Achieving the Dream

FY 2024
ANNUAL REPORT

From Access to Impact

Advancing Postsecondary Student
Success and Community Prosperity

Transforming Community Colleges and the Communities They Serve

OUR VISION

A Letter From Dr. Karen A. Stout
President & CEO of Achieving the Dream

Twenty years ago, education funders and visionaries founded Achieving the Dream to ensure that community colleges were more than places where students from all backgrounds could enter; they sought to ensure that these institutions could transform students' success in graduation and beyond, especially for poverty-impacted and racially minoritized learners. That vision was grounded in a deep belief in the power and potential of our colleges to be drivers of equitable change.

ATD has always had an unwavering hope for the future of our students, our communities, and our nation. And that vision has been supported by two decades of ongoing, focused work with hundreds of diverse community colleges across the nation and a deep commitment to putting what we learn to use in advancing our programs and services to help our Network lead the student success movement in this country.

Over the last year, we have expanded our foundational three-year experience, where colleges engage in bold, holistic, sustainable institutional change that leads ever-larger percentages of students to reach their college goals. And we have found that the longer colleges stay with the work, the more accelerated the gains.

Just as importantly, many of our ATD colleges have significantly reduced — or even nearly eliminated — equity gaps for racially and economically marginalized students. Using the generous gift of MacKenzie Scott, we are working directly with more colleges that serve a high percentage of historically underserved students. Seven of the 15 new colleges that joined the ATD Network this year form the second cohort of colleges engaged in our Accelerating Equitable Outcomes initiative, which focuses on rural-serving institutions. The other eight new Network colleges made the investment to join as this year's annual Network cohort, illustrating the continued relevance and interest in the design of our three-year Foundations of Transformation experience.

To sharpen our vision and achieve even more important results going forward, we have worked over this past year to test and finalize our new Community Vibrancy Framework, focused on increasing access, strengthening momentum in graduation and other outcomes, creating more equitable mobility for underserved students, and building more vibrant communities.

As a matter of ensuring our own future enrollments and the future of our communities, we are learning to see and understand local opportunity in new ways. We are looking beyond the walls of our campuses to bring our work directly into communities where college is not currently a consideration for many. We recognize the incompleteness of the view that internal, institutional changes will lead to greater student success and will "trickle out" to students, families, and communities, leading to more credentials, economic opportunity, and more workers across new generations. Surely, we must look "inside-out" — deeply understanding our students and how the work we do in our institutions supports their success and influences our community. But we also must look "outside-in" — understanding how our community context influences the work we do to support our students to success. Holding both in mind simultaneously is the only way we will become hubs of learning, credentialing, and economic mobility that eliminate inequities in college and workforce outcomes.

ATD continues to push new perspectives and innovations with the support of many forward-thinking funders who support our work in areas like strategic enrollment management, dual enrollment, and targeted efforts to reach new populations, including adult learners, parenting students, and Black learners.

ATD and its Network colleges are continually recognized through national awards for community college leadership, and this year I was honored to receive the Robert Zemsky Medal for Innovation in Higher Education. This award is a testament to ATD's continuing

efforts to push the field to experiment and embrace evidence-based policies and practices that will truly move the needle for our students, their families, and communities.

We, of course, cannot do this work without the courageous and committed community college leaders in our Network. Nor can we achieve our goals without our growing number of partners who stand with us to support the central role that community colleges play in making our communities and our nation more equitable and prosperous. We will continue to grow our Network and our partnerships to increase postsecondary educational opportunities and hope that you will join us on that journey.

Sincerely,

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Achieving the Dream Turns 20!

Fiscal Year 2024 brought with it ATD's 20th anniversary — a time to celebrate two decades' worth of progress and transformation in the community college field.

2004

27 Colleges From 5 States

2024

300+ Colleges From 45 States

The ATD Way

OUR VISION

ATD will help our Network colleges catalyze equitable, economically vibrant communities through institutional transformation that advances community colleges as profoundly accessible hubs of learning, credentialing, and economic mobility that eliminate inequities in educational and workforce outcomes.

OUR MISSION

To lead and support a national network of community colleges to achieve sustainable institutional transformation through sharing knowledge, innovative solutions, and effective practices and policies, leading to improved outcomes for all students.

OUR APPROACH

For two decades, ATD has been working to transform community colleges into catalysts for more equitable, vibrant communities through a multipronged approach. We provide tailored support to individual colleges through our array of services, empower colleges through collective learning made possible by our national Network, and contribute to the advancement of the student success field by testing innovative solutions and widely sharing our findings. All of these approaches are underpinned by our longstanding and deep commitment to data-informed decision-making and centering the student.

A Closer Look at Coaching

Serving as the face of ATD to teams at the colleges with which we engage, ATD coaches play an integral role in the organization's work.

Experts in their fields — ranging from data, teaching and learning, and equity to holistic student supports, leadership, and dual enrollment — our coaches have worked in community colleges throughout the nation. They are familiar with the challenges and understand the tools required to help create smart solutions.

