DREAM 2019
Call for Session Proposal Guidelines

Achieving the Dream (ATD) is pleased to issue this Call for Session Proposals for DREAM 2019, ATD's 15th Anniversary, scheduled for February 19-22, 2019 in Long Beach, California. Next year, Achieving the Dream commemorates 15 years of working with our Network Colleges to develop, implement, and individually customize evidence-based solutions that support student achievement.

Proposals for three types of learning sessions are invited:
- Pathways Sessions
- Tackling Tomorrow's Challenges Sessions
- 20 x 20 Presentations

Pathways Session proposals are due **September 28, 2018.**

Proposals for the 20x20 Presentations are due **November 16, 2018.**

Background

Achieving the Dream leads America's largest network of community colleges working to become strong engines of student and community growth. For fifteen years, ATD has been working with colleges across the country to redesign the student experience to increase credential attainment and close equity gaps.

DREAM is the annual convening of the Achieving the Dream Network. This flagship event brings together over 2,000 influential policy-makers, investors, thought-leaders, and practitioners from more than 220 colleges throughout the country to facilitate an exchange of ideas about evidence-based reform strategies.

DREAM provides participants with opportunities to engage with and learn from colleges that have achieved significant, sustainable improvements in student outcomes. This year, ATD is organizing these learning opportunities around the framework of the journey that students take from the time they decide to attend college until they earn a credential with labor market value (commonly known as a "pathway"). Community college students confront multiple academic, financial and personal hurdles along the journey, and too few of them make it to completion.

Collectively, we have learned that strategies and interventions to address these hurdles do not

result in significant or sustainable improvement unless they are comprehensive, integrated, and implemented at scale. Bold, transformative actions are required to change institutional expectations and outcomes. Several years ago, ATD developed the Institutional Capacity Framework to support colleges to assess their level of strength in the seven capacity areas that are fundamental to successful reform in higher education. Using the Institutional Capacity Assessment Tool, college communities identify their strengths, address difficult organizational issues, reallocate resources to match strategic priorities, build additional capacity, and infuse equity-mindedness at the core of the work they do to support student success.

Over the past few years, hundreds of colleges nationwide also have adopted the *pathways framework* to guide their institutional change. Combined with the Institutional Capacity Framework, the *pathways framework* provides evidence-based, adaptive processes to redesign the student experience so that all students receive the support they need to be successful. The framework has four essential elements, or pillars: (1) clear educational paths that allow students to match career and educational goals with labor market needs; (2) holistic, integrated supports to help students choose and start strongly on a pathway and (3) stay on track to completion; and (4) structures, systems and policies to ensure that students master knowledge and skills.

Building on strong cultures of evidence and inquiry, and leveraging their institutional capacities, ATD colleges have used the pathways framework to identify barriers to success, define individual student needs, and develop intentionally structured educational experiences that support students equitably to achieve their career and educational goals. The "**Pathways Sessions"** will recognize the contributions ATD colleges and other practitioners have made in these areas*. Colleges submitting proposals are not required to have adopted the "pathways language" or refer to their work as "pathways;" rather, the goal is to highlight comprehensive, transformative approaches with demonstrable results.*

ATD also is offering opportunities to share evolving practice in areas that challenge the relevance and flexibility of community colleges going forward. "**Tackling Tomorrow's Challenges"** highlights difficult problems that haven't been solved and emerging issues that require commitment and innovation to resolve.

Goals for DREAM 2019 include:

- Celebrate the achievements and commitment of the Achieving the Dream Network over our first fifteen years together;
- Facilitate peer learning about evidence-based policies and practices that improve student outcomes;
- Introduce emerging strategies and innovations to community college leaders and practitioners;
- Highlight actionable lessons from ATD's national learning initiatives, Leader Colleges, and other high performing institutions;
- Integrate student voices in reform discussions and decision making;

- Build additional national and institutional capacity for whole-college reform;
- Prepare for challenges and threats to our collective progress with improving student outcomes.

