

# **EQUITY IN MKE: BREAKING DOWN DUAL ENROLLMENT DATA**

**A DEEP DIVE INTO STATE REPORT  
CARDS**

**BY THE MARQUETTE UNIVERSITY  
CENTER FOR URBAN RESEARCH,  
TEACHING, AND OUTREACH'S  
BLEST HUB**

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## **THE PROJECT**

The BLEST Hub, an initiative out of the Center for Urban Research, Teaching, and Outreach at Marquette University, has been engaging in a project to promote equity in dual enrollment through greater transparency in available data, conversations about best practices and challenges, and targeted research projects.

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

# EQUITY IN MKE: BREAKING DOWN DUAL ENROLLMENT DATA

## DEEP DIVE INTO STATE REPORT CARDS DEVELOPED BY THE BLEST HUB

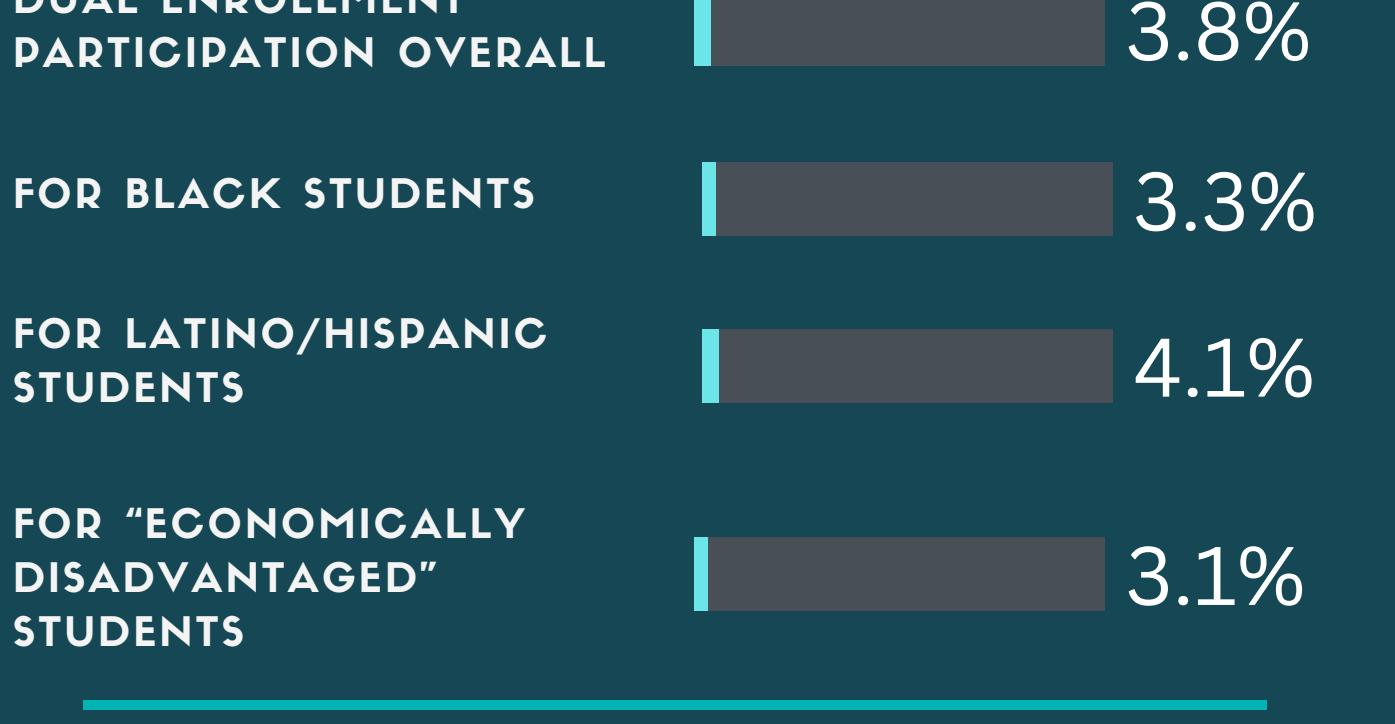
The BLEST Hub, based in the Center for Urban Research, Teaching, and Outreach at Marquette University, has been engaging in a project to promote equity in dual enrollment through greater transparency about data, conversations about best practices and challenges, and targeted research projects.

With this in mind, we offer our second exploration of dual enrollment data available via Wisconsin State Report Cards. Our aim is to generate conversations and insights into this rapidly expanding educational experience with the potential to help address equity gaps.

For more information on dual enrollment and local resources, please see our one-page flyer.

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

### OVERALL NUMBERS



### TAKEAWAYS

Based on the available data from the 2022-2023 report cards, overall dual enrollment remains low in many Milwaukee schools. The data is primarily from public schools, and is well below the state average of just over 25% in 2024, according to the Wisconsin Policy Forum.

The state report cards also indicate that a sizeable number of Milwaukee schools report no dual enrollment participation at all.

The potential future directions are many. It would be valuable to better understand the barriers at these schools with no participation, as well as how many of the students from these different groups then enroll in post-secondary education and use these credits.

