

EQUITY IN MKE: BREAKING DOWN DUAL ENROLLMENT DATA

DEEP DIVE INTO STATE REPORT CARDS DEVELOPED BY
THE BLEST HUB

OVERALL REPORT

WHY DUAL ENROLLMENT MATTERS

Dual enrollment is growing in importance and prevalence in Wisconsin and across the country. It is an umbrella term that encompasses varied programs, but generally refers to high school students taking college courses for high school and college credit. Extensive evidence demonstrates these courses can positively impact student outcomes, such as college access, while lowering college costs. These benefits are greatest for traditionally marginalized students, and yet structural, systemic, and other issues create obstacles that can lead to deepened educational inequities.

THE PROJECT

The Black and Latino/a Ecosystem and Support Transition (BLEST) Hub has been working to promote equity in dual enrollment through greater transparency in available data, conversations about best practices and challenges, and targeted research projects.

Here, we present a short summary of limited available public data to begin to better understand dual enrollment participation and questions of equity in Milwaukee and the region.

THE DATA

We systematically analyzed and summarized data from the Wisconsin State Report Cards for Milwaukee-area high schools. The most recent available report cards were from the 2021-2022 school year.

Importantly, not all schools are required to report the data for these cards, and specifically only public ones have to provide equity data in relation to dual enrollment. This requirement is also new, and thus offers an opportunity to begin to better understand trends and gaps in enrollment and access to these courses.

CONTACT INFORMATION

The BLEST Hub is an initiative out of the Center for Urban Research, Teaching, and Outreach at Marquette University.

For questions or more information, please contact Faculty Director, Gabriel Velez (gabriel.velez@marquette.edu).

For more information on the BLEST Hub, check out our website [here](#).