Successfully delivered session presentations will:

- Incorporate instructional techniques with the purpose of engaging attendees in the content of the session, such as think-pair-share, facilitated whole-group discussions, mini-case studies, role-playing, collaborative problem-solving, concept application, and similar techniques to engage participants in active learning during the session.
- Share data that describes the student success/equity gap problem the institution was attempting to resolve
- Describe the student success strategy(ies) that was implemented
- Explain how the student success strategy(ies) was implemented at scale, including communications and engagement strategies
- Identify challenges faced in implementation or scaling and how they were mitigated
- Provide results that demonstrate a clear link between the strategies implemented and student outcomes improvement, using relevant metrics with specific attention to equity gaps
- Share lessons learned

Pathways Sessions (75 minutes)

ATD seeks proposals for interactive sessions that demonstrate significant, sustainable progress in improving success in one or more of the four stages of the **pathway.** These stages include
- Building educational pathways that develop skills and talent to match labor market needs
- Getting students off to the right start
- Helping students stay on track and complete a credential
- Ensuring students master knowledge and skills

Proposals are invited in each of the four pathways stages. ATD is especially interested in sessions that address one or more of the topical areas identified below:

 Building educational pathways that develop skills and talent to match labor market needs
Topics of interest include:
- Labor market alignment
- Transfer institution alignment and pathways (including 2+2 and 3+1 programs)
- Alignment with K-12 competencies

- Non-traditional pathways "on-ramps" (such as non-credit to credit programs; innovation in prior learning assessment and competency-based education; on-ramps for significantly under-prepared students)
- Educational paths for part-time students
- Career pathways for all students

Getting students off to the right start

Topics of interest include:

- K-12 partnerships to support program of study choice and readiness
- Holistic student supports for all students
  - Becoming an equitable and student-ready institution
  - Comprehensive onboarding and intake processes
  - Addressing financial and other basic needs
  - Early career exploration
  - Predictive analytics and segmentation
- Academic and student services collaboration

Helping students stay on track and complete

Topics of interest include:

- Holistic student supports
  - Career advising throughout the pathway
  - Organizing for part time students
  - Addressing financial and other basic needs
  - Predictive analytics and segmentation
  - Technology-supported advising
  - Transition to 4 year or labor market
- Alternate pathways strategies (when academics, finances or life intervenes)
- Academic and student services collaboration
  - Career advising throughout the pathway
  - Organizing for part time students
  - Addressing financial and other basic needs
  - Predictive analytics and segmentation
  - Technology-supported advising

Ensuring students master knowledge and skills

Topics of interest include:

- Diversity, equity, and inclusion instructional strategies

- Gateway course redesign and innovation
- General Education alignment
- Advising as teaching (or student learning outcomes for advising and other supports)
- Inter-disciplinary curriculum development and program learning outcomes
- Co-curricular alignment (research, internships, apprenticeships)
- Faculty professional development pathways
- Adjunct faculty engagement
- Aligning Centers for Teaching and Learning with student success strategies
- Competency-based education
- Open Educational Resources

All sessions should incorporate a discussion of how the pathways strategy leveraged and/or built additional capacity in one or more of the seven capacity areas within **ATD's Institutional Capacity Framework**

- Data & Technology
- Engagement and Communication
- Equity
- Leadership and Vision
- Policies and Practices
- Strategy and Planning
- Teaching and Learning

For example, a session on gateway course redesign could include discussion of how a culture of evidence (*data and technology*), systems thinking (*strategy and planning; teaching and learning*), and broad faculty *engagement* contributed to the design and implementation of an innovative solution that increased pass rates and reduced equity gaps.

Tackling Tomorrow's Challenges Sessions (75 minutes)

These presentations will focus on areas that challenge the relevance and flexibility of community colleges going forward, require our Network's innovative thought leadership to solve, and demonstrate promising solutions. Because the sessions will focus on emerging strategies, they will be less results-driven than the Pathways sessions.

The topics have been identified to contribute to learning about issues and opportunities that currently or will influence enrollment, student success, funding, oversight, policy, and other important areas, stimulate substantive discussion/debate, and set the stage for local, regional, or national problem-solving coalitions. This track also allows colleges who have invested recently in innovative solutions and/or problem-solving strategies to share what they are learning and receive feedback from others who may be experiencing similar issues or experimenting with similar solutions.

