

Pep talk

noun

INFORMAL

noun: pep talk; plural noun: pep talks

1.a talk intended to encourage, make someone feel more courageous or enthusiastic.

The national conversation around equitable participation in dual enrollment continues. Welcome back to our Program Equity Practices resource, or PEP Talk, where practitioners lead the charge in sharing their experiences and perspectives on how to address equity gaps and increase postsecondary education access and success for all students. The National Alliance of Concurrent Enrollment Partnerships (NACEP) hopes this resource series will empower practitioners by informing program practices with insights on ways to elevate dual and concurrent enrollment to meet the education needs of all who seek the opportunity.

NACEP works to promote, advocate, and help facilitate equitable access and participation in dual and concurrent enrollment. Research continues to show gaps in access and participation for historically underrepresented student groups despite attempts to increase equity.

One important way that programs can start to improve equitable access and participation is to utilize program data. In this NACEP PEP Talk we explore ways program data can be used as a tool to build consistent communication and collaborative goal setting to increase equitable participation. Building and sharing data profiles can be an impactful tool to increase awareness and collaboration between colleges, K-12 partners, and community stakeholders. In this PEP Talk we focus on ways concurrent enrollment partnerships can leverage systematic collection and dissemination of data to help programs identify gaps in equitable participation and develop interventions to set goals and monitor progress.

Strengthening Partnerships Through Data and Communication

Over the past three decades, opportunities for high school students to earn college credit while in high school have grown exponentially. A wide-ranging body of research shows the tremendous impact college courses in high school environments have on students and their success. The NACEP Research Commission works to gather and synthesize this research through research spotlights and issue briefs, and curates these resources in the [NACEP Resource Center](#). Research continues to show that participation in dual enrollment has a positive impact on student academic achievement, graduation rates, non-remedial placement upon college entry, higher post-secondary GPA, and increased degree attainment ([NACEP Fast Facts](#)).

Successful programs, those closing equity gaps in particular, are built on real partnerships between K-12 and higher education institutions. Growing a true partnership requires clear and effective communication and shared program goals. One way to ensure strong partnership and meaningful goal-setting is through data collection and evaluation. As partners engage in this important and complex work we must leverage program data to understand who participates in programs and build strategic conversations around closing equity gaps. Program data plays a critical role in understanding the populations we currently serve and those we aspire to better serve.

NACEP's vision supports a future where all secondary students will have **equitable access** to quality college courses to support their post-secondary goals. Equity goals are important checkpoints when working to assess whether participation in concurrent enrollment reflects the population of students within the school. In order for programs to grow and expand access, it is important to utilize metrics like program participation and outcomes when collecting data to identify gaps and set goals for improvement. Program metrics look different for each program and each high school served. NACEP challenges its members and the dual and concurrent enrollment community to evaluate data through a student demographic lens with metrics like persistence rates, credit hours attempted and completed, course offerings, course modalities, and student success.

In this NACEP PEP Talk we explore the work of Aims Community College and their crusade to build easy to understand annual profiles for their partner high schools. These "partner profiles" help their high school partners view their concurrent enrollment program trends and identify gaps in student participation. The High School Programs office at Aims Community College has focused on leveraging data to improve concurrent enrollment equity and access in their corner

TERMINOLOGY USED IN THIS RESOURCE

There is a rich history behind the diverse terminology used to describe the act of a high school student taking a college course through a formal partnership between a secondary and postsecondary institution. Terms can vary by state, institution, and district. The Colorado Community College System's concurrent enrollment [Statement of Standards & On-Site Best Practices](#) defines concurrent enrollment as -The simultaneous enrollment of a qualified student in a local education provider and in one or more post-secondary courses, including academic or career and technical education courses, at an institution of higher education pursuant to the Concurrent Enrollment Programs Act.

In Colorado the term concurrent enrollment is used as an umbrella term. This differs from the [NACEP definition of concurrent enrollment](#) but for the purposes of this resource we adopt Colorado's terminology.