BY THE NUMBERS

OF SCHOOLS **29**

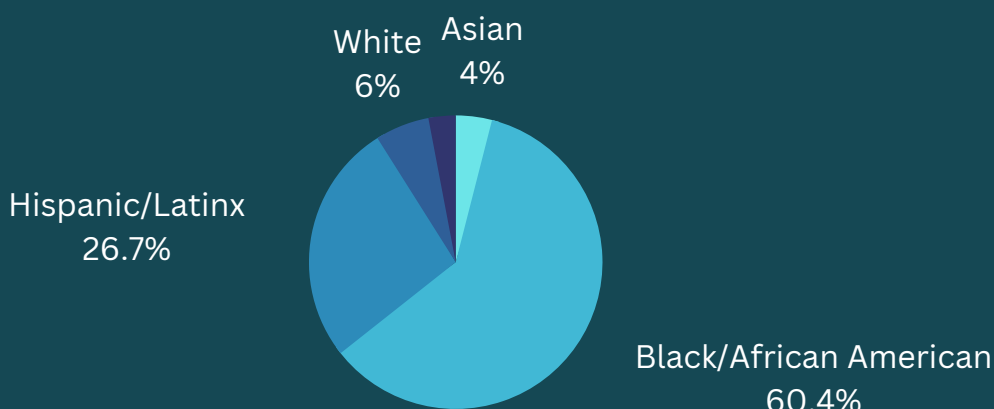
TOTAL STUDENTS **16,585**

TOTAL IN DE **856**

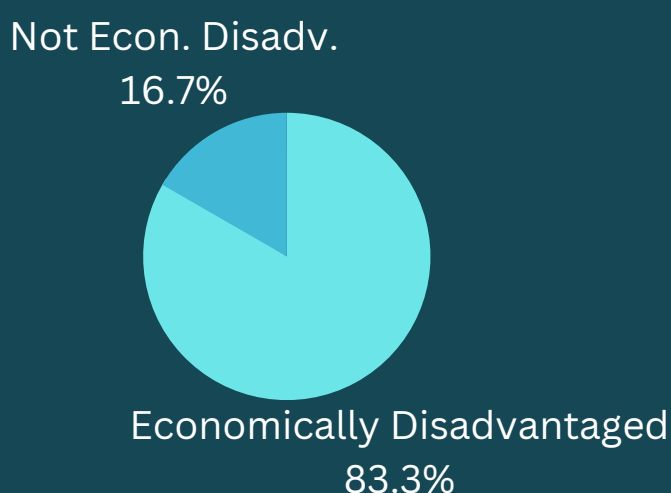
DE PARTICIPATION ACROSS SCHOOLS



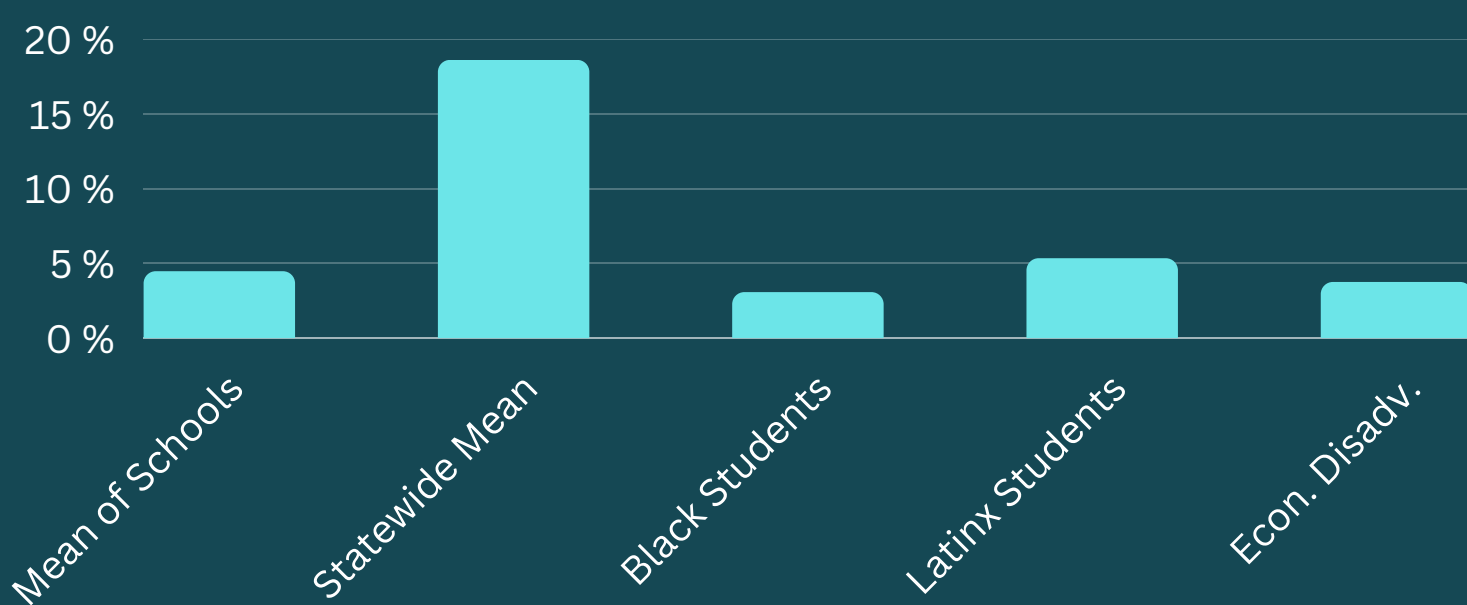
RACIAL/ETHNIC BREAKDOWN OF SCHOOLS



SOCIOECONOMIC STATUS BREAKDOWN OF SCHOOLS



DUAL ENROLLMENT PARTICIPATION



Only 3 out of 29 schools had a rate of dual enrollment participation above the statewide mean.

LIST OF SCHOOLS

Alliance School of Milwaukee	Green Tree Preparatory Academy	Reagan High School
ASSATA High	Groppi High School	Riverside High School
Audubon Technology and Communication High School	Hamilton High School	Rufus King High School
Banner Preparatory School	James Madison Academic Campus	Shalom High School
Bay View High School	Marshall High School	South Accelerated Academy
Bradley Tech High School	Milwaukee High School of the Arts	South Division High School
Carmen High School of Science and Technology South Campus	North Division High School	Transition High School
Carmen High School of Science and Technology Southeast Campus	NOVA School (Northwest Opportunities Vocatinal Academy)	Vincent High School
Carmen Middle/High School of Science and Technology Northwest Campus	Project STAY	Washington High School of Information Technology
Grandview High School	Pulaski High School	

ANALYSIS

DUAL ENROLLMENT PARTICIPATION LACKING ACROSS THE BOARD

In our review, we found that only 3 schools were doing a strong job of engaging their students in dual enrollment opportunities. All three were part of the Carmen network and served mainly students that identified as Black and/or Latino/a and qualified as economically disadvantaged. Another 3 schools had some participation (above 5% of their student body, which we considered noteworthy given that it is only juniors and seniors primarily engaged in these courses).