Topics of interest in this area include:
- Revisiting access for student groups with historically low college-going rates
- Revisiting access for working adults and other adult learners
- Re-envisioning the institution for part-time learners
- Re-envisioning developmental education: focus on gateway
- Strengthening equity with economic and social mobility strategies
- Building resiliency
- Building cultural competency
- Implementing strategic fundraising

20 x 20 Presentations (Duration: Six minutes, 40 seconds each)

20 x 20 Presentations are ATD's version of Pecha Kucha – presentations that describe a particular institutional or pedagogical practice and its impact on student outcomes, using 20 slides that automatically advance every 20 seconds. The 20 x 20 format is ideal for sharing a promising new data tool, a classroom-based approach for more active learning, a new way of engaging stakeholders, or another tactic that is part of your reform agenda.

Your presentation will be included amongst a series of back-to-back presentations.

Preparing Your DREAM 2019 Proposal

Please review the proposal requirements carefully. Complete all sections of the online proposal form. Drafts can be saved and edited and will not be submitted until you hit the "Submit" button. You must hit the "**Submit**" button on or before September 28, 2018 for your proposal to be considered.

Pathways Sessions

Proposal Overview

Sessions should focus on both progress and set-backs that colleges experienced in their student success and equity work. Each session will be 75 minutes long, must be highly interactive, and should identify lessons learned for replicating success and avoiding or mitigating pitfalls.

We encourage you to consider including a student as a co-presenter to share his or her experiences.

All session proposals must be submitted electronically by **Friday, September 28, 2018.** Multiple

proposals may be submitted, but no more than two will be accepted from any one institution (this does not apply to proposals co-authored by multiple institutions). All applicants will be notified via email of the status of their proposals by early November 2018.

Proposals with the following characteristics will have the best chance of being accepted:

1. Display four or more semesters of evidence of success to support the claims in the proposal.
2. Employ a presentation style that will engage and involve the audience – we especially encourage including experiential learning techniques.
3. Address closing achievement gaps between racial/ethnic, gender or income groups.
4. Are co-developed and led by more than one institution.
5. Feature interventions that have been scaled, evaluated, and are replicable.

Tackling Tomorrow's Challenges Sessions
Proposal Overview

Sessions should focus on one or more of the critical issues identified earlier in this document, or others of similar strategic importance to community colleges.   Session content should explain the relevance/impact of the issue, using data for support, and describe how the institution and is addressing or plans to address in the near term the issue with innovative strategies, approaches or processes. These sessions offer opportunities to share effective community partnerships and collaborative problem-solving models. Each session will be 75 minutes long, highly interactive, and should identify what the presenter organization(s) is/are learning, both positive and negative.

All proposals must be submitted electronically by **Friday, September 28, 2018.** Multiple proposals may be submitted, but no more than two will be accepted from any one institution (this does not apply to proposals co-authored by multiple institutions). All applicants will be notified via email of the status of their proposals by early November 2018.

Session proposals with the following characteristics will have the best chance of being accepted:
- Address an issue that is having or will have a significant impact on enrollment, funding, student success, oversight, policy or college relevance
- Explain how the institution partnered with others (employers, social service providers, K-12, other colleges and universities, community partners, etc.) to develop a comprehensive approach to solving the problem(s)
- Describe current implementation or implementation that will begin shortly
- Include well-developed assessment plans and evaluation metrics
- Are or can be scaled and replicated
- Incorporate active learning instructional techniques

SUBMISSION

Session Leader Responsibilities

Please review and agree to the responsibilities of Proposal Submitters and Session Leaders.

Proposal Submitters will serve as the point of contact for ATD regarding the sessions. They are responsible for communicating all messaging to and from the Session Leaders.

Handouts and PowerPoint Presentations
All Session Leaders must submit their session materials (including PowerPoint presentations) to Achieving the Dream no later than January 25, 2019. They will be posted on the Achieving the Dream website for viewing by the ATD network and DREAM App. Information for submitting presentation materials will be provided when colleges are notified a session has been accepted.

Session leaders should anticipate and plan for an audience size of about 75 participants. If you wish to provide hard copies of your materials to session attendees, please plan to make your own copies for distribution.

Registration and Related Costs
All session leaders must register for DREAM 2019. Submitting a proposal or leading a session does not register you for DREAM. Each Achieving the Dream Network College is allotted a certain number of complimentary registrations. The number of session leaders from your institution will not affect the number of complimentary registrations your institution is allotted. Information on the complimentary registrations will be provided to your campus core team leader.