Pulling from their extensive experience, ATD coaches know how to adapt our frameworks to the unique needs and circumstances of each college in order to provide highly customized, tailored support.

103
ATD coaches

8,890
Hours of Coaching Provided

190
Community Colleges Served

Services and Coaching in Support of Whole College Transformation

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 evidence-based interventions, and bringing solutions to scale across campuses and communities.

Through a wide array of services, ATD provides integrated support for every aspect of our Network colleges' work, and we achieve this through our commitment to whole college transformation. Our two decades of experience have taught us that disconnected "boutique" interventions do not yield strong returns. By supporting colleges in building foundational capacities, we help effect real and lasting change through bold institutional transformation that impacts student success on a broad scale.

The ATD Network

The colleges composing our Network benefit from our extensive experience innovating and anticipating future needs. But they also enjoy unique opportunities to learn from and with their peers through access to Network events, summits, and convenings. It is our goal to provide strategic, customized, sustained support to our colleges during their participation in the Network and to facilitate peer learning whenever possible.

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. We also 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.

A New Data Mindset

From its inception, Achieving the Dream has taken a data-informed approach to student success work, elevating the role of institutional research and data analytics in community college decision-making. As we continue to move the field into a new era of reform in which the goal of success for individual students is coupled with the goal of *prosperity and vitality for entire communities*, we remain focused on data, but we have expanded the scope of data we seek to collect.

With our view of community colleges as engines of economic mobility for the communities they serve, we are supporting institutions as they begin to capture and analyze what we call "next-generation metrics": data on graduates' mobility and return on investment, educational milestones of the community, quality employment opportunities, improved economic outcomes, improved social outcomes, and societal gains realized. In essence, we have added to our commitment to *whole college transformation* a dedication to *whole community transformation*.

Introducing ICAT 2.0

Our Institutional Capacity Framework and its accompanying Institutional Capacity Assessment Tool (ICAT) are key to determining which capacities colleges must address to improve results for students, especially those who are minoritized and economically marginalized. We use this framework and tool to evaluate colleges' strengths and areas of opportunity in the seven capacities we deem essential to driving equitable student outcomes.

In the ATD tradition of evidence-based progress and innovation, we, in February of 2023, unveiled an updated Institutional Capacity Framework — ICAT 2.0. The update reflects the growth, momentum, and impact of the ATD Network and our aspirations for the future.

ICAT 2.0 embeds elements of our previous capacity framework but in more dynamic and interconnected ways. One key change is the positioning of student and community centeredness at the core and nexus of all capacities.

The Community Vibrancy Cohort

In 2023, with support from Ascendium Education Group and Crimsonbridge Foundation, ATD selected a cohort of 16 Network colleges to test new tools and training materials to help them understand local communities in new ways that will lead to upward mobility for individuals and their families and help communities flourish and thrive economically. By using these tools and materials, the colleges aim to collect data to help them assess market potential among opportunity populations, track the right institutional metrics, and monitor both workforce outcomes and community vibrancy metrics.

FY 2024 COHORT ACCOMPLISHMENTS

- Colleges completed testing of community vibrancy resource materials, including a data workbook containing next-generation metrics and a five-module curriculum.

- Presidents, administrators, and coaches provided detailed feedback, and presidents were convened to discuss next steps.

- Many colleges adopted a new strategic enrollment management approach focusing on facilitating the movement of opportunity youth, justice-impacted, asset-limited-income-constrained-employed (ALICE), and other "left behind" populations to and through college and onto career pathways to produce upward economic and social mobility.

- Efforts have begun on the development of additional resources to guide colleges in bringing their communities into the work at each stage of the community vibrancy process.

"I am convinced that we will all look back one day and realize that it was this work that energized us all to move past the very important goals of access and completion . . . to the heart of why students seek access and completion: to make their lives better, to make their families' lives better and [to achieve] the resulting positive impact on their communities."

— *President of a Community Vibrancy cohort college*

OUR NETWORK

A Network of Influence and Impact

ATD's Annual Reflection survey is a yearly questionnaire that we ask our Network colleges to complete. It provides the colleges an opportunity to consider their successes and challenges, reflect on how they benefitted from being part of the Network, and consider how best to adjust their efforts going forward. The insights ATD gains from the Annual Reflection help frame our coaching, supports, and services, and it assists us in developing resources, learning events, and other programming to support our colleges. Based on responses to our most recent Annual Reflection survey (which had a participation rate of over 70%), ATD's efforts had a profound effect on our Network colleges.

As the result of ATD's Teaching and Learning Toolkit, professional learning series, and support for new teaching and learning centers...

91%
focused on professional learning for faculty

81%
engaged in pedagogical improvements to support active learning

Because of ATD's holistic student supports programming and learning event content...

91%
expanded basic needs support and created a stronger sense of belonging for students

Due to ATD's emphasis on equity-minded practices ...