PEP TALK CASE STUDY

Aims Community College High School Partner Profiles

Aims Community College is located about one hour north of the Denver metro area, in Greeley Colorado. Raymond Chard is the Director of High School Programs and Aimee Rogers is the High School Programs Instructor Coordinator at Aims Community College. They lead the program which serves around 4,000 concurrent enrollment students annually through more than 60 high school partners. This dynamic duo oversees Aims' college pathway opportunities including concurrent enrollment experiences,

certificate-based pathways, fully integrated on-campus experiences, and pathways in technology early college (PTECH) programs. With a large regional concurrent enrollment footprint, thousands of students participating each year, and multiple high school partners offering a variety of options in varied modalities, the team at Aims was managing a lot of moving parts while seeing great success in program growth.

High School Partner Profiles

Ray and Aimee knew the great work that was happening in Aims' high school programs and wanted an efficient, consistent, and impactful way to share information while highlighting the schools and communities they serve. The pair were eager to help their high school partners "tell their concurrent enrollment story" and a chance request from a department dean helped spur a design idea that made Aims' High School Partner Profiles come to life.



A Dean was preparing for an upcoming meeting with a partner school and wanted information about the school's concurrent enrollment program: how many students were participating, what courses were offered, what was most popular, how many credits students were taking? All key elements in helping high schools tell their concurrent enrollment story. This was an Ah-Ha moment for Ray and Aimee.

"When the request came, we did what we always do, opened up one spreadsheet to figure out the number of students, pulled up another list to get all the instructors and their courses, then ran a report to get some more information, and on and on. We compiled the information in a one-page document and sent it to the Dean."

The Aims High School Programs team saw an opportunity to align their practices to better support their partner high schools by creating a tool that was useful to them and in a familiar format. All high schools received annual information on student performance related to AP exams and standardized test scores, and the High School Partner Profiles sought to emulate the same reporting format. Schools used that data to monitor student progress, set goals, allocate resources, as well as to measure student success and progress. Using their program data, they compiled a profile that contained useful information for each school. As Ray noted:

"Once we connected the dots, we decided we were going to compile High School Partner Profiles (which we affectionately call "high school report cards") and not only have the profiles available internally, but also send a copy to each of our schools annually."



By providing the profiles to their high school partners, Ray and Aimee knew that the school would have the information readily available in an easy to understand format, a useful tool to help them tell their program's story. Ray and Aimee saw the value in this approach and knew their high schools would too.


In the summer of 2021, Aims sent the first iteration of the High School Partner Profiles to each of their high schools. Each profile contained important high-level information that schools could use to tell their story, including:

- number of students who participated
- credits attempted
- degrees and certificates completed
- participants demographic information
- students' course taking behavior
- success and completion rates
- courses taken and modality (high school, on-campus, online and remote)

IMPORTANT PARTNERS

Tip: As concurrent enrollment works to serve the community, it takes a network of support to create impactful programming. Consider both internal and external partnerships that help promote student success. For Aims, the Office of Institutional Research and Marketing and Communications departments were important allies. College program staff may find other campus collaborators in Admissions, Registrars, and Academic Departments. Don't forget to consider similar teams at high schools and school districts that may assist such as teachers, counselors, principals, and district boards who not only have valuable information but similar interest in the success of their students and programming.

AIMS COMMUNITY COLLEGE | 2022-23 CONCURRENT ENROLLMENT HIGH SCHOOL PROFILE



253 STUDENTS | **2,097** TOTAL CREDITS ATTEMPTED | **8** AVERAGE CREDITS EARNED BY STUDENT | **18** # OF DEGREES AND CERTIFICATES AWARDED

Demographics

GENDER
 47% STUDENTS (Female)
 51% STUDENTS (Male)
 2% STUDENTS (Other)

RACE/ETHNICITY
 African American 1%
 Asian 2%
 Hawaiian Pacific Islander N/A
 Hispanic 31%
 Multi-Race 1%
 Native American N/A
 Non-Resident Alien N/A
 Not Disclosed N/A
 Unknown 16%
 White 28%

