Wisconsin Dual Enrollment Series, Part 3

Increasing Equity in Dual Enrollment

WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION
Carolyn Stanford Taylor, State Superintendent

Wisconsin's Postsecondary Goals: 60 Forward

✓ 60% of Wisconsinites ages 25-64 have a postsecondary degree or credential **of value** by 2027.

✓ Eliminate equity gaps across student race/ethnicity groups and special populations.

Do all of your students have access and support?

Photo by Sharon McCutcheon on Unsplash

- Student of color

- Individuals with disabilities

- Individuals from economically disadvantaged families

- Individuals preparing for nontraditional occupational field

- English learners

- Students experiencing homelessness

- Youth who are in, or have aged out of, foster care

- Single parents, including pregnant women and males expecting a child

- Youth with a parent who is in active duty with the armed forces

Find out by looking at YOUR district's data

Find your dual enrollment data in WISEdash for Districts

You can find data on Advanced Credit Opportunities:	And then disaggregate it by:
Dual enrollment	Race/ethnicity
AP courses	Students with disabilities
IB diploma	Gender
	English language learners

Dual Enrollment Student Participation

2018-2019 Advanced Credit Opportunities - Current View

ADV CREDIT TYPE ⬍	Totals
AP Course	23
Dual Enrollment Program	56
IB Diploma	13
Totals	92

Start by pulling the Dual Enrollment Program participation found under "Adv Credit Type" in WISEDash for Districts.

In this example, 56 students participated in dual enrollment during the 2018-19 school year.

Disaggregating by Students with Disabilities

2018-2019 Advanced Credit Opportunities - Current View

Configuration [Default ▾] [Save] Delete   Function [Sum ▾]   Measure [Students ▾]

Available data

ELL ▼

Econ ▼

Gender ▼

Grade ▼

Migrant ▼

Columns

SPED ▼

Rows

Adv Credit Type * ▼

	SPED ⇕		
ADV CREDIT TYPE ⇕	SwoD	SwD	Totals
Dual Enrollment Program	49	7	56
Totals	49	7	56

Next, you can disaggregate the dual enrollment data by dragging one of the special population icons over.

In this example, we disaggregated by students with and without disabilities and discovered 7 students (12.5%) participating in dual enrollment have a disability.

Disaggregate by Race

2018-2019 Advanced Credit Opportunities - Current View

Configuration: Default | Save | Delete | Function: Sum | Measure: Students | Render As: ● Table ○ Heatmap ○ Row H

Available data
- SPED
- ELL
- Econ
- Gender
- Grade

Columns
- Race

Rows
- Adv Credit Type *

ADV CREDIT TYPE	RACE	Amer Indian	Asian	Black	Hispanic	Pacific Isle	White	Two or More	Totals
Dual Enrollment Program		0	2	2	0	1	43	8	56
Totals		0	2	2	0	1	43	8	56

In this example, we see that 5 students (23%) participating in dual enrollment are students of color.

Questions to consider

As you look at your data, ask yourself, Is there any disproportionality in the dual enrollment participation rates for special populations in my district?

- Compare the percentage of students from a specific special population that are participating in dual enrollment versus the general percentage of that population represented in the student body.

In our example, if 40 percent of the student population are students of color and only 23 percent of students of color are participation in dual enrollment, then there is a gap. Students of color are participating in dual enrollment at a disportionately lower rate than we would expect.

Questions to consider

If there is a disproportionality in one or more of the special populations, ask yourself, Why does this exist?

- Do your policies and processes create barriers for some students to participate?

- Do your promotional materials make all students feel like dual enrollment can be an option for them?

- Are all students and families aware of dual enrollment options?

- Do students from special populations know how to connect to supportive services that will help them succeed in dual enrollment?

Need help finding your dual enrollment data?

If YOU have access to WISEdash for Districts:

- [WISEdash 2.0 How-to: advanced credit opportunities](#)

- [DPI dual enrollment program definitions](#)

If you do NOT have access to WISEdash for Districts, find out who does and make a new friend! You can also request access from your superintendent of DSA.

Equity Strategies for Dual Enrollment

- Strive to offer a continuum of dual enrollment options that will provide access to all students. One size does not fit all.

- Assess when dual enrollment options are being offered. Do they consistently conflict with other courses or programs that would exclude an entire group of students?

- Make sure all families have access to dual enrollment information and understand what it means.

  - Does the school collect information on the way a family prefers to be communicated with. If so, make sure you are communicating in a way that meets the needs of all families.

  - Consider making dual enrollment information available in other languages if you have a large ELL population.

Equity Strategies for Dual Enrollment

- Evaluate your promotional materials. Would ALL students see themselves participating?

- Make sure students and families understand the rigor and expectations before enrolling in dual enrollment courses.

- Also make sure that students and families are aware of and can connect to the education and supportive services available to support dual enrollment:
  - in your school,
  - at the college and
  - in your community

- Identify ACP advisors/counselors/teachers who can monitor the progress of students participating in dual enrollment and assist in overcoming challenges.

For More Information...

DPI Dual Enrollment Contact:

Karin Smith
Education Consultant
Karin.Smith@dpi.wi.gov
Office: (608) 267-3161

Other state and campus dual enrollment contacts can be found at:
https://dpi.wi.gov/dual-enrollment/eccp/contact