Achieving the Dream

FY 2023
ANNUAL REPORT

Transforming Colleges and Communities

July 1, 2022–June 30, 2023

A Year of Growth, Learning, and Leadership

A Letter from Dr. Karen A. Stout
President and CEO of Achieving the Dream

When we read national trend data showing that too many students are not accessing, staying in, or completing postsecondary education and that equity gaps remain persistent, and when we read survey results indicating that students and the public are increasingly questioning the value of higher education, we see little trace of what is working and the innovative and transformative work that is being done by our leading colleges.

The more than 300 colleges in Achieving the Dream's Network (and other institutions who partner with us in grant-funded initiatives) continue to reveal what is possible when colleges put the needs and aspirations of students and communities at the center of their efforts. Just look at the journey of Sinclair Community College, the 2023 Leah Meyer Austin award recipient, which increased its four-year completion rate by 8% for the most recent cohort of students,

including a 7% increase for Black learners and a 21% increase for adult learners.

ATD remains committed to bringing new colleges into our Network with a three-year intensive experience in building fundamentals and capacity for transformation and to working with them to identify large levers for accelerated student success based on student data. We welcomed 13 new colleges into our Network last year, including 10 colleges that are part of the Accelerating Equitable Outcomes (AEO) cohort. This cohort, funded in part by a gift from MacKenzie Scott, is focused on increasing the number of racially/ethnically minoritized and poverty-affected students who earn postsecondary credentials.

We also continued to support the journeys of our more mature Network colleges with a curated blend of coaching supports, learning events, and grant-funded innovation efforts designed to tackle issues that impede student success, particularly for racially minoritized and other historically underserved students. For example, 10 ATD Network colleges are participating in the Accelerating and Diversifying Nursing Pathways at Community Colleges initiative, which is supported by the Brave of Heart Fund. The colleges are working to create stronger pathways to employment in the nursing field and to address the pervasive, systemic inequities for BIPOC representation in the profession, particularly among higher-paid positions and occupations.

More than ever, we are guiding community colleges to think strategically about the added value that community partners — including K–12 leaders, employers, and community organizations — bring to supporting students and their families through the entire higher education experience. This all-inclusive community approach is the basis for our work in promoting the development of professional learning communities — work that recognizes community colleges as the crucial connectors between education and employment in communities.

ATD continues to evolve our thinking around data, one of the founding capacities of our work and something we are known for in the field. Central to that work is our ongoing partnership with the National Student Clearinghouse in the Postsecondary Data Partnership, a powerful set of tools to help colleges better understand and use institutional data to improve student momentum, outcomes, and equity.

The newest dimension of this work is quantifying the results of the efforts to bring vitality and economic prosperity to the communities that our Network colleges serve. Building on ATD's long leadership in helping colleges build data capacity so they can make data-empowered decisions to best serve their students and communities, we are taking the next steps toward enabling institutions to capture key metrics beyond those pertaining to the milestones traditionally documented during students' college careers. Our efforts, exemplified in the work we are doing with our Community Vibrancy Cohort, a group of nearly 20 mature Leader Colleges co-designing

the metrics with ATD, seek to empower colleges with the capacity to also collect data that monitors milestones that occur *after* students earn their credentials — workforce outcomes and other markers of a vital and prosperous community.

As we look forward to our 20th year of supporting community colleges' student success efforts, this fiscal year's work is foundational in setting the agenda for the next 20 years. We are deeply grateful for our funders who have supported these efforts and other partners in this work, including the courageous and committed community college leaders in our Network.

We invite you to help us in this quest. Let us know if you are interested in partnering with us as we advance this new strategic agenda.

Sincerely,

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- **Louis Testoni** — Former Managing Partner, Lake Erie Market of PricewaterhouseCoopers; Director Emeritus

Our Comprehensive Approach

ATD works to transform community colleges into catalysts for more equitable, vibrant communities through a multi-pronged approach. We provide tailored support to individual colleges, empower colleges through collective learning, and contribute to the advancement of the student success field by testing innovative solutions and widely sharing our findings. With robust programs in the areas of equity, data, holistic student supports, teaching and learning, leadership, and K–12 partnerships, ATD staff members, who are leading experts in their fields, help turn the gears that elevate community colleges into hubs of learning, credentialing, and social mobility that eliminate inequities in students' educational and workforce outcomes.

SERVICES AND COACHING

Our expert coaches partner with community colleges throughout the country to prioritize student success by centering equity on their campuses, embracing student-centered approaches, adopting interventions, and bringing solutions to scale across campuses and communities. Through a plethora of services, ATD provides integrated support for every aspect of our Network colleges' work, helping them to build capacities to advance institutional transformation to bolster student success through a combination of universal and targeted, data-informed approaches that work in their local context and culture.

THE ATD NETWORK

The 300+ colleges that make up our Network not only benefit from our extensive years of experience innovating and anticipating future needs but also take advantage of unique opportunities to learn from and with their peers through access to Network events, summits, and convenings. Through strategic, customized, sustained support during their participation in the Network, colleges have the option to deepen their student success work through targeted coaching services.