FIRST GENERATION
 52%

COURSE-TAKING BEHAVIOR

	AIMS OFF-CAMPUS (HIGH SCHOOL)	ON AIMS CAMPUS	ONLINE	REMOTE
# OF COURSES TAKEN BY HS STUDENT	43	78	34	2
# OF CREDITS TAKEN BY HS STUDENT	1,669	369	152	8
SUCCESS RATE	92%	92%	87%	100%
COMPLETION RATE	100%	99%	97%	100%

GRADE BREAKDOWN

	A	B	C	D	F
AIMS OFF-CAMPUS (HIGH SCHOOL)	42%	49%	39%	7%	10%
ON AIMS CAMPUS	63%	38%	14%	4%	13%
ONLINE	61%	27%	31%	2%	12%
REMOTE	50%	N/A	50%	N/A	N/A

ABOUT
 Located in Greeley, Northridge high school is part of Greeley-Evans District 6. Offering students a wide range of courses on campus including Career and Technical Education as well as Guaranteed Transfer. Students also have access to Aims CC campuses.

OFFERINGS, PATHWAYS & DEGREES
 Criminal Justice Pathways
 Basic Level Certificate
 Pathways in Automotive Technology
 Pathways in CAD
 Pathways in Business
 Guaranteed Transfer course offerings
 Aims CC Career Academy

CONCURRENT ENROLLMENT GROWTH PLAN
 Maintaining same course pathway offerings for students into 2023-24 academic year.

www.aims.edu | 970.330.6006 | GREELEY | FORT LUTPON | LOVELAND | WINDSOR | ONLINE
 Aims COMMUNITY COLLEGE | All in.

AIMS COMMUNITY COLLEGE | 2022-23 CONCURRENT ENROLLMENT HIGH SCHOOL PROFILE

DEFINITIONS
Success Rate: Fulfillment of a course of study by completing the course with a passing grade (A, B, C, S).
Completion Rate: Fulfillment of a course of study by completing the course with any grade.
Online Course: Distance learning course taught online with primarily asynchronous instruction.
Remote Course: Distance learning course taught primarily online in which instruction is synchronous with asynchronous elements.
Grade Breakdown: Percentage of each grade earned by students by course modality. Note that grades may not add to 100% because of incomplete or withdrawal grades.
Matriculation Rate: Percentage of concurrent enrollment students who have gone on to attend Aims as college-level students. Broken down by concurrent enrollment course location. This data is based on the graduating class of 2021-2022.
Aims in District Tuition Saved: Based on in-district per credit tuition rate of \$72 and does not include differential tuition, fees, etc.

AIMS IN-DISTRICT TUITION SAVED
\$150,984

TOTAL AIMS CONCURRENT ENROLLMENT DATA

Total number of Concurrent Enrollment Students	Total number of credits earned	Degrees and Certificates Awarded
3,959	34,970	458
Average Course Success Rate	Average Completion Rate	Total Aims Tuition Saved
91.01%	98.46%	\$2.52 M

MATRICULATION DATA

WHERE ARE THEY NOW?
 Data based on students whose last year of concurrent enrollment was 2021-2022.

2-YEAR	4-YEAR
3%	14%

MATRICULATION RATE

AIMS	OTHER
27%	56%

Students who took Concurrent Enrollment courses AT HS LOCATION: **27%**
 Students who took Concurrent Enrollment courses AT AIMS: **44%**

SCHOOL-SPECIFIC COURSE OFFERINGS
COURSES OFFERED AT HS
 ACT 1001-Intro to Auto Collision
 CAD 2425-Cadworkshop
 CRJ 1010-Intro to Criminal Justice
 CRJ 1025-Policing Systems
 CRJ 1035-Judicial Function
 CRJ 1045-Correctional Process
 ENG 1021-English Composition I
 ENG 1022-English Composition II
 MAN 1017-Time Management
 MAN 1025-Teambuilding
 MAT 1340-College Algebra
 MAT 1420-College Trigonometry

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For more examples of High School Partner Profile sheets, visit the Aims Community College website [here](https://www.aims.edu).

