increase teacher collaboration, and help students learn in the ways that they learn best. With funding from the William and Flora Hewlett Foundation, the Bill & Melinda Gates Foundation, the Great Lakes Higher Education Guaranty Corporation, the Shelter Hill Foundation, and the Speedwell Foundation, the initiative is intended to increase the likelihood of degree and certificate completion and the rapid adoption of OER within higher education, beginning with community colleges.

Creating pathways to local industries. A new 16-month workforce development initiative funded by Alcoa Foundation is designed to build a manufacturing talent pipeline in three communities by brokering stronger ties between community colleges in the ATD network and local manufacturing employers. **Pathways for Careers in Advanced Manufacturing** allows ATD to deepen its understanding of the skills colleges need to engage key community stakeholders such as employers in efforts that help more students achieve their academic and employment goals. The colleges will conduct outreach to local workforce boards, community-based organizations, and faith-based organizations to attract a pool of students and workers and match them with training programs.

Strengthening teaching and learning. With a majority of courses in community colleges taught by part-time/adjunct faculty, ATD launched the **Engaging Adjunct Faculty in the Student Success Movement** initiative last year to involve part-time faculty at six ATD-member colleges as active contributors to their colleges' reform efforts. The initiative—supported by The Leona M. and Harry B. Helmsley Charitable Trust and the Great Lakes Higher Education Guaranty Corporation—recognizes that adjunct faculty with close connections to their colleges can be more valuable to their students if they have access to:

• information about college programs and resources, especially in STEM;

• data on student performance and progress; and

• the informal knowledge developed by full-time faculty.

Through the initiative we hope to learn more about policy changes that could lead to improved orientation; stronger communication channels, sharing of resources, data collection and reporting; and common hiring and evaluation processes.

In 2016, already established national initiatives have made significant progress.

Supporting students' nonacademic needs. Nineteen community colleges in four states are involved in the three-year national **Working Students Success Network (WSSN)**. The initiative connects students to career pathways and jobs, provides courses and coaching on financial planning, and helps students gain access to public services to put working students on solid financial ground.

Aimed not only to raise our completion rates but also to help students and their families become part of the middle class, WSSN goes beyond traditional academic supports. It assists students in setting short- and long-term goals en route to completing their college careers as the first step toward financial stability. Students receive coordinated services from faculty—as well as from academic, career, and financial coaches and counselors—to ensure continual progress and the ability to manage academic challenges.

Funded by the Annie E. Casey Foundation, Bank of America Charitable Foundation, Lumina Foundation, MetLife Foundation, and the W. K. Kellogg Foundation, WSSN is demonstrating ways in which colleges can deliver—and bundle—high- and low-touch services to eliminate barriers to success for low-income students. One of the big findings so far is that colleges that have built strong capacities fostered by ATD in areas like leadership, data management, and student-centered culture are among those making the most progress.

Strengthening student advising through innovations in technology. The **Integrated Planning and Advising for Student Success (iPASS)** initiative, in its second year, uses technology to enhance and streamline the student experience of academic, career and financial advising, and planning services. Effective implementation of iPASS requires transformation of the institution's approach to these services, including structural organizational changes, process and policy changes, attitudinal changes of stakeholders, and lots of training and professional development. In the second year, in partnership with EDUCAUSE, ATD created a Rollout and Adoption Guide for college iPASS project managers, advisors, and counselors. ATD also created a 12-week course using online videos, discussion board engagement, and live collaboration sessions facilitated by ATD and delivered

through our online learning platform, ATD Connect. Later in the year, ATD created a three-month, semi-self-paced, virtual series on the advising reform aspect of iPASS. The tools, resources, and lessons learned from the iPASS project provide a vital foundation for the implementation of support services needed in the field to respond to this demand.

A model for resilience has broader applications. The **Northeast Resiliency Consortium (NRC)** is wrapping up work that has been funded with a $23.5 million grant from the U.S. Department of Labor's Trade Adjustment Assistance Community College Career and Training program. Led by ATD, community colleges in four states banded together to build a more adaptive, resilient workforce in industries central to preventing, responding to, and recovering from disasters. The Resiliency Competency Model that resulted, however, has much broader application, from helping students learn to persist in their studies to enabling community college partners and employers to build regional capacity for helping trade-impacted, unemployed persons (including veterans) obtain the skills, competencies, and credentials needed to transition to in-demand occupations and to advance along a career pathway. The NRC provides student support services and has designed an assessment to help returning students earn credit for prior learning.