INNOVATION AND DISSEMINATION

ATD actively explores new ideas and develops solutions in response to pressing challenges that institutions of higher education face in these rapidly changing times. Using carefully selected cohorts of colleges — including those in and outside of our Network — we test ideas in the field and utilize our findings to inform our programs and services and to bolster the wider field of student success work by sharing findings, publishing field-tested resources, and contributing to the wealth of knowledge in the field through our many events.

Spotlight on Coaching

ATD coaches play a pivotal role in the organization's work, serving as the face of ATD to teams at the 300+ institutions with which we engage. As experts in their fields, they have worked in community colleges across the country, have seen the challenges up close, and understand the tools required to help create smart solutions. With coaches specializing in data, teaching and learning, equity, holistic student supports, leadership, and K–12 partnerships, we take care to match each college to the right coaches, who can pull from their extensive experience to adapt our frameworks as needed and provide highly customized, tailored support for the duration of our colleges' student success journeys.

102
ATD coaches

7,500+
hours of coaching provided

214
community colleges served

Driving Next Generation Metrics Toward Community Vibrancy

Achieving the Dream sees community colleges as strong engines of economic mobility with a pivotal role to play in creating more economically vibrant communities. Implementing this vision requires institutions to commit to a set of next-generation metrics that are aimed not only at strengthening student success but also achieving long-term community success. This process starts with seeing and understanding local communities in new ways, improving access for populations that have been left behind by postsecondary education, and tracking the right institutional metrics to ensure progress and success for all student groups —

all of which can lead to financial stability for individuals and their families and help communities flourish and thrive economically.

Central to this work is a reliance on good, sound data, which is bolstered by our partnership with the National Student Clearinghouse through the Postsecondary Data Partnership (PDP), a robust analytics tool that enables institutions to track student progress, outcomes, and equity measures.

Our new framework continues to capture metrics from the PDP, but it also includes data on graduates' **mobility** and **return on investment** (ROI) as well as five community vibrancy metrics: **educational milestones of the community, quality employment opportunities, improved economic outcomes, improved social outcomes**, and **societal gains realized**.

The link between improving student success and creating more vibrant communities is inextricable. Community colleges are anchor institutions whose roles in educating and credentialing the workforce and partnering with industry to ensure that there are jobs in the community that pay family-sustaining wages are essential to the community's economic development and social well-being. By fostering collaboration, engagement, and resource-sharing between educational institutions and their communities, we help support and create the conditions for strategic partnerships between communities, industry, and colleges that contribute to community vibrancy.

Our Community Vibrancy Cohort

In 2023, with generous support from Ascendium Education Group and Crimsonbridge Foundation, ATD selected a cohort of 16 Network colleges to participate in the Community Vibrancy cohort, a one-year project to test tools and training materials intended to help colleges address inequities on their campuses and in their communities. These resources are designed to provide data to help colleges identify potential students who have been disconnected from educational and employment pathways, strengthen and support the use of early momentum metrics, track workforce outcomes to ensure student social and economic mobility, and monitor metrics that demonstrate greater community vibrancy.

A Broad and Diverse Network

OUR NETWORK

2,002,306

ATD Network college students served

33%
of all first-time, full-time community college students (enrolled in 2021)
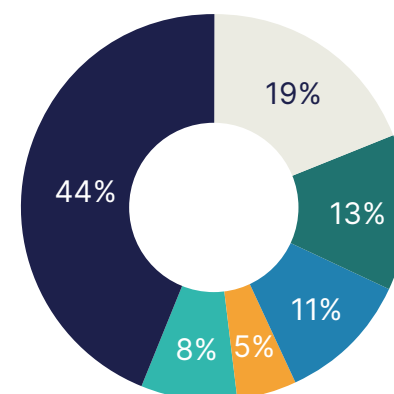
62%
of students enrolled part-time

59%
of Network college students are women

50%
of first-time, full-time students are Pell Grant recipients

Network college student demographics

- **White** 44%
- **Hispanic/Latino** 19%
- **African American** 13%
- **American Indian/ Alaskan Native** 11%
- **Asian/Native Hawaiian/ Pacific Islander** 5%
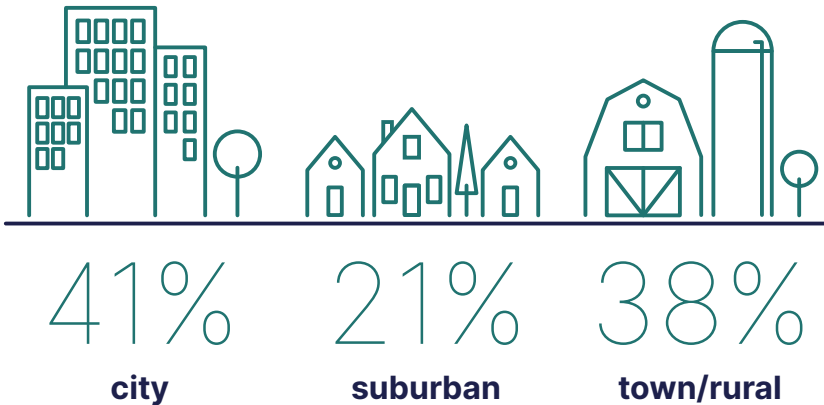- **Other** 8%

ATD has served...