85%
worked on identification and modification of policies and practices that create barriers for students

As a consequence of ATD's data coaching...

80%
disaggregated their data to identify student groups in need of additional supports

83%
worked harder to get data into the hands of faculty and staff

94%

Percentage of Network colleges reporting that ATD had an overall impact on their student success accomplishments during the past academic year

Top 2

Reasons Cited for Choosing ATD

1. Reputation

2. Quality of service

90%

Percentage of Network Colleges that state they are "very" or "extremely" likely to recommend ATD to other colleges

A Network of Breadth and Diversity

2,002,306

ATD Network college students served

33%

of all first-time, full-time community college students (enrolled in 2021)

62%
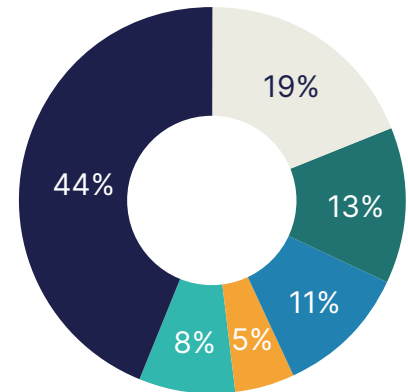
of students enrolled part-time

59%

of Network college students are women

50%

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

Network college student demographics

- 44%
- 19%
- 13%
- 11%
- 8%
- 5%

- ● **White**
- ● **Hispanic/Latino**
- ● **African American**
- ● **American Indian/ Alaskan Native**
- ● **Asian/Native Hawaiian/ Pacific Islander**
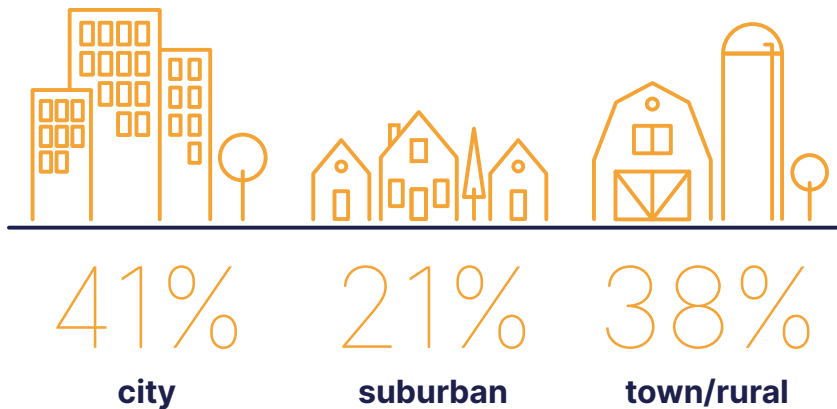- ● **Other**

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% city **21%** suburban **38%** 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

Introducing Our Newest Network Colleges

The ATD Network continues to grow each year. In 2024, we welcomed 15 new colleges. Seven of them compose the second cohort of our Accelerating Equitable Outcomes (AEO) initiative.

- Arkansas State University-Newport, Arkansas (AEO)

- Chippewa Valley Technical College, Wisconsin (AEO)

- Clovis Community College, California

- Coconino Community College, Arizona (AEO)

- East Central College, Missouri

- Eastern Shore Community College, New Jersey (AEO)

- Frederick Community College, Maryland

- Howard Community College, Maryland

Accelerating Equitable Outcomes Cohort

In April of 2024, ATD announced the selection of seven colleges across seven states to participate in ATD's second cohort of our three-year Accelerating Equitable Outcomes (AEO) initiative. Funded in part by ATD's use of a donation received from MacKenzie Scott in 2021, the AEO initiative brings a new group of colleges dedicated to a common equity goal into the ATD Network each year. This year's cohort is composed of rural-serving institutions. They engage as a community of practice, sharing strategies and learning together as they seek to transform student experiences and serve their rural communities through innovative, evidence-based ways.

- Isothermal Community College, North Carolina (AEO)

- Madera Community College, California

- Midland College, Texas

- Phoenix College, Arizona

- Riverland Community College, Minnesota (AEO)

- Waubonsee Community College, Illinois

- Wor-Wic Community College, Maryland (AEO)

2024 Leah Meyer Austin Award Winner

FOND DU LAC TRIBAL AND COMMUNITY COLLEGE

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

Fond du Lac Tribal and Community College (FDLTCC) joined the ATD Network in 2017 and in 2021 was named a Leader College. Intensive coaching from ATD helped move the college toward a more focused approach in its student success efforts and was instrumental in its shift toward using disaggregated data to make informed decisions. ATD coaches also worked closely with FDLTCC in developing a wide range of holistic student supports, resulting in a revamped onboarding process and the adoption of a student success case management platform, among several other measures.