Moving from Equity Barrier to Equity Builder

Research studies have shown that concurrent enrollment can increase college access and student success, particularly among groups historically underrepresented in postsecondary education including first generation students, individuals of low socioeconomic status, low and middle academically achieving students, as well as Black, Indigenous, Hispanic and other students of color. There are still significant gaps in access to concurrent enrollment for groups historically underrepresented in postsecondary education. Data from the National Center for Educational Statistics (NCES) reported disparity in concurrent enrollment program participation rates among Hispanic and Latinx (30%) and African American and Black students (27%) compared to their White or Asian counterparts (over 38%). For students in rural areas, limited resources and access to programming are barriers to concurrent enrollment participation ([Dual Enrollment Participation and Characteristics](#)).

Access to college pathway programs vary widely geographically and for a multitude of reasons: political factors, inequities in funding, program availability, proximity to institutions of higher education, and even state policies that create barriers to student participation and success. Studies show that even if these factors are controlled for, participation within concurrent enrollment programs can vary substantially within states or districts ([College Acceleration for All? Mapping Racial Gaps in Advanced Placement and Dual Enrollment Participation](#)).



CLOSING EQUITY GAPS IN COLORADO

A 2020 report by the state of Colorado indicated an increase in students of color participating in Dual/Concurrent Enrollment Programs during 2018-19 & 2019-20 school years. The percentage of African American and Black students increased by 23.3%, for Latinx & Hispanic students, by 18.4%, for Asian students, 27% and for students identifying as two or more races, a 19.9% increase.

The report cited that this increase can be attributed to the increase in efforts to diversify student participation.

[Concurrent and Dual Enrollment | Higher Education](#)

Elements like state policy, funding, and geographic proximity can impact equity and access and often are beyond the control of concurrent enrollment programs. However, reviewing and using data to inform planning offers programs a important resource to leverage program and community resources to help overcome these barriers. For Aims Community College, the High School Partner Profiles have become a powerful tool for understanding and sharing data while working to increase equitable access to higher education.

The student demographic portion of High School Partner Profiles has the potential to

shape conversations with stakeholders from general goal setting to targeted goals centered on improving equity. By highlighting student demographics, partners can collaborate on equitable recruitment and support student success in concurrent enrollment programming and beyond.

Meetings with high school partners working with Aims Community College included questions like:

“Do the demographics of our Concurrent Enrollment students match the overall student demographics?”

“Are there any groups underrepresented or overrepresented?”

“What changes to student recruitment, information, and support will help us start to address these gaps?”

Aims was working to close equity gaps in higher education by preparing more diverse groups of students to pursue post secondary education and that work started with the data in the High School Partner Profiles.



Identifying Participation Gaps with Data

The High School Partner Profile sheets were incredibly well received, both internally and externally, with overwhelmingly positive feedback. The profiles were a tool that shared information and opened pathways for rich dialog, goal-setting, and planning. The student demographics section of the profiles became a key factor in driving impactful equity conversations among Aims' partners and served as a catalyst for action in improving access.



By providing data to their partners, the team realized the information fostered deeper conversations about equity, access, and student success. As the old adage states, you measure what you care about, and that is what the High School

Programs team at Aims Community College worked to do through High School Partner Profiles.

The High School Partner Profiles led to impactful conversations and more importantly impactful change. In the first year of widespread usage, the High School Programs team met with a local comprehensive high school to review their profile. In 2020-21, the high school had about 120 students participating in concurrent enrollment, 57% of which were female and 55% were Hispanic. In a school district more than 70% Hispanic, there was a clear gap. The High School Partner Profile data set the stage for planning to increase student participation and equity within the program. As a result, the high school reconfigured their outreach efforts to align program representation with that of their student body population.