25%
of all community colleges through Foundations of Transformation, ATD's three-year experience.

Colleges served by ATD based on institution size and geography.

41%	21%	38%
city	suburban	town/rural

100%
of Alaska Native and Native Hawaiian-Serving Institutions

94%
of Tribal Colleges

31%
of Asian American and Native American Pacific Islander Institutions

25%
of Historically Black Colleges

25%
of Hispanic-Serving Institutions

24%
of Predominantly Black Institutions

Our Newest Network Colleges

Our Network continues to grow each year. In 2023, 13 new community colleges began their ATD journey. Ten of these colleges were part of the Accelerating Equitable Outcomes (AEO) cohort.

- Arapahoe Community College (Colorado)

- McDowell Technical Community College (North Carolina)

- Piedmont Virginia Community College (Virginia)

AEO COHORT COLLEGES

- Antelope Valley College (California)

- Chicago City Colleges (Illinois):

- Harold Washington College

- Kennedy-King College

- Malcolm X College

- Olive-Harvey College

- Wilbur Wright College

- Contra Costa College (California)

- Hartnell College (California)

- Queensborough Community College, City University of New York (New York)

- San Juan College (New Mexico)

ACCELERATING EQUITABLE OUTCOMES COHORT

In February of 2023, ATD announced the selection of 10 colleges from four states to participate in a new three-year Accelerating Equitable Outcomes cohort, work funded in part by a gift from MacKenzie Scott. These colleges are working to implement comprehensive strategies to help more students, especially those who are minoritized and economically marginalized, earn postsecondary credentials that will serve as pathways to jobs providing living-sustaining wages and the potential for upward mobility.

To be eligible to participate, institutions had to demonstrate that a minimum of 45% of the students they serve were Black, Latinx, Indigenous, or students of color and that 20% were Pell-eligible.

Recognition for ATD Colleges

ATD recognizes the exceptional work of our Network colleges with various tiers of distinction.

- 35 colleges hold Leader College status

- 26 colleges hold Leadership College of Distinction status

- 21 colleges to date named Leah Meyer Austin (LMA) Award winners

- 40% of Aspen Prize for Community College Excellence winners are LMA recipients

2023 Leah Meyer Austin Award Winner

SINCLAIR COMMUNITY COLLEGE

Achieving the Dream's Leah Meyer Austin Award is the highest honor awarded to colleges in the ATD Network.

Sinclair Community College has been part of the Network since 2005 and earned Leader College status in 2011. In 2019, through the persistent work of its leadership, faculty, and staff, it was named a Leader College of Distinction. Sinclair is an institution whose consistent and strategic commitment to student success has led to substantive and equitable improvements in outcomes — improvements that were sustained even following the disruptions caused by the COVID-19 pandemic. The institution's remarkable achievements include the following successes attained over a four-year period:

- The institution's overall four-year completion rate increased from 22% to 30%.

- Among Black students, the four-year completion rate increased from 15% to 22%.

- For adults students (aged 24 and older), a quarter of whom are Black, the four-year completion rate nearly doubled, from 26% to 47%.

- Credit completion for Black students rose by 14 percentage points, increasing from 47% to 61%.

- Math completion rates among Black students increased from 15% to 24%.

Spotlight on Our International Reach

Our impact has been felt not only throughout the U.S. but internationally as well. For nearly 10 years, our staff and coaches have provided strategic support to Siyaphumelela ("We Succeed" in Xhosa), an initiative that helps South African universities enhance student success. ATD has been instrumental in developing the coaching model, bolstering institutional data capacities, and establishing a more student-centered culture and data-driven decision making on the campuses.

Since 2018, ATD has also supported New Zealand's efforts around higher education reform, providing guidance on how the Tertiary Education Commission might scale and sustain its reform efforts, coaching individual New Zealand institutions, sponsoring convenings and presenting at workshops, and helping to shape an institutional capacity assessment tool based on ATD's ICAT that is now used throughout New Zealand to measure — and help expand — institutional capacity for improvement.

Promoting Adult Learner Success

Unlike 18-to 21-year-old college students, adult learners (students aged 25+ years), who comprise the majority of college students at community colleges, face unique obstacles in college settings. Because they frequently juggle multiple responsibilities, they often have to stop out of their studies and, therefore, take longer to complete their credentials.

To address these challenges, ATD and partners, with funding from the Lumina Foundation, launched the Prioritizing Adult Community College Enrollment (PACCE) initiative, which has involved 20 community colleges across eight states, serving a total of more than 250,000 students. The initiative, which concluded in May 2023, also has helped spread promising strategies and tools to the broader field. Colleges in the PACCE cohort worked to:

- Engage the community of adult learners — both those enrolled and those not enrolled — through surveys and/or focus groups to inform program design and better meet the needs of adult learners.