FLTCC has demonstrated unwavering devotion to their students — even in times of great challenge — demonstrating superb persistence and resiliency. Moreover, the college's generosity in sharing knowledge with other Network institutions, particularly other Tribal Colleges, elevates FDLTCC to the level of a model institution. The college's remarkable achievements include the following:

- Between 2018 and 2021, increased fall-to-fall retention rate from 45% to 53% (despite challenges resulting from the height of the COVID-19 pandemic)

- From the 2019–2020 academic year to 2022–23, doubled the success rate of Pell-eligible students in gateway math.

- From 2020 to 2023, improved four-year completion rates of Native American students by 8 percentage points.

- Between 2017 and 2020, increased the three-year completion rate of Native American students seeking an A.A. degree by 32 percentage points

Gateway to College

ATD supports Gateway to College (GtC), a network of 22 early college programs on community college campuses that partner with school districts across 11 states to reengage students who have been disconnected from education. With a strong emphasis on personalized student supports, ATD assists these programs through a variety of strategies, including data analysis and the production of individual program dashboards for each program's stakeholders.

FY 2024 GtC ACCOMPLISHMENTS

17
programs honored for exceeding graduation benchmark

9
programs honored with the Gateway to College Program Excellence Award for exceeding all four benchmarks

10
programs had three-year graduation rates between 70% and 100%

Recognizing Excellence

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

40
Colleges hold Leader College status

31
Colleges hold Leadership College of Distinction status

22
Colleges to date have been named Leah Meyer Austin (LMA) Award winners

In 2024, recipients of ATD's three tiers of distinction were statistically more engaged in equity-based practices, including equity-minded data analysis, than their counterparts.

Supporting Parenting Students

ATD believes that understanding and serving parenting students, who make up approximately 25% of the student body in community colleges, has a two-generation impact, benefiting not only the lives of students but those of their families and their communities more broadly.

A recent grant from ECMC Foundation, **Moving From Data to Action — Scaling Support for Student Parents**, is allowing ATD coaches to continue their engagement with four colleges that underwent ATD's Student Parent Opportunity Assessment last year. Now armed with insights from the assessments, ATD will support these colleges in designing, implementing, and assessing supports that will serve the unmet needs of their parenting students.

Another new grant, **Support To Advance Student Parent Practices**, from the Annie E. Casey Foundation, will enable ATD to administer the Student Parent Opportunity Assessment to a second cohort, composed of four additional community colleges. Working on the issues of identification of parenting students, child care, priority class registration, Title IX regulations, and minors on campus policies, coaching efforts will include helping colleges develop unique action plans and make compelling cases to stakeholders for system changes.

Enhancing Adult Learner Access and Success

Adult learners, who compose the majority of community college students, face unique obstacles in accessing and completing postsecondary education programs, as they must juggle the competing responsibilities of work and, often, childrearing.

In December of 2023, with support from Ascendium Education Group, ATD launched an 18-month initiative to support five Network colleges in developing a strategic enrollment management (SEM) plan focused on meeting the educational needs of and removing barriers for underserved adult populations within the communities they serve. **From Opening Doors to Ushering In: Strategic Enrollment Management for Adult Learners** will culminate in robust, tailored SEM plans for participating colleges and in ATD's dissemination of new research-based tools for developing equity-minded SEM plans to the field at large.

Another adult-learner focused initiative, which ATD manages jointly with Jobs for the Future (JFF), aims to build on policies and practices to improve enrollment, completion, and labor market outcomes for adult learners at community and technical colleges. With funding from Ascendium Education Group and ECMC Foundation, **Improving Economic Mobility for Adult Learners** reached its one-year mark in June of 2024 as JFF and ATD were poised to publish a set of recommendations based on focus groups with and surveys by adult learners and advisors from the nine participating community colleges across Michigan, New Jersey, and Virginia.

Tools, resources, and lessons learned from these and other adult learner projects will find a home in ATD's **Strategy Hub**, a free online resource of field-tested strategies for community colleges that launched in November of 2023 with funding from the Lumina Foundation for the hub's inaugural topic of adult learners. ATD added a teaching and learning topic and is working toward plans to incorporate several other topics of interest to the field into the hub.

80%
of Network colleges focused on the recruitment of adult learners over the past year, aligning with ATD's increased emphasis on this population of learners.

Championing Black Learners

ATD has been active in a national movement to understand, expose, and combat the decline of Black community college student enrollment (by approximately 300,000 students) over the past decade.

With ATD President and CEO Dr. Karen A. Stout serving on the national panel of LEVEL UP, a research, policy, and advocacy initiative that has closely examined and published about this disturbing trend, ATD bolstered its place in this movement in October of 2023 with the launch of its Alliance for Black Learner Excellence Cohort initiative at the American Association of Community Colleges Trustees Leadership Congress. With planning grant support from ECMC Foundation, the initiative seeks to identify strategies required to expand access and opportunity for Black learners and, in doing so, identify and scale high-impact practices that lead to greater access and momentum for this population.