Photo courtesy of Miami Dade College

EXPANDING THE NETWORK

Achieving the Dream welcomed 12 colleges from eight states as additions to the network in 2016-17. The timing was auspicious not just because the colleges have cemented their commitment to creating and intensifying a student-centered culture that sustains student success. This group will be the first class to use, from the start, the new institutional capacity framework with the ICAT. The ATD class of 2016 is as varied as the students the colleges serve and reflects the wide array of unique challenges community colleges face today.

In California, state mandates for how community colleges can access vital Student Success and Support Program funds are altering how institutions deliver student services. **American River College** joins ATD as it is redesigning its counseling and advising approach, using federal grants worth nearly $4 million, while at the same time engaging the entire college community in planning for holistic, integrated reform.

Two new member colleges from Tennessee are in the midst of institutional change and a state governance transition as the state community college system centralizes under one governing board, effective in summer 2017. **Chattanooga State Community College** is doubly affected by the reorganization, as its president stepped down Feb. 1, 2017 to lead the new board. But the college is on stable ground, after executing a weeklong launch of the ATD institutional change model in August. Meanwhile, a new president at **Southwest Tennessee Community College** in 2015 led the campus in a 14-month self-examination concluding with the college's recognizing it needed to change. STCC kicked off the 2016-17 school year with the ATD launch and a process it called "Redesign, Reinvent, Reset," engaging the whole faculty and staff in reshaping the student experience and reversing slipping retention and completion rates.

Like many two-year colleges with deep ties to their communities, **Lanier Technical College** in Georgia and **Northcentral Technical College** in Wisconsin are major economic forces in their regions. Lanier cites a mission of workforce development, and Northcentral touts learner- and employer-focused educational pathways. With the assistance of ATD, they will be turning their skills at external industry collaboration inward, to the task of collecting and analyzing data, building new capacities, and evolving their campuses into student-centered halls of learning.

Florida State College at Jacksonville has reimagined its five campus structure into one college to promote consistency in the student experience and gain greater operational efficiencies. Faculty and staff view the ATD approach as integral to keeping the student experience central throughout its restructuring.

When **Montgomery College** in Maryland launched ATD college-wide, it arranged for roundtable conversations with 163 students talking to over 900 full- and part-time faculty and staff about their experiences, successes, and challenges at the college. From this sprung a report called "The Student Voice" that has triggered continuing conversations around student needs in light of the ATD capacities and what the college is learning from the data collection process.

Four colleges in the **State University of New York** system have joined the network: **Broome Community College** and **Dutchess Community College** plan to use the ATD institutional improvement model to merge existing student success measures into one coherent whole. **Schenectady County Community College** is implementing a $4-million National Science Foundation grant to foster STEM learning in underrepresented minority groups. **Suffolk County Community College**, immersed in a Middle States self-study, is rallying around the chance to use the ATD membership to refine the student experience through the use of data in full collaboration with faculty and staff.

The **University of Hawai'i-West O'ahu** is part of a multi-year, statewide effort called the Graduation Initiative, which aims to increase the percentage of the state's adult degree-holding population to 55 percent by 2025. UH-West O'ahu will be strengthening and consolidating its programs to improve retention and completion using ATD's capacity framework and data tools.

As the class of 2016 integrates and aligns what it learns about institutional capacity building using data, coaching, and the other tools of Achieving the Dream, the entire ATD network stands to gain from their experience as the first cohort to use the ICAT.

STRENGTHENING LEADERSHIP AT THE TOP

In the last year, CEO Karen Stout has brought three prominent leaders onto ATD's Board of Directors. Education has changed the lives of each of our new board members, and they bring unique and diverse perspectives to the institutions they lead and to our board.

Pam Eddinger is president of Bunker Hill Community College, the largest community college in Massachusetts, with approximately 14,000 students, the majority of whom are women and people of color. Bunker Hill received the prestigious Leah Meyer Austin Award in 2014. Eddinger immigrated to the United States from Hong Kong as a child, grew up in Miami, Florida, and explained her passion for education in an interview with *Diverse: Issues in Higher Education*: "I came when I was 11. My English was not great, and I was a little immigrant girl in Miami. If someone had not seen the potential, I'd be making widgets somewhere."