- Develop policies and practices that serve all adult learners as well as strategies that address the unique needs of particular adult learner populations.

- Break down silos in services and programs that function as barriers to adult learners, particularly addressing the lack of continuity between credit and noncredit programs.

ATD also is a partner with Jobs for the Future (JFF) in an effort to improve postsecondary success for adult learners (in community and technical colleges). The Improving Economic Mobility for Adult Learners initiative, launched in June 2023, is supported by ECMC Foundation and Ascendium Education Group and is designed to expand and enhance policies and practices of states and institutions specifically to improve outcomes for students aged 21+ who have not yet attained a postsecondary credential.

Three selected teams (from Michigan, New Jersey, and Virginia), each composed of a state-level higher education body and three community and technical colleges within the state, are focused on three primary changes to improve adult learner outcomes: credit for prior learning, career advising, and use of labor market information. These solutions — which can be expanded nationally — were chosen based on an analysis each state and college conducted of their existing adult-friendly policies and practices and their assessment of areas in which they could make the most progress in a short span of time.

Advancing Equity in Pursuit of Better Student Outcomes

Eight ATD Network colleges, composing the second cohort of the Racial Equity Leadership Academy (RELA), convened in Chicago at DREAM 2023 to kick off their work to advance racial equity at their institutions. A joint initiative by Achieving the Dream and the USC Race and Equity Center — and funded in 2022-2023 by ATD through MacKenzie Scott dollars and Greater Texas Foundation — RELA supports college teams through an intensive journey of working with ATD's and USC's expert equity coaches to develop bold, strategic racial equity plans; implement actionable change efforts on their campuses; and develop a long-range vision for translating their work into increased rates of student persistence and completion as structural barriers to equity are intentionally eliminated.

Colleges have developed different approaches to solve their challenges. Some have recognized that poverty is the most powerful barrier to student access and success and have become an integral part of community economic development partnerships to reduce poverty and increase educational attainment to promote economic diversity and create better paying jobs. Lorain County Community College, for example, focused on increasing the percentage of racially minoritized students in pathways to careers that provide a family-sustaining wage and future upward mobility. The college is expanding dual enrollment programs to include pathways in advanced manufacturing and IT, incorporating regional workforce data into career advising, and strengthening partnerships with area businesses and nonprofit organizations to engage more Black and Latinx adults in relevant programs.

Other RELA teams are focusing on improving campus culture. The College of Lake County developed a climate monitoring process to address institutional structures, previously revealed in campus surveys, that created inequitable experiences for BIPOC employees and students. The new process builds capacity for employees to navigate bias-based conflicts, including racism; improves and sustains equitable experiences for employees and students; and increases recruitment and retention of BIPOC employees.

Building Parternships to Create College and Career Pathways for Disconnected Youth

ATD supports Gateway to College (GtC), a network of 28 early college programs on community college campuses that partner with school districts across the country to reengage students who have been disconnected from education. With a strong emphasis on personalized student supports, ATD's K–12 Team assists these programs through a variety of strategies, including data analysis and the production of individual program dashboards for each program's stakeholders. The success of GtC programs is borne out by the data, which show that approximately 75% of GtC graduates continue with their college education after completing the program. This year, ATD honored seven programs in six states that exceeded the network's high school graduation benchmark and awarded the Gateway to College Program Excellence Award to nine programs in seven states that exceeded all four primary benchmarks: first-term GPA, one-year persistence, two-year persistence, and three-year graduation rate.

33%
of all first-time, full-time community college students are served by ATD.

Supporting a Culture of Teaching and Learning Excellence Across North Carolina's Community Colleges

Working in partnership with the Belk Center for Community College Leadership and Research at North Carolina State University and the North Carolina Student Success Center, ATD has helped create a new statewide system of regionally affiliated Teaching and Learning Hubs for professional learning at all 58 North Carolina community colleges. This first-of-its-kind hub model helps elevate the importance of teaching and learning, while strengthening the capacity of institutions to provide professional learning that improves student engagement, persistence, and completion.

The Hubs are designed to support full-time and adjunct faculty and staff to adopt, test, and scale evidence-based teaching and strengthen campus leadership to bolster capacity for supporting student, faculty, and institutional learning. Four Hubs — serving the East, West, Central and Piedmont regions of the state — have been established, and, in the first two years of their work, the Hubs have offered 128 professional learning opportunities in which 1,761 faculty and staff from all 58 institutions have participated.

Some of the early implementation and impact research conducted by the research firm DVP Praxis found that two-thirds (67%) of participating faculty were making changes to their courses and teaching practices based on the sessions, with the most common change being an increased focus on encouraging active learning. That change was correlated heavily with other changes in practice. For example, it was frequently paired with collaborative learning and more closely connecting with their students. Improving feedback and strengthening course structure also were closely related to each other.

Paving the Way to Workforce Opportunities

ATD manages key programs that help bring workers who are from poverty-impacted or racially minoritized backgrounds new opportunities in high-demand fields and that connect community colleges to community agencies and workforce development to create systemic strategies to build new pathways into the workforce for students at all levels of education.