Since the initiative's launch, Dr. Stout has been working closely with LEVEL UP on messaging and spreading awareness about the Black learner enrollment decline, presenting on this topic at a congressional briefing on Feb. 6, 2024,

and at the American Association of Community Colleges Annual Meeting in April of 2024. ATD also partnered with LEVEL UP, the City Colleges of Chicago, and the University of Chicago Inclusive Economy Lab to hold the inaugural Black Learner Excellence Summit in Chicago on April 30, 2024, which explored barriers to Black learner postsecondary access and success, the need to strengthen national data related to this issue, and emerging best practices to support Black student success.

25%

of Historically Black Colleges are served by ATD.

Improving Student Outcomes at Tribal Colleges and Universities

ATD partners 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 to support TCUs and their students.

Since 2017, ATD has been a service provider for **Project Success**, an initiative led by Ascendium Education Group that works to improve student outcomes and financial management at TCUs. In year 2 of the third iteration of Project Success, ATD continued its momentum and capacity-building work with the 28 participating TCUs. These efforts have resulted in significant progress across various fronts, including record-breaking graduation numbers, enhanced student support systems, and improved retention and graduation rates. Notable achievements include increased student engagement, successful program expansion, and substantial gains in both academic and cultural programming. ATD's Research and Assessment team completed an internal evaluation of Project Success 1.0 and 2.0 that will inform an upcoming outside evaluation of Project Success 3.0 to be funded by Ascendium.

ATD is also providing intensive, customized in-person coaching to six TCUs as part of the second iteration of the **Serving Native American Students with Holistic Student Supports** (SNASHSS) initiative, which seeks to transform the student experience at participating TCUs through contextualized redesign of holistic student supports. In year 2 of SNASHSS 2.0, ATD coaches and TCU leaders convened at DREAM 2024 to plan activities in support of the colleges' respective project goals and strategic plans and kicked off their onsite coaching sessions.

94%
of Tribal Colleges are served by ATD.

Developing Career Pathways

ATD manages key initiatives to help ensure that program completion at community colleges translates to equitable employment opportunities for graduates in jobs that pay family-sustaining wages.

One such program, the **Accelerating and Diversifying Nursing Pathways** initiative, sponsored by the Brave of Heart Fund, is supporting 10 community colleges as they create stronger pathways to employment equity for first-generation students in nursing programs. More than halfway through the grant period, colleges have seen significant progress by implementing evidence-based, high-impact approaches to increase access, retention, and completion to meet urgent workforce demand; using data to identify and provide focused student supports; and dismantling barriers that have prevented equitable outcomes for nursing students. Strategies have included building accelerated pathways from high school to college, strengthening pathways from licensed practical nurse to registered nurse programs, introducing part-time programs to increase flexibility, using technology to increase academic support, and implementing policies that recognize relevant prior experience.

Another project related to the health care workforce is ATD's newly launched work, with support from the Carnegie Corporation of New York, in creating a professional learning community (PLC) in Texas to prioritize the **intentional design of pre-health care pathways** that address common barriers community college students face when pursuing health care careers. By bringing together four community colleges with community stakeholders, such as school districts, industry and workforce partners, and university partners, the PLC is leveraging the collective expertise of its members to address issues including inflexible curricula; inadequate support, including mentorship; disparities in access; affordability obstacles; and, in many cases, a lack of awareness about how accessible these opportunities truly are.

ATD launched a second Texas PLC, with support from the Michael & Susan Dell Foundation, to facilitate collaboration among community colleges, workforce partners, and K–12 school districts as they work to better **align the college experience with industry standards in the business and information technology (IT) fields**. By adopting innovative approaches, such as stackable credentials, flexible course modalities, and work-based learning opportunities to increase employability and completion rates, the four participating community colleges are addressing the state's growing demand for skilled professionals in the business and IT industries while helping students obtain jobs in these fast-growing, high-paying sectors.

In addition, ATD is part of a joint effort with the Ohio Association of Community Colleges and the National Student Clearinghouse to link state higher education data with state employment data in order to promote data-informed decision-making around college programming and student success beyond college. Funded by a grant from the Coleridge Initiative's Democratizing Our Data Challenge through Ascendium Education Group, **Prosperity for Ohio** seeks to create new institution- and system-level dashboards with post-college student outcomes that can be adopted across Ohio's community colleges to help them attract and advise students and identify and redesign programs to bolster social and economic mobility. The hope is that these dashboards will serve as prototypes for institutions and systems in other states as they make decisions around college offerings to ensure they are in alignment with regional labor markets and will lead to upward mobility for graduates.

Building Capacity in Rural Colleges

ATD views community colleges as uniquely positioned to serve as regional hubs of economic development for their communities by providing the education and credentials needed in the local job market. Located in geographically isolated areas, these institutions often face challenges around resources, student recruitment and enrollment, employee retention, and lack of access to technologies.

