In Fall 2017 and Fall 2018, students at the Bard Microcollege Holyoke, a fully accredited Associate in Arts degree program for low-income women in Holyoke Massachusetts, took Calculus in Context. Prior to taking the course, most of the students had negative attitudes towards mathematics, had not taken precalculus, and had struggled in algebra. Students completed explorations that centered on real life applications and prioritized concepts, geometry, graphing, and numerical solutions over techniques, algebra, and closed form solutions. All of the students who were able to stay in the course for the semester passed the course and received a grade and written evaluation based on engagement in class, supporting their peers, competing and revising weekly homework, and exams that assessed their Calculus understanding through graphing, notation, calculations, concepts, and applications. At the conclusion of the semester, the students reported in interviews that the course was transformational for them, not only increasing their confidence in their mathematics abilities but also elevating their self-perceived role in society and community. This talk will describe the course and the results of the learning assessments and qualitative interviews. (Received September 17, 2019)