The following academic year, 2021-22, the school district not only increased the number of students participating by 12% but they also started to close some of their participation gaps. In the 2021-22 academic year the male/female participation rates were on par with the population within the high school 45% Female, 53%



Male, 2% Non-report/Other and the number of Hispanic students participating had increased nearly to 64%, closing the participation gap by nearly 10% in a single year. The changes were a direct result of the high school's work to adjust their outreach efforts to align program participation and student body representation. Ensuring equitable access and participation in concurrent enrollment requires intentional conversation about who has access, who does not, and why gaps are present. This is foundational for any work to grow program participation and increase representation and program diversity within a high school student population.

Looking Ahead for Lasting Impact

The 2022-2023 school year was the third year Aims Community College utilized High School Partner Profiles as an equity tool. Some exciting elements of the journey include the ability for partners to showcase their program successes while driving conversation regarding equity gaps. Heading into the third year, the High School Programs team and partnering schools had established goals and shared an understanding about the important aspects of concurrent enrollment and student success. Ray, Aimee, and the Aims High School Programs team noted increased outreach and awareness regarding student participation compared to student population demographics. As a result, Aims Community College supports efforts of their partners to address equity gaps.

The team at Aims has learned that in order for equity-focused conversations to take place it is important for those partnerships to collaborate

internally to support their external collaborations. Concurrent enrollment is a great way for colleges to understand and develop supports specific to the students they serve now and hope to serve in the future. As students graduate and transition to college, institutions can be proactive by using data collected from concurrent enrollment programming to better understand student need and provide resources to help them reach their goals.



While Ray and Aimee's original goal was to help their high school partners tell their story, the High School Partner Profiles really helped tell the ever-evolving story of their program through their partnerships. Aims Community College has centered that story on ensuring that a more



diverse group of students find clear connections to accelerated paths through post-secondary education. They hope their story and the resources they have shared in this PEP Talk can be a roadmap to help others recognize the power and potential of concurrent enrollment in promoting equitable access and success for all students. By fostering strong partnerships, advocating for quality programs, and prioritizing the needs of students, they believe that the transformative power of these programs can be harnessed to create a more equitable and inclusive educational landscape. Through ongoing collaboration and continuous improvement, they are committed to ensuring that the story of dual enrollment reflects a shared vision of excellence and opportunity for all.

Where to Begin?

Data collection in dual and concurrent enrollment may seem daunting, but it is important to understand the student population served in order to address barriers to access. The High School Programs team at Aims Community College offers advice about how to start your journey to building useful data for centering equity conversations with high school partners.

Start with a Conversation

Aims took action by meeting with high school administrators, counselors, advisors, staff, and instructors from a variety of high school partners once a semester. Meetings were intended to create space for partners to provide the college with some guidance and recommendations on concurrent enrollment programs at Aims. It was at one of these standing partnership meetings that the idea of the High School Partner Profile was proposed and discussed. This discussion brought new energy and excitement to the conversations and created the opportunity for valuable feedback from the

secondary partners. This, in turn, helped further shape the profile's format and ensure that the information included was of value for both the high school and the college.



Build A List Of What You Want To Know

Aims High School Partner Profiles focus on key data that prioritize program goals and highlight equity and access gaps. To adapt this approach for your program and school partners, identify the essential metrics you want to measure and consider how to collect that information. Explore existing data sources, such as admission appli-

cations, which may already contain relevant data aligned with your desired metrics. Through intentional data collection, you can effectively track progress, identify areas for improvement, and foster a culture of equity and access within your dual enrollment program.

Assess What Data Each Partner Has Readily Available

Secondary and postsecondary institutions both collect a variety of student data. Accessing data from a college or a high school for internal use is typically straight forward. Aggregate data that does not contain student level information or has a data set size large enough to be anonymous is also generally safe to use. Data sharing to connect student information across systems or using confidential student-identifying data can be complicated. If you have questions along the way, check with your campus Institutional Research staff or Institutional Review Board. Ray and Aimee suggest you start with what you have that is easily accessible. In many cases, this will be a strong enough starting point to show the value of using data.