The BLEST Hub is currently working on a number of projects to explore some of these questions, as well as updating the analyses presented in this report.

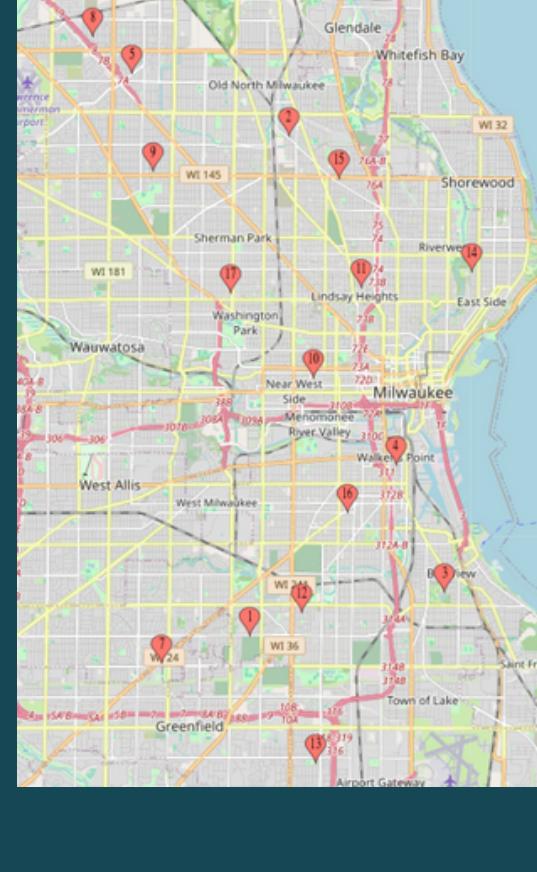
# MAPPING PARTICIPATION

## GEOGRAPHY OF SCHOOLS WITH REPORTED PARTICIPATION

The map on the right shows where the schools with dual enrollment participation are located across the city. They are numbered in the same order as in this report.

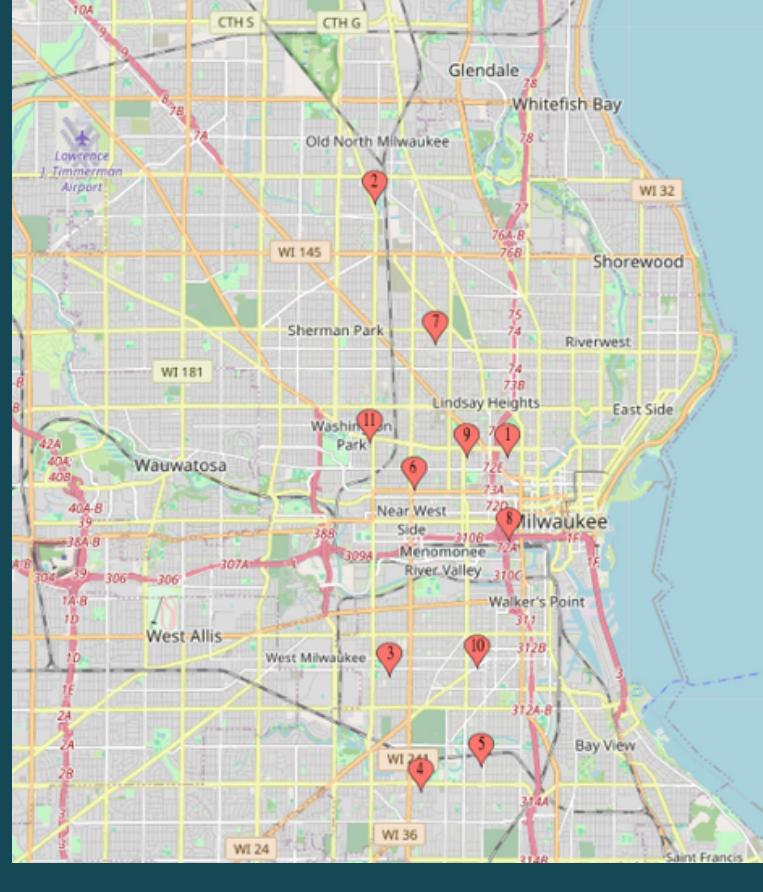
The distribution evident in this map demonstrates that these schools are relatively spread out in different areas of the city.

Below is the corresponding map for schools with no reported dual enrollment participation.



## OVERALL NUMBERS OF SCHOOLS WITHOUT PARTICIPATION

**12 out 29 schools surveyed**



### BLACK STUDENTS



### HISPANIC/LATINO STUDENTS



### “ECONOMICALLY DISADVANTAGED” STUDENTS



## ANALYSIS

Both the map and the demographics of the schools without DE participation demonstrate that these are concentrated geographically and have high numbers of Black, Hispanic/Latino, and economically disadvantaged students. Still, it is important to keep in mind that some of these schools serve specific populations, such as Transition High School. The demographics and the lack of DE reflect structural challenges, including limited resources, historical injustices, and more.