Javier Miyares, president of the University of Maryland University College since 2012, cites higher education as his gateway to the American Dream, having been "spirited out" of his home in Havana, Cuba, at age 14 by his Jesuit teachers after his father was taken prisoner by Fidel Castro during the Bay of Pigs invasion. Now, as UMUC president, he has expanded access and opportunities for adult learners and has been in the forefront of leveraging big data and analytics to fuel advances in learning science. He also established the UMUC Completion Scholarship, enabling Maryland community college graduates to earn a bachelor's degree from UMUC for a total cost of $20,000.

Wes Moore is a decorated Army combat veteran, youth advocate, author, and CEO of BridgeEdU, an online program that reinvents the first-year college experience for those at risk of joining the one-third of freshmen who don't become sophomores. BridgeEdU establishes partnerships with colleges and universities and offers wraparound services, such as skills courses for credit, coaching and mentoring, financial aid counseling, and other academic supports. Moore is also the author two *New York Times* bestselling books, *The Other Wes Moore* and *The Work*.

Photo courtesy of Miami Dade College

LOOKING BACK TO LOOK FORWARD

This has been a year of expansion and change that began with Karen Stout's observation at last year's Dream Conferences that ATD was "looking back to look forward."
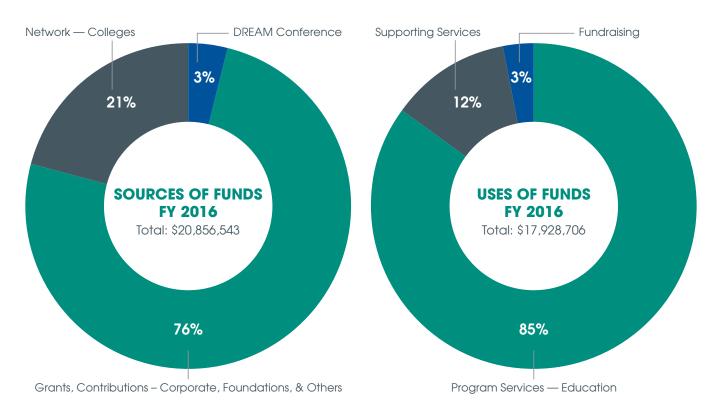
We looked back to identify major lessons from our first decade of work. We have learned that to improve student success on a substantial scale, community colleges need to engage in bold, holistic institutional change that goes beyond boutique interventions, addresses problems at scale, and serves all students who need help. We've also learned, as a result of our funded initiatives, that ATD (along with its member colleges) must work broadly to address the academic and nonacademic needs of students. And it must address faculty, student, and community engagement; teaching and learning; equity; and other crucial capacity areas that are essential to achieving results. These lessons, drawn from research on our efforts and our experience, have guided the redesign of our institutional model.

With the broad-scale implementation of the ICAT, a new focus on capacity building across seven areas of performance,

and large-scale innovation initiatives, we are learning more about our member institutions and helping them work broadly and deeply across all areas of their operations to improve student success.

New resources support ATD programs—and our member colleges

ATD's grant revenues grew by 35 percent in fiscal year 2016. Representing more than three-quarters of the organization's total revenue, this growth allowed ATD to increase spending on program services by nearly $5.8 million without increasing overall revenues from its members. To support innovation across its network, ATD spent nearly 85 percent of all expenditures on program services, as the charts below show.