Aims met with their Institutional Research Office to create a plan for gathering and centralizing data, which could be burdensome without internal support. Ray and Aimee also noted:

“We knew that all colleges and high schools collect student data in some capacity. It was a matter of what type of data and whether it was useful data for our work. Concurrent Enrollment is the one area where we share students, and we discovered that Aims was doing a pretty good job of coding and collecting data on our Concurrent Enrollment student population.”

“Currently, Aims Community College is a Banner school and Institutional Research was able to create a series of data dashboards for us through Tableau.”

Understand Your Partner's Data Landscape

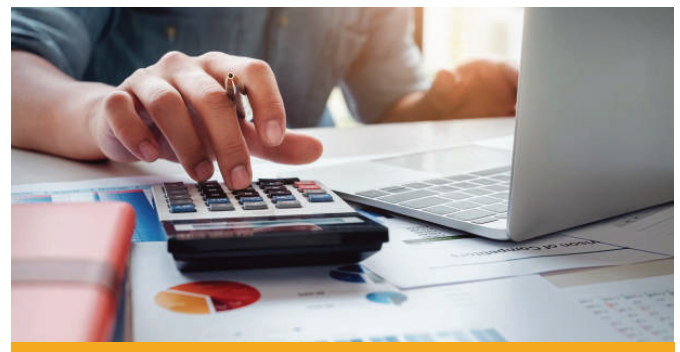
Data collection is important but barriers to collecting data exist. Partnerships between institutions and K-12 partners does not necessarily ensure data sharing between entities. Institutions and K-12 schools have different policies, reporting metrics, and databases for various reporting to entities such as the U.S. Department of Education and accrediting bodies. One barrier to data collection is the lack of understanding for partnering schools policies and how they differ for those at the institution.

It is important to understand those policies and to structure data collection in a way that ensures protection and accuracy. It is also important to know how organizations collect data (admissions forms, financial aid documents, surveys) to find foundational metrics for collection. When working with colleagues, build relationships and mutual understanding of processes interdepartmentally, in an effort to create foundational support for the work ahead.

Ensure Data Accuracy

Data collected for program assessment and evaluation should include a review process to insure accurate information and avoid duplicating data sets. Aims evaluated their data sets and noted the potential for student count duplication if students switched high schools or took courses through a variety of modalities such as high school location, campus, and online course options. Programs are as unique as the students they serve and types of duplication depend on the program and data collection system. Review

processes are necessary to ensure accurate information is being collected and communicated by the institution.



Make It Useful

After the data checking process and learning about some of the minor challenges within the data, Aims opted to include a definitions section

in the report for clarification and to ensure shared understanding. Once they felt confident, their last step was to meet with the Aims Marketing and Communications department. The Marketing and Communication staff were key collaborators and created a fillable PDF that allowed information to be easily customized from text and data to partner high school logos.



Data Collection Steps, Tips, and Case Study Examples

The team at Aims Community College High School Partnerships office offers this suggested process to help guide your work.

• **Step 1** *Understanding institutional goals, program partnerships, and student population*

Prior to collecting data, observe institutional goals, partnerships, and various student needs and barriers in order to determine what metrics should be collected and used. Each institution, K-12 partner, and student group are unique and understanding differences in need and processes will help guide the data collection process.

Tip: Know and understand organizational mission and vision as well as the goals and objectives for partnering organizations, then review observations about student participation such as courses requested, completion, and success. Are they aligned?

Case Study: Aims was approached with an idea and in completing the request saw an opportunity to better understand and showcase partners and student success while also helping serve their mission to increase equitable access to post-secondary education. A clear tie to the mission can help other campus offices see how interdepartmental support helps to advance the collective goal.

• **Step 2** *Determine what data you have and what information it gives you*

Data likely already exists through various admission and registration processes. Determine what data are being collected and whether it is useful in partnership communication, program planning, and enhancing student success.

Stakeholder engagement is necessary both inside and outside of the organization. Determine which departments collect and use information and create internal partnerships to increase student support and success through data collection.