Fiscal Year 2024 brought opportunities to continue two important initiatives that support rural-serving community colleges. In 2023, the Belk Center, with whom ATD has partnered on the **Rural College Leaders Program** since its inception in 2022, received additional funding from Ascendium Education Group to continue efforts in this capacity-building initiative focused on equipping presidents of 10 North Carolina rural colleges, their senior leadership teams, and trustees with the tools needed to improve student outcomes and close equity gaps in completion rates for historically underserved populations, including low-income students, Native American, Black, and Latinx students. The new grant enables ATD and the Belk Center to evaluate the impact of the program and to identify strategies and best practices leveraged by participating colleges.

Additionally, in January of 2024, ATD received funding that enabled the continued momentum of the **Building Resiliency in Rural Communities for the Future of Work** initiative, first launched in December of 2020. Through this initiative, a cohort of seven rural community colleges is working toward four key goals: preparing and connecting students to careers in the digital economy, identifying and closing equity gaps, developing and strengthening community partnerships, and fostering a culture of evidence.

38%
of colleges served by ATD are rural.

# Professional Learning Events

In addition to disseminating our knowledge through publications, Achieving the Dream hosts a myriad of professional learning events through which we engage the field and serve as a vital source of professional learning. From annual gatherings, such as our DREAM convening and our Data & Analytics Summit, to virtual events that are responsive to current needs and trends in the field, such as our AI and dual enrollment webinars, our learning events reach higher education professionals at hundreds of institutions across the country and abroad. Attendance data from our annual DREAM conference reflects the diversity of college employees with varying institutional responsibilities who participate in this signature learning event.

2024 DREAM Participants by College Role
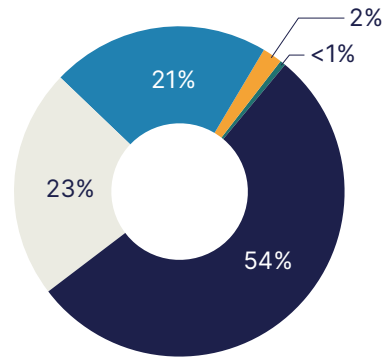
- 54% — Faculty
- 23% — Staff
- 21% — President/Chancellor/CEO
- 2% — Dean/Director/AVP
- <1% — Cabinet Member

2024 DREAM Participants by College Function
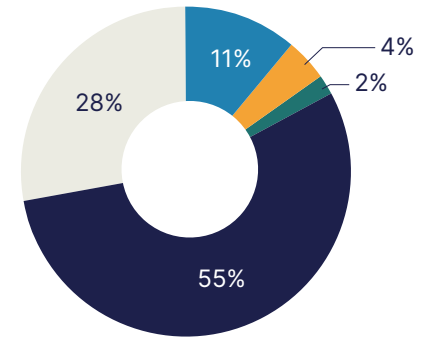
- 55% — Academic Affairs
- 28% — Student Services
- 11% — Institutional Research
- 4% — Continuing Education
- 2% — Information Technology

2023

Sept. 18–22: 2023 Data & Analytics Summit

Sept. 12: The Revolution Is Here: Transforming Community Colleges and Their Classrooms Through AI: The Future Is Now (Part I)

Oct. 3: This Changes Everything: Empowering Faculty To Strengthen Student Learning With AI: The Future Is Now (Part II)

Sept. 2023–April 2024: Professional Learning Seminars: Building Capacity for Change and Transforming To Serve Today's Students

Nov. 28: How Rural Community Colleges Can Sustainably Cultivate Their Economies and Communities

Oct. 25: ATD Equity Toolkit 2023: Informational Webinar

Dec. 14: Reengaging Post-Pandemic Youth With Dual Enrollment

Dec. 12: Joining ATD's Network: Foundations of Transformation

600+

Colleges from all 50 states attended ATD professional learning events, including DREAM 2024, summits, institutes, and webinars.

200+

Organizations, including nonprofit partners, research organizations, K–12 school districts, funders, and sponsors, attended ATD professional learning events in 2024.

2024

Feb 19–22: DREAM 2024 (Orlando)

March 5: Handling Demand for Dual Enrollment

March 27: Learning From the 2024 LMA Award Winner Fond du Lac Tribal and Community College

April 18: Revolutionize Your Teaching: Implementing AI in Your Classroom

April 23: Community Colleges as Hubs of Economic Mobility and Community Vibrancy: From Principle to Strategic Action

May 1–2: ATD's Equity and Justice Institute

June 12–14: Kickoff Institute

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 and 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 2024 DREAM Scholars are as follows:

Tamere Briley
Reynolds Community College (Virginia)

Allyson Miller Harrison
Southwest Tennessee Community College

Victoria Robinson

Laura Ten Fingers
Institute of American Indian Arts (New Mexico)

"I would like to encourage other first-generation students to be involved in the college community and empower each other to be successful in the educational journey."