With a critical shortage of nurses in the U.S. today, particularly nurses who identify as Black, Indigenous, or people of color (BIPOC), and systemic inequities for BIPOC representation in nursing pathways, ATD launched the Accelerating and Diversifying Nursing Pathways initiative. Made possible by the Brave of Heart Fund, the initiative enabled ATD to grant $300,000 to each of 10 carefully selected community colleges that have demonstrated commitment to increasing access and accelerating the completion of nursing credentials for BIPOC and first-generation students. The funds are intended to further develop, test, scale, and document sustainable processes, policies, programs, and solutions that create stronger pathways to employment equity for these underrepresented student groups in the nursing field.

The 10 participating colleges have shown impressive progress toward their goals. To highlight a few:

- Northeast Wisconsin Technical College opened an AR/VR lab where students can practice clinical skills outside of the classroom.

- Austin Community College expanded its external partnerships to not only attract new students but also increase clinical opportunities for graduates.

- Bay College's Allied Health Department, which has seen its nursing registration double in number, hired a new admissions co-advisor to give more one-on-one support for the expanded student population.

In an effort to connect community colleges to workforce development and to education and community partners, ATD led a two-year regional professional learning community (PLC) initiative, which concluded this year. The initiative supported four community colleges in bringing together high school educators, community college faculty, workforce development professionals, community-based organizations, and employers to strengthen the crucial role that community colleges play as connectors between education and employment in communities. Each of the four communities identified gaps in their local education pathways that are preventing economically marginalized young people from accessing family-sustaining jobs.

With ATD's support, the colleges developed aligned pathways from high school to college to local workforce and career opportunities. The initiative, funded by Carnegie Corporation of New York, included the creation of a guidebook by ATD, *A Facilitator's Guide to Supporting Student-Focused Partnerships*, which allows for the expansion of this work in other communities in the future.

As a result of their work with the PLCs, Mott Community College (Michigan) now offers career technical education (CTE) college credit programming to high school students and developed the Connect to Career framework, a pilot offering students college credit and a taste of career options. Tallahassee Community College (Florida) built a program focused on supporting college access for as many students as possible, aligned to the workforce needs of their region.

Helping Rural College Prepare Workers for the Digital Economy

Building Resiliency in Rural Communities for the Future of Work is an ATD cohort that aims to increase equitable student success by strengthening the capacity of rural colleges to prepare students with digital skills and connect them with careers in the digital economy, to reduce equity gaps, and to develop and strengthen community partnerships. Launched in 2020 with funding from the Cognizant U.S. Foundation, JPMorgan Chase & Co., The Community Focus Fund at the Chicago Community Foundation, Walmart, and Ascendium Education Group, the cohort recognizes community colleges' vital role in their communities.

The seven cohort colleges are supporting digital skills development and access to technology as a key strategy to support students' economic mobility. Southeast Kentucky Community and Technical College has a partnership with Toyota to support students' digital skills in the auto mechanic program. Toyota donated machinery and other equipment to help students engage in applied learning of digital skills. Berkshire Community College in Massachusetts has hired digital coaches to provide students with access to technical assistance and support.

38%
of colleges served by ATD are rural.

Meeting Student Needs at Tribal Colleges and Universities

ATD works in partnership with The American Indian Higher Education Consortium (AIHEC), the American Indian College Fund (AICF), and leaders from Tribal Colleges and Universities (TCUs) across the country in support of TCUs and the students they serve. In 2023, ATD and these partners were involved in three key initiatives to increase institutional capacity and better meet students' needs.

Since 2017, ATD has served as a service provider in the Project Success initiative, led by the U.S. Department of Education's Office of Federal Student Aid and Ascendium Education Group. The initiative offers Tribal Colleges and Universities (TCUs) services and supports to help improve student persistence, retention, and financial management skills. In the 2023 phase of Project Success, ATD continued the important momentum and capacity building for TCU student success work that was initiated in the two previous phases.

Twenty-eight TCUs continued in the 2023 phase, 25 of which benefited from two ATD coaching visits each.

94%
of Tribal Colleges are served by ATD.

The colleges are making strides at increasing their data capacity and sharing data with key decision makers in the central office and the classroom by introducing Postsecondary Data Partnership dashboards. The role of ATD coaches grew more critical as their work shifted from initiative-focused supports to systems-designed supports.

ATD is also providing coaches to support The Serving Native American Students with Holistic Student Supports (SNASHSS) initiative, now in its second iteration. The program seeks to transform the student experience at six TCUs through a contextualized redesign of holistic student supports. Matched with two ATD coaches, leaders and faculty from each college

engage for a three-year period in intensive and customized in-person coaching and technical assistance, as well as in-depth programming at ATD's annual DREAM conference, with the goal of making it easier for students to identify and use the support services available to them.