Tip: Before creating new data collection methods check what you already collect. If admissions data are collected for dual and concurrent enrollment students, determine if the data currently collected provides the insight that is needed.

Case Study: Institutional Research and admissions processes at Aims provided all the data needed to provide High School Partner Profiles.

• **Step 3 Determine if data collection processes yield accurate data**

When collecting data for review, you may find contradictory information and/or duplicate data. Make sure data collected are accurate so they are useful for evaluation and information sharing. To support accuracy it is also important to know and understand your data source, who enters it, and where potential errors are generated in the process. Recurrent data issues usually mean something in the process needs to be fixed.

Tip: Issues with data collection can range from duplicate accounts, changes to student information such as high school transfer, incomplete responses, transitioning between one database to another and so on. Create clear metrics for data and review to find gaps and areas for improvement.

Case Study: Aims found duplicate course registration information. Students who were taking more than one course were counted more than once, but through data review the team made adjustments to refine data collection for future planning.

• **Step 4 Determine if additional data are needed**

Once current data collection is evaluated, additional items may be needed depending on the type of engagement and planning needed. If current data collection is sufficient then additional metrics may not be necessary.

Tip: Additional metrics may vary by program, organization, and partnership. If more information is needed, create simple avenues for additional collection such as revising admissions application information, data input processes, and advising notes. Keep in mind state, system, institutional, and school policy as well as regulations such as FERPA when exploring additional metrics that will later be used for and publicly shared reporting.

Case Study: Aims approached the project with an open mind and the ability to make adjustments as needed. Once receiving feedback, additional metrics could be added based on school request.

• **Step 5 Aim or impact**

Find ways for your data collection to be mutually beneficial and informative for all involved. This may require additional interdepartmental collaboration. Aims partnered with their marketing and communications department to prepare and produce High School Partner Profiles.

Tip: Collaborate with campus partners and review institution goals to create a framework for data presentation. Not only will this increase program buy-in, it will also create opportunities for programs to support institution initiatives and create better understanding across the institution.

Case Study: Aims collaborated with their academic department and marketing and communications department to provide profiles that told a story and highlighted areas important to the high school partners. Though the profiles were initially meant to provide information to individual academic departments, the High School Programs team saw an opportunity to inform high school partners and an avenue to set goals for improvement.

- **Step 6 Create an open door for feedback**

High School Partner Profiles allowed Aims to structure and prepare data in a way that communicated program, stakeholder, and student success. They were also an avenue for inducing discussions about equity gaps and ways to improve student outcomes. This also created a dynamic between the institution and partners where goals could be mutually communicated in an effort to pool resources and meet need to increase success through strategic conversations.

Tip: Terminology between organizations varies. Consider meeting with partners as a way to provide deeper understanding and communication in partnerships including the ability for partnering schools to provide feedback to the institution.

Case Study Ex. As a way to update schools on program progress, a meeting between Aims and individual partners takes place yearly providing partners with the opportunity to share feedback. Aims also provided definitions within the High School Partner Profiles in an effort to create shared understanding.

- **Step 7 Share, goal-set, plan, assess, and repeat**

Program planning includes assessment and evaluation practices as well as dialog with existing stakeholders. Data, like High School Partner Profiles, can help institutions plan for the future by assessing student needs and aligning goals with those of partners and stakeholders as well as the institution's mission and vision.

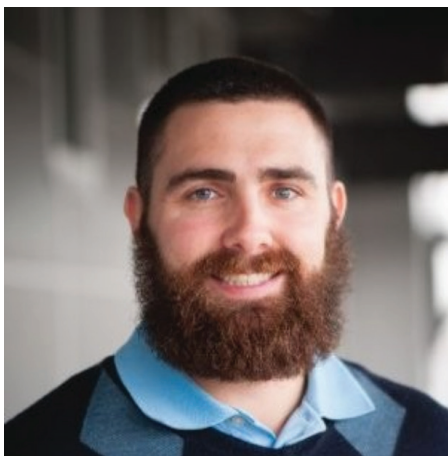
Tip: Conversations can create avenues for additional resource allocation to help alleviate barriers to student success. As budget constraints can be an issue, tools like data collection and analysis can help programs demonstrate impact to leverage budget requests.