Network — Colleges ——— DREAM Conference

3%

21%

SOURCES OF FUNDS FY 2016
Total: $20,856,543

76%

Grants, Contributions – Corporate, Foundations, & Others

Supporting Services ——— Fundraising

3%

12%

USES OF FUNDS FY 2016
Total: $17,928,706

85%

Program Services — Education

Achieving the Dream Sources of Grants and Support FY 2016

Source	Description	Revenue in FY 2016
ALCOA Foundation	This funded learning initiative, Pathways for Careers in Advanced Manufacturing, supports the efforts of three colleges in Ohio, Michigan, and Pennsylvania as they seek to improve alignment of community college programs with the needs of advanced manufacturers.	$490,000
American Association of Community Colleges (AACC)	ATD is one of eight national organizations collaborating on the Pathways Project to help 30 colleges, 21 of which are active ATD institutions, design and implement clear, coherent pathways to credential attainment; ATD president Karen Stout is a thought partner and helps to design and present institutes for college teams under a subcontract with AACC.	$33,319
Bill & Melinda Gates Foundation	ATD provides fiscal agency services in support of Completion by Design's storytelling component and the availability of this material to the field in a consumable format.	$600,000
Bill & Melinda Gates Foundation	Two foundations are supporting the research and evaluation component of the Open Educational Resources Degree initiative; the second foundation is Great Lakes Higher Education Guaranty Foundation. SRI International is ATD's research and evaluation partner.	$800,000
Educause	In partnership with Educause, ATD supports iPASS, the redesign of advising services at 26 two-year and four-year institutions, the deployment of technology in support of the new approach to advising, and logistical support of an evaluation assessing the impact of the approach on student and institutional outcomes.	$449,872
Florida College System Foundation	Helios Education Foundation funding to the Florida Community College System was subsequently subcontracted to ATD to support the participation of 15 college presidents from Florida in ATD's Presidents' Symposia.	$75,000
Great Lakes Higher Education Guaranty Corporation	In this funded learning initiative, Engaging Adjunct Faculty in the Student Success Movement, six ATD colleges are developing models for faculty engagement with an emphasis on inclusion of adjunct faculty; Great Lakes funding supports the participation of one of the six colleges and a project evaluation. Helmsley funding supports the other five colleges.	$696,000
Great Lakes Higher Education Guaranty Corporation	Two foundations are supporting the research and evaluation component of the Open Educational Resources Degree initiative; the second foundation is the Bill & Melinda Gates Foundation. SRI is ATD's research and evaluation partner.	$800,000
OneMain Financial	Five ATD colleges are expanding or creating financial empowerment strategies, with ATD's developing a toolkit based on their experiences and aimed at helping other colleges design programs to increase the economic security of students.	$300,000

Achieving the Dream Sources of Grants and Support FY 2016

Source	Description	Revenue in FY 2016
Shelter Hill Foundation	This grant provides general operating support for the Open Educational Resources Degree initiative, which involves 38 colleges, including 19 active ATD institutions that are reducing college costs by offering degrees that do not require the purchase of textbooks.	$250,000
Speedwell Foundation	This grant provides general operating support for the Open Educational Resources Degree initiative, which involves 38 colleges, including 19 active ATD institutions that are reducing college costs by offering degrees that do not require the purchase of textbooks.	$250,000
The Annie E. Casey Foundation	In this funded learning initiative, the Working Students Success Network, 19 colleges in four states, including 10 active ATD institutions, are demonstrating how to provide integrated services (education and training, work supports and public benefits access, and financial empowerment and coaching) that lead to better outcomes for low-income students.	$700,000
The Kresge Foundation	This grant supports the provision of ATD services to four colleges in the State University of New York system.	$360,000
The Kresge Foundation	This supplement to an existing grant underwrites the costs of ATD's continuing engagement with Achieve Mission, focused on support for ATD's CEO, talent management, and culture.	$120,000
The Leona M. and Harry R. Helmsley Trust	In this funded learning initiative, Engaging Adjunct Faculty in the Student Success Movement, six ATD colleges are developing models for faculty engagement with an emphasis on inclusion of adjunct faculty; Helmsley funding supports the participation of five of the six colleges. Great Lakes is a second investor in this project.	$1,800,000
The William and Flora Hewlett Foundation	This grant supports ATD's capacity building in communications.	$50,000
The William and Flora Hewlett Foundation	This grant provides support for the Open Educational Resources Degree initiative, which involves 38 colleges, including 19 active ATD institutions that are reducing college costs by offering degrees that do not require the purchase of textbooks.	$7,700,000
The William and Flora Hewlett Foundation	Funding helped offset costs of the OER Kickoff Institute, including enabling ATD to bring consultants in to provide specialized training in project management.	$32,180
Sponsorships & Individual Donations (net of discount)		$290,740
TOTAL		**$15,797,111**

A BRIGHT FUTURE FOR ACHIEVING THE DREAM AND COMMUNITY COLLEGE REFORM

After one of our best years, we are confident in ATD's future and in our ability to strengthen the community college reform movement that we helped start more than a decade ago.

Today, more than ever, a broad range of organizations—including the technical assistance providers, researchers, resource organizations, leadership groups, and leaders in technology and change management that are our partners—as well as our funders, are coming together to take on the biggest challenges confronting community colleges and their students. We continue to provide direct support to colleges, study what is working, and apply what we know to strategies and tools to make an even greater difference for millions of students.

Working together, we expect 2017 to yield especially impressive results, which will lead to accelerated improvement across our network.

Photo courtesy of Miami Dade College

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