In addition, ATD developed a one-year program to help TCUs develop teaching and learning practices to help their students thrive. ATD coaches and experts collaborated with TCU faculty to create opportunities for long-term professional development, such as seminars on culturally affirming pedagogy, creating a sense of belonging, and open educational resources. The initiative, which served six colleges (three of which participate in SNASHSS), culminated in each college creating an action plan for professional learning impact.

DREAM Scholars

Achieving the Dream's DREAM Scholars program recognizes and supports outstanding community college students who have demonstrated remarkable determination, resilience, and commitment to both their academic goals as well as to uplifting their communities. The program provides a scholarship as well as a year-long learning opportunity designed to enhance leadership, critical thinking, and networking skills. The experience culminates with the scholars attending and sharing their experiences at DREAM, our annual convening. By highlighting the inspiring stories and achievements of these scholars, ATD aims to inspire and motivate other students as well as educators, leaders, and advocates in the higher education student success field. Our 2023 DREAM Scholars are:

Zachary Arreola
Gateway to College at Laney College (California)

Luis De Luna
MiraCosta College (California)

Tommy McCall
Tallahassee Community College (Florida)

Eve Miclaus
Roane State Community College (Tennessee)

"The chance to positively impact my community is one of my biggest goals. Helping to recognize, address, and solve issues or simply being a role model to other students like me makes all my struggles and resilience worth it." — **Vitória Nogueira**

Vitória Nogueira
Housatonic Community College (Connecticut)

Nikki Tam
Kingsborough Community College (New York)

Sareya Taylor
**Institute of American Indian Arts (New Mexico)**

Tena Rynn Quackenbush
Western Technical College (Wisconsin)

# 10 Key FY 2023 Professional Learning Events

Our learning events don't just *reach* hundreds of higher education institutions; they penetrate them deeply, touching college employees with a wide variety of responsibilities. Participation in our signature learning event, DREAM, in 2023 captures the profound connection ATD has forged with a diverse range of higher ed professionals who occupy many different roles and serve in a broad array of functions.

2022 DREAM Participants by College Role

- 21%
- 50%
- 13%
- 9%
- 7%
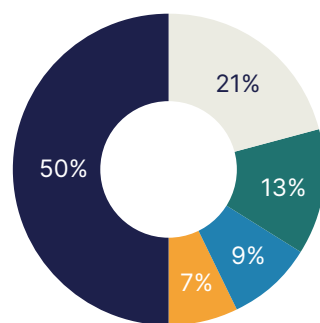
- ● Dean/Director/AVP
- ● Faculty
- ● Cabinet Member
- ● Staff
- ● President/Chancellor/CEO

2022 DREAM Participants by College Function

- 30%
- 53%
- 2%
- 4%
- 11%
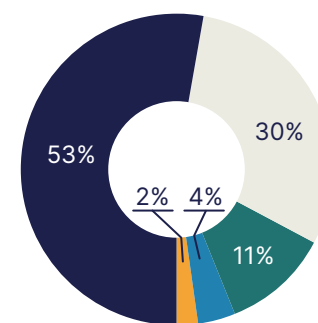
- ● Academic Affairs
- ● Student Services
- ● Institutional Research
- ● Continuing Education
- ● Information Technology

2022

July 27: Attainment Oregon: Creating Student Ready Colleges

July 12–14: Rural Communities Institute: Uncovering Opportunity in the Digital Economy

Sept. 26–30: Network Week

Sept. 13–16: Data & Analytics Summit: Creating Equitable & Inclusive Communities

Oct. 17: We're In — Where To Now? Charting a Strategic and Holistic Path Forward To Increase Student Success (part of the Network Engagement Webinar Series)

Oct. 14: Early Insights From the Postsecondary Teaching With Technology Collaborative

Nov. 7: The Tools We Have: Harnessing Effective Pedagogy, Data, and Resources to Create a Sense of Belonging and Increase Success in the Classroom

Engagement With the Field

ATD's extensive lineup of professional learning events reach a wide spectrum of partners, including college leaders, students, practitioners, allied organizations, policymakers, and funders.

500+

Colleges from 49 states attended ATD professional learning events, including DREAM 2023, summits, institutes, and webinars.

200+

Organizations, including nonprofit partners, research organizations, K–12 school districts, funders, and sponsors, attended ATD professional learning events in 2023.

2023

March 22: Learning From the 2023 Leah Meyer Austin Award Winner (part of the Network Engagement Webinar Series)

Feb. 14–17: **DREAM 2023**

April 27: Teaching, Learning, Equity, and Change: Realizing the Promise of Professional Learning

April 11: Paving New Roads: Increasing Enrollment and Expanding Opportunities for Social and Economic Mobility (part of the Network Engagement Webinar Series)

May 15–June 30: **Using Postsecondary Data Partnership** for Data Discovery and Decision Support