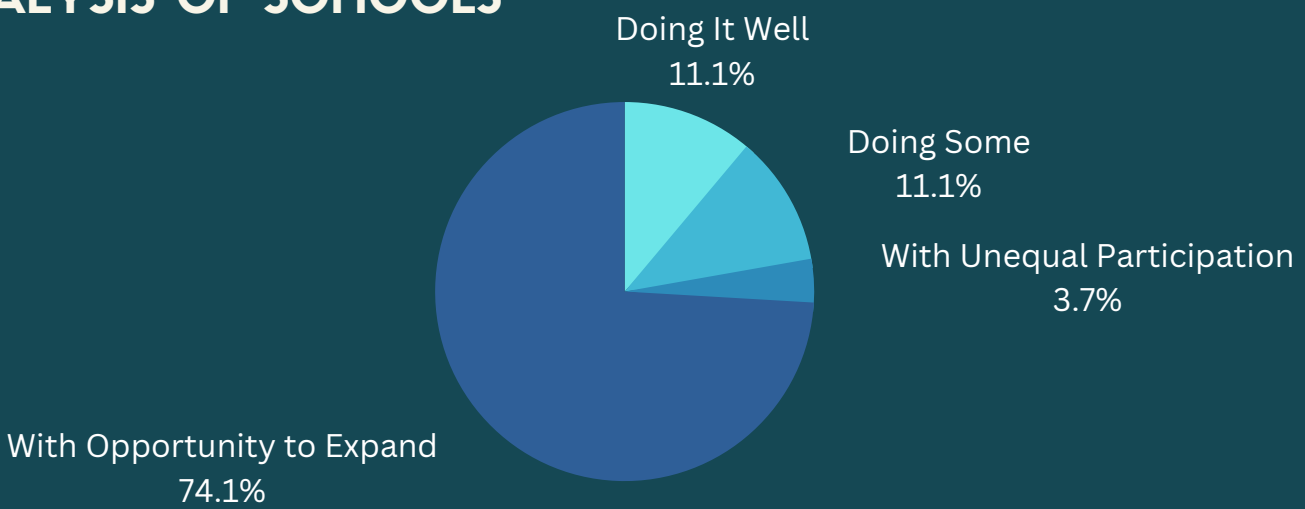
OPPORTUNITIES FOR EXPANSION

Of the 29 schools, 26 were below the state average of 18.6% participation. 20 of them had minimal dual enrollment participation, but served students who primarily identified as Black and/or Latino/a and/or qualified as economically disadvantaged. There is therefore opportunity for expanding opportunity with an eye toward promoting educational equity.

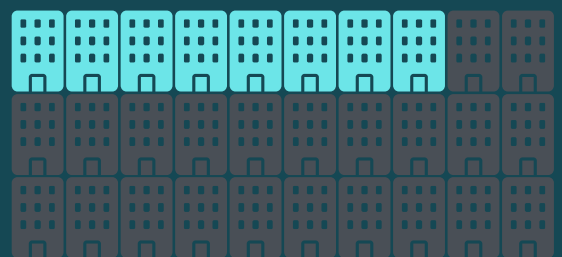
LIMITATIONS AND NEXT STEPS

There are many obstacles to equity in dual enrollment beyond simply providing opportunities: trained instructors, funding, and adequate support for students to succeed. In Milwaukee, these challenges are real and rooted in systemic and historical inequity. More work needs to be done to understand these obstacles and address them, while also engaging more of these students in dual enrollment.

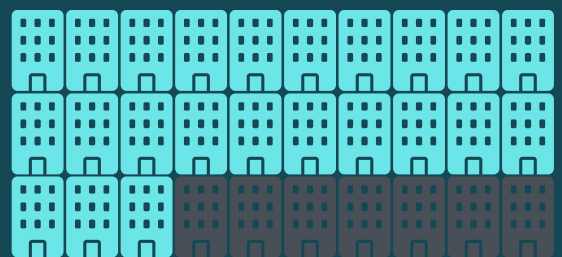
ANALYSIS OF SCHOOLS



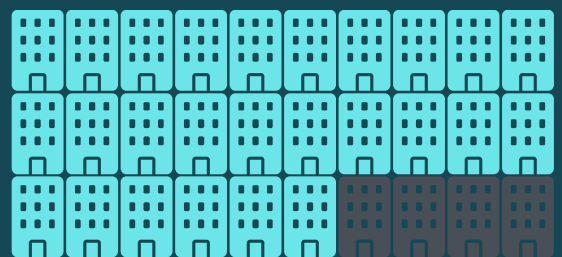
Schools with Greater Than 5% Dual Enrollment Participation



Greater Than 80% of Students Qualify as Economically Disadvantage



Greater Than 80% of Students Identify as Black and/or Latino/a



FURTHER RESOURCES

[Research Priorities for Advancing Equitable Dual Enrollment Policy and Practice](#) from University of Utah

Dual Enrollment in Wisconsin Information Page on Department of Public Instruction [Website](#)

[Wisconsin Legislative Council Dual Enrollment Task Force Report \(2020\)](#)

[The Power of Dual Enrollment: The Equitable Expansion of College Access and Success from the U.S. Department of Education \(2022\)](#)