— Patricio Tinoco

Ashley Ardis
Central Carolina Technical College (South Carolina)

Makayla Hall
Houston Community College (Texas)

Patricio Tinoco
Gateway to College at Madison College (Wisconsin)

Simphiwe Kunene
University of the Free State (South Africa)

Revolutionizing Your Teaching: Implementing AI in Your Classroom

This four-hour workshop explored the dynamic role of artificial intelligence (AI) in shaping the future of higher education. We delved into the practical implementation of AI tools across various facets of academia — including course design, student engagement, and assessment strategies — through engaging and interactive activities led by ATD experts as well as featured speakers.

The audience of approximately 340 postsecondary education professionals across 98 institutions learned, through real-world examples, of the impactful ways AI has been integrated into higher education to improve outcomes. They left the workshop with the practical skills needed to enhance their teaching with AI and received a digital goody bag of AI tools and resources.

340
postsecondary education professionals, and

98
**institutions attended ATD's AI Workshop**

New Publications

ATD plays an important role in the higher education space by widely disseminating knowledge and research in the form of guides, toolkits, case studies, and other practitioner-centered publications, including those that we produce with our many partner organizations.

ATD RESOURCES MAKE A DIFFERENCE

Colleges that used our equity resources produced in FY 2024 were statistically more likely than they were in the previous year to report "strong" progress in creating an equity-minded culture.
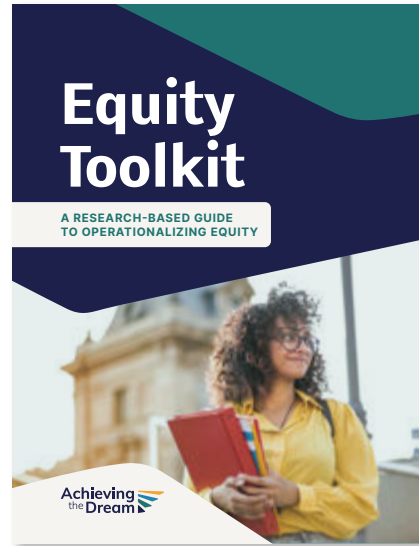

Equity Toolkit: A Research-Based Guide to Operationalizing Equity

This toolkit brings together lessons from research and 20 years of experience working with community colleges to create more equitable institutions. It provides comprehensive research, tools, and resources to help college teams design and operationalize equity-centered approaches in all aspects of their work and offers important insights from ATD Network colleges that have successfully advanced student outcomes and eliminated equity gaps.
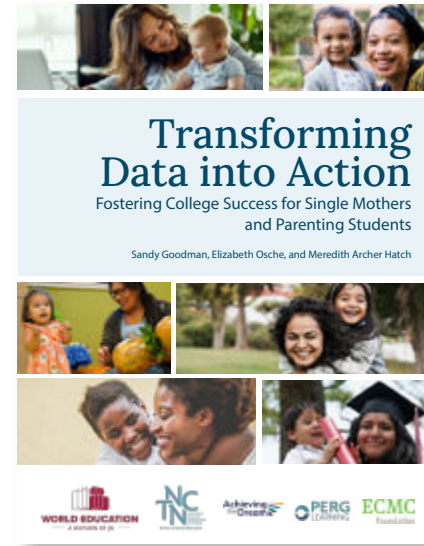

Transforming Data Into Action: Fostering College Success for Single Mothers and Parenting Students

With funding from ECMC Foundation and led by World Education's National College Transition Network in partnership with ATD and PERG Learning, the College Success for Single Mothers project worked with eight community colleges over the span of two years to build their capacity to identify and address the needs of parenting students — with particular attention on single mothers. This report highlights the accomplishments of the participating colleges.
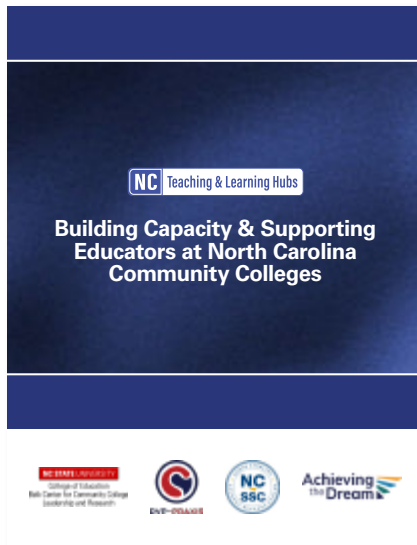
Building Capacity and Supporting Educators at North Carolina Community Colleges