AUTHORS

Session Proposal Leaders
Sessions may have a maximum of four Session Leaders. Insert the first name, last name, email address of each Leader, and indicate if they are lead or supporting presenter. Complete contact information is required for **all** Session Leaders, including a short bio (500 characters maximum per presenter). The bio and email address will be included in the DREAM App.

PRESENTATION

Narrative Description and Details

Session Proposal Title
The presentation title should include an overview of the presentation in 100 characters or less. Catchy titles to attract attendees are encouraged as long as they clearly define the content of the session. Consider the session learning objectives as you create the title, i.e., what is the main take-away? Session titles may be edited prior to final publication in the program book to meet length and space requirements.

Session Description
Descriptions should explain clearly the content of the session, following the guidelines for successfully delivered sessions earlier in this document. Your narrative description should give Achieving the Dream proposal reviewers a complete picture of the session and understanding of your evidence of effectiveness. The description will be included in the DREAM program.

Each segment has a maximum length of 1,000 characters including spaces.

If you are proposing a **Student Pathways Session**, please identify which of the following categories best describes your session:

- Building educational pathways that develop skills and talent to match labor market needs
- Getting students off to the right start
- Helping students stay on track and complete
- Ensuring students master knowledge and skills

Also include which of the institutional capacity areas that will highlighted in the session.

Each Student Pathways session proposal should include quantitative and qualitative evidence of success. Four or more semesters of student outcome data are strongly encouraged. Evidence of success must be submitted in one file and should be no longer than three pages in length including charts, graphs, and descriptions. The supporting evidence also should be incorporated into the session presentation. Actual numbers as well as percentages should be noted on data charts.

Learning Objectives/Session Outcomes
Explain the learning objectives for this session. What will the participants learn or be able to do after the session?

Target Student Population

Specify the student group(s) targeted by the success strategies and explain why they were chosen.

Taking It to Scale
What is the extent to which the work has been scaled? How was it scaled? Describe the planning, strategies, challenges, as well the success within the scaling process.

Closing Achievement Gaps
Does the session address closing achievement gaps between student sub-groups based on race/ethnicity or income? If so, how?

Evaluation
Explain how the work has been evaluated. Define the process or criteria for measurement thus far.

Tips and Lessons Learned
Describe any helpful tips and/or lessons learned that will be shared during your session.

Participant Engagement
Explain how participants will be engaged in active learning in the session? Describe any tools or strategies that will be used, for example, polls, think-pair-share, breaks for questions, and the like.

Target Audience for this Session
Who will benefit the most from your session?

AV Needs

Each session room will have an LCD projector, screen, one table microphone(s) and a podium. If additional AV is required, Session Leaders may be asked to cover the expense, including Internet or other video needs. Laptops will be supplied; session leaders may also bring their own.

Proposal Completion

After officially submitting your proposal, you will receive a confirmation email. You will be able to preview and edit your proposal until September 22 when the review process begins. You can also start a new proposal.

20 x 20 Presentations

The 20 x 20 Presentations are an opportunity for college representatives to showcase a promising practice, strategy, tool, or idea that enhances student outcomes. Evidence of success is encouraged but not required, therefore up-and-coming strategies are welcome. **Presenters should be prepared to speak from 20 slides that advance every 20 seconds for a total of 6 minutes, 40 seconds.** Presentations should be clear with focus on the practice, strategy, tool, or model.

All 20x20 Presentation proposals will be accepted for the DREAM 2019 program.

Reservation Process:

Enter the college's name and under "Submission Type," select "20 x 20 Presentation." Then, enter the following information:
- Title of the program, the theme, and a brief description of the strategy, story, or cool tool. (150-500 characters)
- Contact information for no more than two representatives from the college who will discuss the innovation with attendees.

You will receive a confirmation email. You can edit your reservation after submission until November 30, 2018.

Proposal Withdrawal

If for any reason you want to withdraw your proposal, please return to your proposal and update the status to "Withdrawn." You can undo this change any time prior to September 22nd.

Timeline

Session Submission Deadline: **September 28, 2018**

Session Selections Announced: **October 31, 2018**

20x20 Presentations Deadline: **November 16, 2018**

Deadline for Session Materials: **January 25, 2019**

DREAM Begins: **February 19, 2019**

Questions or Concerns
If you have questions or concerns regarding the proposal process contact events@achievingthedream.org.