Case Study: Aims was able to use High School Partner Profiles to start conversations in addressing equity and access gaps in student participation.



ABOUT THE AUTHORS

Raymond Chard



Raymond has been involved with education for the past 15 years with a wide range of experiences. Raymond's career started in secondary education as a high school science teacher. Shortly after Raymond was bitten by the entrepreneur bug and worked with several education startup companies focused primarily on online education. His most successful venture was an online learning platform that provided learning modules for chemistry and organic chemistry students. This platform was accessed by thousands of college students spanning 20 different institutions annually. While operating the business, Raymond went back to school and completed his Master's degree in Natural Science Education from Colorado State University. After his time in the business world, he returned to education at Colorado State University as an instructor in the Master of Science Education (M.N.S.E) program.

Students in the M.N.S.E. program were 6-12 grade teachers working on their Master's degree. Raymond taught several courses that showcased best teaching practices, inclusive pedagogy, and how to effectively utilize assessment. In 2016, Raymond joined Aims Community College supporting their concurrent (dual) enrollment programs. Initially he was hired as an instructor teaching both Chemistry and Environmental science. After 1 year of teaching at Aims Community College Raymond began taking on administrative roles and currently serves as the Executive Director of High School Programs at Aims Community College. Beyond his duties as the Director of High School Programs, Raymond has been involved with many projects at Aims Community College from serving on the Council for Equity and Inclusion to being a member of the Campus Climate Working Group.

Today Raymond is in the final year of his doctoral studies at the University of Northern Colorado. The degree program focus is Curriculum and Innovation. Raymond's research areas are education reform and equity. Beyond work and school, Raymond and his partner have 3 wonderful children and he spends the majority of his free time gardening and golfing.

Several things have been very consistent in his career, passion for student success, passion for working with instructors, and passion for developing meaningful opportunities for students. His entire career has always revolved around providing students access to academically rigorous education facilitated through collaborative engagement.

Aimee Rogers



Aimee has worked in higher education for over 25 years. Aimee's higher ed career began at Aims Community College where she worked in the Communications, Humanities & Business Department and the Visual & Performing Arts Department. Aimee moved to the University of Northern Colorado (UNC) where she worked in the Office of Financial Aid; Aimee worked as the Assistant Director of Financial Aid overseeing the Student Employment Office. The last several years of Aimee's tenure at UNC were spent as the Director for Professional Development. In this role, Aimee oversaw UNC's High School Dual Enrollment Program. Aimee moved back to Aims Community College, where she currently serves as the Instructor Coordinator for the Office of High School Programs.

Aimee has served on several professional committees, including the Colorado Association of Financial Aid Administrators (CAFAA), the Western Association of Student Employment Administrators (WASEA) and the National Student Employment Association (NSEA). Aimee was a national trainer for both WASEA and NSEA.

Amy Williams

NACEP Executive Director



Amy Williams joined the National Alliance of Concurrent Enrollment Partnerships (NACEP) as its Executive Director in 2019. NACEP has a 20-year history of supporting programs, practitioners, and policy to advance early access to quality college courses for high school students. Previously, Mrs. Williams served as Montana’s Director of Career & Technical Education and Dual Enrollment working closely with the Governor’s office to lead state-wide efforts to aggressively expand access and increase affordability of dual and concurrent enrollment. Mrs. Williams has a background in research science and two decades of experience in secondary and postsecondary education.

Sarah Brown

Since her first professional job working in higher education, Sarah realized her purpose in addressing and eliminating barriers to education access for students in Appalachia. Her passion and interest for institutional accreditation, strategic planning, and policy implementation has been cultivated through her experience in many sectors of education, including K-12, higher education, and non-profit work. She is completing her Ph.D. at Purdue University, where her dissertation research focuses on cultural competency and strategic planning in higher education.