



Dual Enrollment and Disability Services

Wisconsin Technical College System - College Name

What is Dual Enrollment?

What is the process for enrolling?

Testimonials

Resources



What is Dual Enrollment?

A variety of programs through which high school students are dually enrolled in both high school and college to earn credit for both



Dual Enrollment



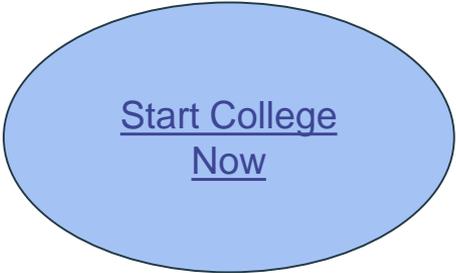
Refers to a range of programs where high school students are able to earn credit from both their high school and college by taking college level courses. Courses may be taught at the high school, on-site at the college, through distance learning, or internet courses. Grades are posted on official technical college transcripts that weigh into student's college GPA.

Advanced standing refers to courses taught by high school teachers using high school curriculum determined to be a close match to an WTCS course. A student must earn a "B" or better to receive advanced standing and be enrolled into a WTCS program and coursework to claim the credit(s).

Advanced standing courses may earn a student the opportunity to skip an introductory level course in their program and advance to the next level. Advanced Standing agreements are transferable to all schools within the Wisconsin Technical College System.



Contact the [Career Prep Coordinator](#) in your district for more information on opportunities in your area.



Start College
Now

Open to any Wisconsin public high school student in 11th and 12th grade who is in good academic standing, and displayed the level of responsibility and maturity needed to succeed in a college level course. Students may not have any significant disciplinary problems on their student record. The course must be approved by student's school district and must be different from courses available and offered at the high school.



Youth
Apprenticeship

Designed for 11th and 12th grade high school students who want **hands on learning in an occupational area** at a worksite alongside classroom instruction. Students are simultaneously enrolled in academic classes to meet high school graduation requirements, in a youth apprenticeship related instruction class, and are employed by a participating employer under the supervision of a skilled mentor.



38.14 Contracts

A binding contract created between educational institutions which allows a high schools to hire and pay for a college instructor to teach a college level course to high school students for dual credit.



Dane County Youth Apprenticeship

For more information on
opportunities in your area
contact:

State Youth Apprenticeship
Program Coordinator

Darla J Burton

darla.burton@dwd.wisconsin.gov
General Email: ya@dwd.wisconsin.gov

Benefits of Dual Enrollment

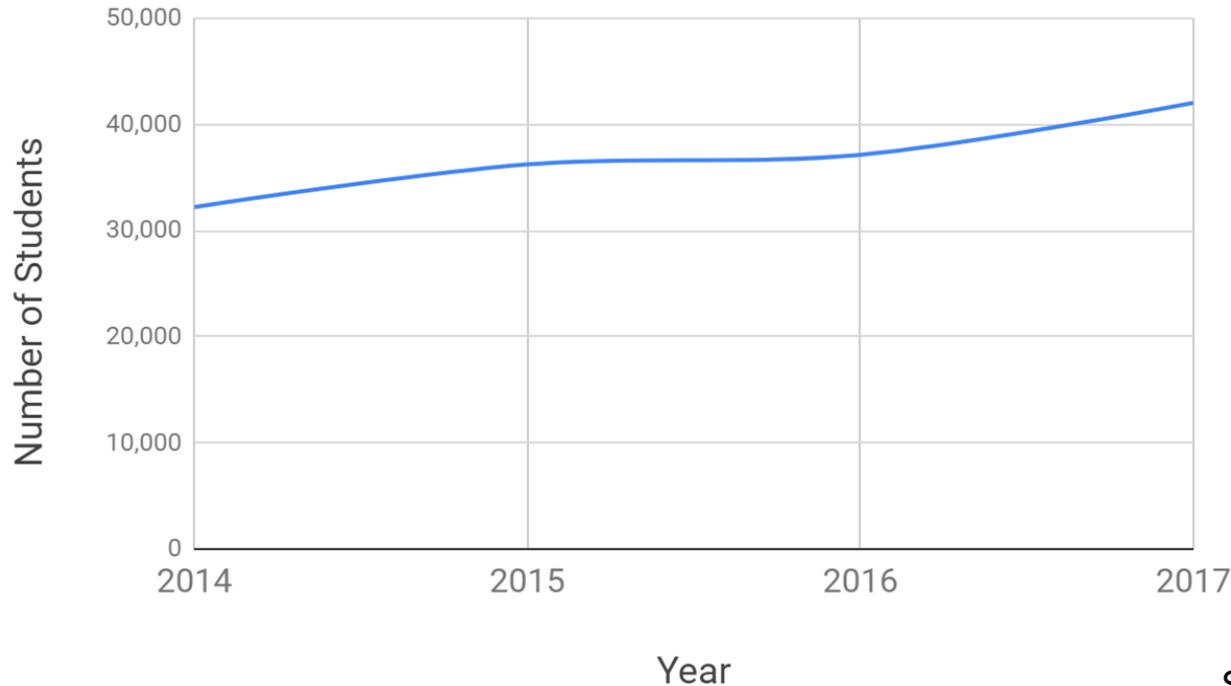
- Take courses not offered in high school
- Get comfortable with college level work, expectations, and accommodations
- Get experience working with disability services in college
- Earn college credit without paying tuition
- Participation in dual enrollment is related to increased momentum and stronger academic performance (Wang, Chan, Phelps & Washbon, 2015)
- Dual enrollment opens the door to greater learning opportunities for motivated students considering a technical career, wishing to begin college early, or preparing themselves to enter the workforce immediately after high school graduation.