May 11: Adult Learner Success Summit

June 12–15: ATD Kickoff Institute

June 9: Boosting Enrollment Among Communities of Color and Adult Males

June 26–29: Racial Equity Leadership Academy

Publication Highlights

In addition to contributing significantly to the student success field through our professional learning events, ATD also shares knowledge widely through the publication of research, case studies, toolkits, and other practitioner-centered publications. Key FY 2023 publications include:
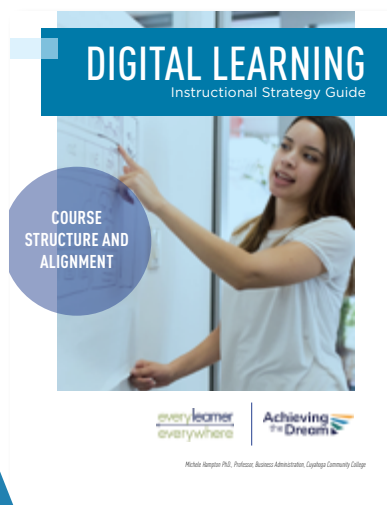
Digital Learning Instructional Strategy Guides (Oct 2022)

Created in collaboration with Every Learner Everywhere, this set of digital learning instructional guides offer faculty, professional learning professionals, and instructional designers guidance on the effective use of digital teaching and learning courseware. It includes student-centered teaching principles that leverage the strengths of learning technology and evidence-based teaching practices.
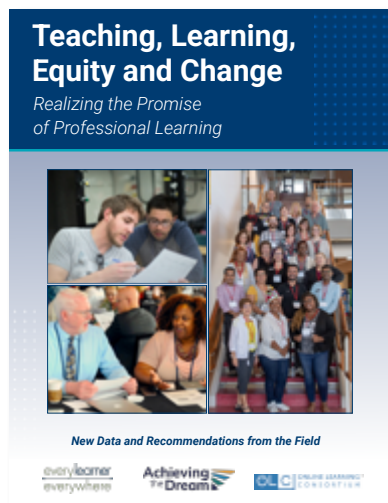
TCU Holistic Student Support Redesign Toolkit (Oct 2022)

This toolkit provides evidence-based, practitioner-tested tools, tips, and guides to aid Tribal Colleges and Universities (TCUs) in their planning and execution of a more personal, seamless, and comprehensive support experience that fully equips students to learn and to succeed in achieving their goals. It charts a deep dive into the essential elements that are relevant for all colleges to consider and use, while allowing TCUs to apply these elements within the context of their campus communities.

Strategic Partnerships for Holistic Student Supports Toolkit (Dec 2022)

This toolkit is designed to support colleges through the process of developing, implementing, and maintaining strong community partnerships that help students face challenges that may affect their ability to be successful students. It provides structures and processes that will help college leaders maximize their partnerships in service to their students and the people of their community and shares measurable and impactful results from diverse community and technical colleges throughout the country

Teaching, Learning, Equity and Change
Realizing the Promise of Professional Learning

New Data and Recommendations from the Field

Knowing Our Students
Understanding & Designing for Success

A GUIDEBOOK FOR INSTITUTIONAL LEADERS
JANUARY 2023

Cultivating Regional Professional Learning Communities

A FACILITATOR'S GUIDE TO SUPPORTING STUDENT-FOCUSED PARTNERSHIPS

Realizing the Promise of Professional Learning (Jan 2023)

This report from ATD, Online Learning Consortium, and Every Learner Everywhere demonstrates that community colleges and Minority-Serving Institutions have the desire — but often not the knowledge and tools — to build an infrastructure for high-quality professional learning that engages frontline educators in the type of action-oriented partnerships needed to implement equity-focused practices with quality and at scale. The report informs the strategic action needed to realize the promise of professional learning on equity-focused campuses.
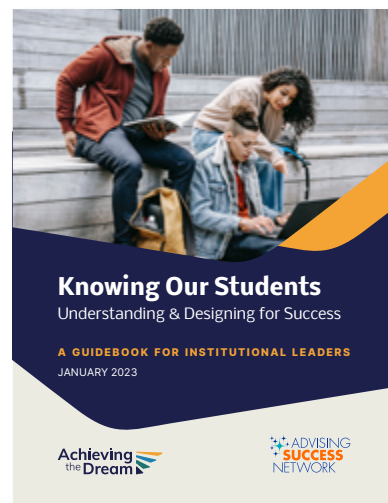
Knowing Our Students: Understanding & Designing for Success (Feb 2023)

Jointly released in 2021 by ATD and Advising Success Network, this updated edition serves as a resource for institutional leaders and student success teams who are ready to engage in a new dialogue about the students they serve. The guidebook shares practical strategies from national experts and peer institutions and can be downloaded along with a "How To Use This Guidebook" companion piece as well as worksheets.
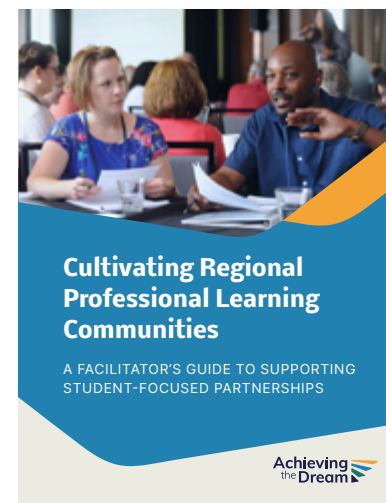
Cultivating Regional Professional Learning Communities: A Facilitator's Guide to Supporting Student-Focused Partnerships (Feb 2023)