Published jointly with the Belk Center for Community College Leadership and Research, this guide outlines the collaborative work of Belk and ATD that led to the creation of a statewide system of regionally affiliated professional learning hubs throughout North Carolina to serve the state's 58 community colleges. It offers insights gleaned from the evaluation of the project and provides guidance on the most effective steps to ensure that a hub-based professional learning program successfully builds a culture of teaching and learning excellence.
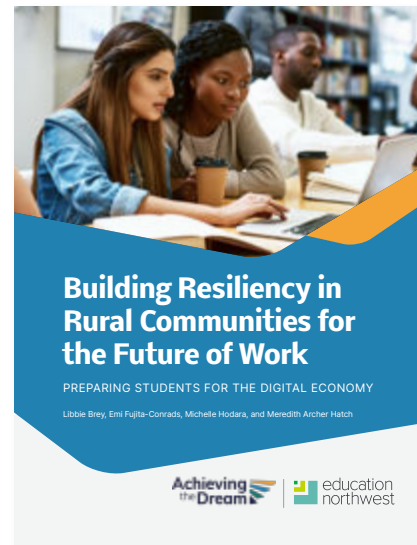
Building Resiliency in Rural Communities for the Future of Work: Preparing Students for the Digital Economy

This report, published by ATD and Education Northwest, details findings from ATD's Building Resiliency in Rural Communities for the Future of Work initiative, which supported seven rural community colleges in addressing barriers common to rural-serving institutions. The report specifically focuses on progress made in preparing and connecting students to careers in the digital economy and serves as a resource for other community colleges working to improve students' access to technology and the digital skills needed for jobs that pay family-sustaining wages.

Equity-Minded Digital Learning Strategy Guides

Created in collaboration with Every Learner Everywhere, this series of digital learning strategy guides supports faculty as they engage with equity-minded pedagogies that advance the use of digital tools and professional learning approaches that affirm, uplift, and liberate students.
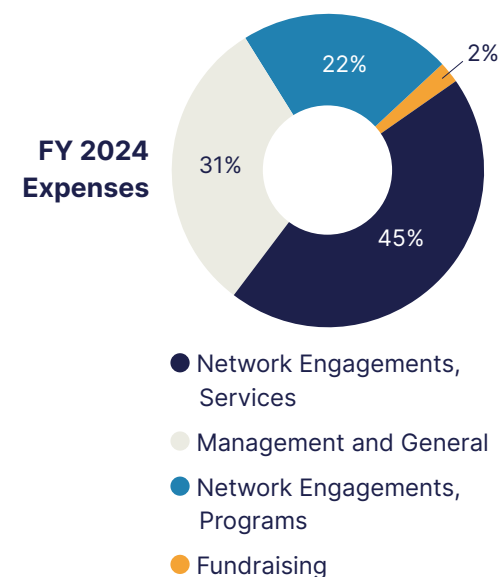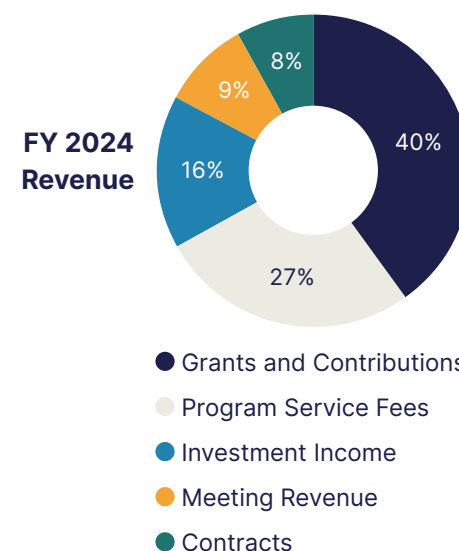
FUNDAMENTALS

Philanthropic Partners

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

FY 2024 Financial Information*

Account	June 2024	June 2023
ASSETS		
Cash & cash equivalents	$1,694,618	$2,705,578
Investments	$34,600,557	$36,045,451
Grants receivable, net	$4,084,651	$3,864,197
Contracts & other receivables, net	$485,228	$1,107,696
Prepaid expenses & other assets	$370,608	$429,646
Property & equipment, net	$162,750	$249,209
Operating lease right of use asset, net	$2,096,943	$2,362,963
Deferred compensation asset	$181,429	$149,988
TOTAL ASSETS	**$43,676,784**	**$46,914,727**
LIABILITIES & NET ASSETS		
Liabilities		
Accounts payable & accrued expenses	$2,783,791	$3,865,208
Deferred contract revenue	$1,284,995	$1,887,309
Operating lease liability	$2,481,976	$2,708,203
Deferred compensation liability	$181,429	$149,988
TOTAL LIABILITIES	**$6,732,191**	**$8,610,708**
Net Assets		
Without donor restrictions	$30,064,156	$29,635,977
With donor restrictions	$6,880,437	$8,668,042
TOTAL NET ASSETS	**$36,944,593**	**$38,304,019**
TOTAL LIABILITIES & NET ASSETS	**$43,676,784**	**$46,914,726**

*Audited financials

FY 2024 Revenue

- 40% Grants and Contributions
- 27% Program Service Fees
- 16% Investment Income
- 9% Meeting Revenue
- 8% Contracts

FY 2024 Expenses

- 45% Network Engagements, Services
- 31% Management and General
- 22% Network Engagements, Programs
- 2% Fundraising

Achieving the Dream

LEARN MORE ABOUT ACHIEVING THE DREAM, INC.

Visit www.AchievingtheDream.org

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

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