This resource summarizes what ATD has learned in partnership with Network colleges that have convened regional professional learning communities (PLCs) to foster deeper collaboration across K–12, higher education, and workforce partners. The guide shares helpful strategies and tools to support colleges' work and presents four case studies showing how efforts to establish PLCs have unfolded in diverse communities across the country.
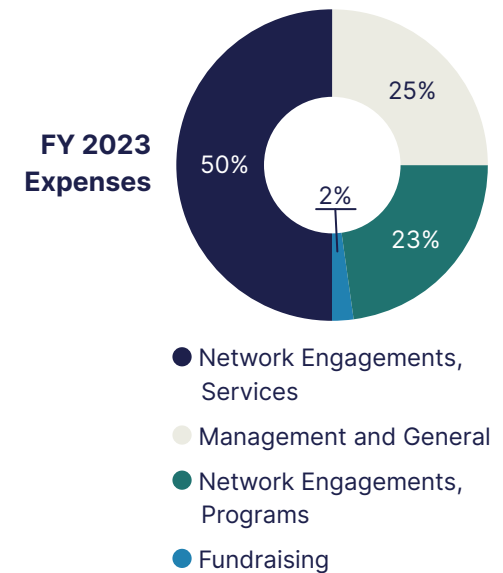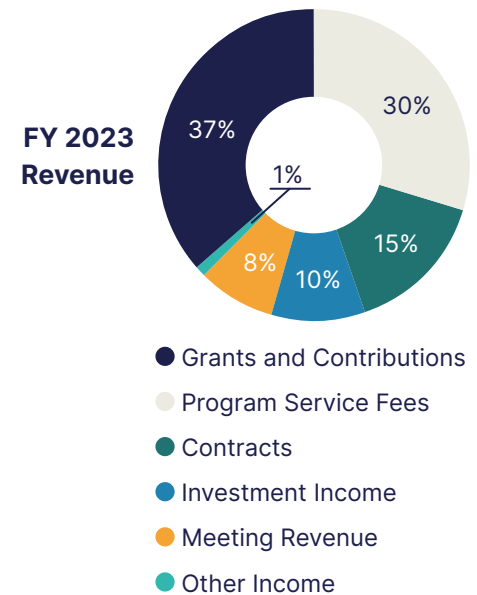
FUNDAMENTALS

Philanthropic Partnerships

- **Ascendium Education Group**
- **Barr Foundation**
- **Bill & Melinda Gates Foundation**
- **Brave of Heart Fund**
- **Carnegie Corporation of New York**
- **Cognizant U.S. Foundation**
- **Crimsonbridge Foundation**
- **ECMC Foundation**
- **Greater Texas Foundation**
- **JPMorgan Chase Foundation**
- **Lumina Foundation**
- **Margaret A. Cargill Philanthropies**
- **National Philanthropic Trust**
- **The Annie E. Casey Foundation**
- **The Ford Family Foundation**
- **The Kresge Foundation**
- **Walmart**
- **The William and Flora Hewlett Foundation**
- **Woodward Hines Education Foundation**

FY 2023 Financial Information

Account	2023	2022
ASSETS		
Cash & cash equivalents	$2,705,578	$5,473,864
Investments	$36,045,451	$34,144,729
Grants receivable, net	$3,864,197	$7,182,722
Contracts & other receivables, net	$1,107,696	$1,195,723
Prepaid expenses & other assets	$ 429,646	$669,879
Property & equipment, net	$249,209	$192,450
Operating lease right of use asset, net	$2,362,963	-
Deferred compensation asset	$149,988	$120,006
TOTAL ASSETS	**$46,914,727**	**$48,979,371**
LIABILITIES & NET ASSETS		
Liabilities		
Accounts payable & accrued expenses	$3,865,208	$1,645,076
Deferred contract revenue	$1,887,309	$2,540,042
Deferred rent	-	$40,536
Operating lease liability	$2,708,203	$139,702
Deferred compensation liability	$149,988	$120,006
TOTAL LIABILITIES	**$8,610,708**	**$4,485,361**
Net Assets		
Without donor restrictions	$29,635,977	$27,952,431
With donor restrictions	$8,668,042	$16,541,579
TOTAL NET ASSETS	**$38,304,019**	**$44,494,010**
TOTAL LIABILITIES & NET ASSETS	**$46,914,727**	**$48,979,371**

FY 2023 Revenue

37% — 30% — 1% — 8% — 10% — 15%

- Grants and Contributions
- Program Service Fees
- Contracts
- Investment Income
- Meeting Revenue
- Other Income

FY 2023 Expenses

50% — 25% — 2% — 23%

- Network Engagements, Services
- Management and General
- Network Engagements, Programs
- Fundraising

Achieving the Dream

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Visit www.AchievingtheDream.org

Or contact us at info@AchievingtheDream.org or (240) 450-0075

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