What should we know before
enrolling in Dual Enrollment
courses?



Students with disabilities enrolled in dual enrollment course within the WTCS



Total:
124,760
Students

Source: WTCS Client Reporting

Students with disabilities who took at least one Dual Enrollment Course with WTCS

	2014	2015	2016	2017	Total
01 - Deaf		4	7	3	14
02 - Deaf-Blind		2		2	4
03 - Hard of Hearing	15	12	16	6	43
04 - Intellectual Disability	7	13	9	14	41
05 - Multi-Disabled	25	15	15	9	59
06 - Mobility and/or Orthopedic Disability	6	15	4	10	28
07 - Other Health Impairment	30	36	62	52	167
08 - Psychological Disability	13	32	25	29	97
09 - Specific Learning Disability	203	155	187	189	678
10 - Speech of Language Disability	5	6	13	9	31
11 - Visual Disability	8	13	14	14	47
12 - Autism Spectrum Disorder	13	24	27	34	91
13 - Traumatic Brain Injury		5	5	4	13
98 - Primary Disability	154	279	272	278	947
99 - Not Disabled	31,735	35,638	36,494	41,399	122,819
Grand Total	32,214	36,249	37,150	42,052	124,760

Technical colleges and high schools both have independent legal obligations to students with disabilities. This means allowable accommodations can look different between high school and college.

High School

Individuals with Disabilities
Education Act, Section 504
Rehabilitation Act of 1973

IDEA focuses on academic
success

College

ADAAA (ADA Amendments
ACT) Americans with
Disabilities Act, Section
504 Rehabilitation Act of
1973

ADAAA focuses on equal
access

Reference [Opening Doors to Postsecondary Education and Training](#) for more information

High School- 504 & IDEA Focus on Academic Success	College- 504 & ADA Focus on Equal Access
School districts are required to evaluate and identify students with disabilities and determine if special education services are needed.	Students are responsible for disclosing and providing necessary documentation of a disability.
School staff will discuss progress with parents or legal guardians.	All college communication goes to the student
High school services include individually designed instruction, modifications and accommodations based on the Individualized Education Plan (IEP)	Students request specific, reasonable accommodations based on diagnosis or disability
Student expectations may be modified	Students are expected to complete the same work with the same rigor as their classmates

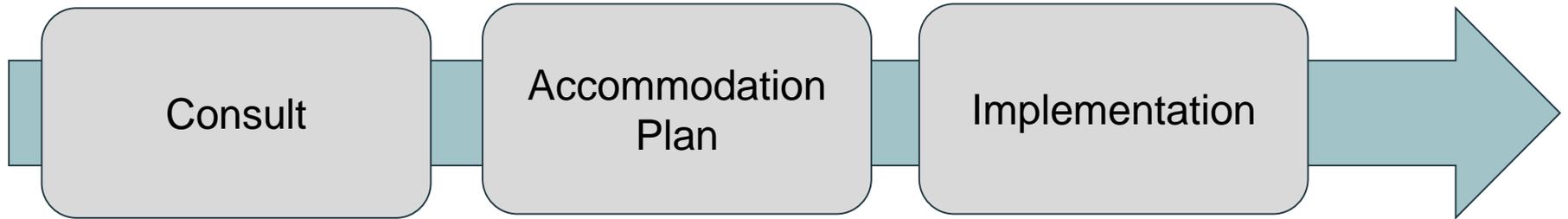
Navigating between these two independent systems can be complicated at times. In order to ensure the best outcome with transition, early communication with disability support specialists in both systems is essential.



What is the process for
enrolling in Dual Enrollment
courses?



Dual Enrollment Accommodations Process



Inform high school staff of interest in dual enrollment. Work with high school to connect early with disability services office at college offering class of interest.

Reasonable accommodations are determined on a case-by-case basis for each student.

Support team consisting of college and high school staff along with student, ensure implementation of accommodation and determine responsible parties.

**** Note: processes may differ by college.**

Coordinating Accommodations

Once a student has decided they would like to participate in dual enrollment, the student, family, and school district should contact the college's Disability Services Office to begin a preliminary discussion about the potential services that a student may receive.

Prior to disclosing any personal information regarding the student, the parent/guardian or adult student must sign a written release of information. This will allow the college the ability to review student records and develop an accommodation plan with the student to meet their educational needs.

**** Note: processes may differ by college.**

Accommodations

- College disability services staff do not provide the same services or perform the same functions as a high school special education teacher, case manager, or transition specialist
- It is possible that accommodations available to the student in the high school setting will not be allowable in college
- Specifically those that do not fundamentally alter the essential components of the course
- Students IEP team will help decide which accommodations are necessary to be successful in a Dual Enrollment Program

Commonly approved at college level	May not be appropriate at college level
Extra time on tests	Change in contents of an exam, unlimited time, or reduced possible answers
Reduced distraction testing environment	Change in licensing or certification requirements
Access to additional technology (Smart pens, iPads, alternative textbooks)	Modified attendance in certain programs
Tests read aloud by software	Personal care attendants
Peer note takers	Modified curriculum or course expectations
Preferential seating in classroom	Extension of deadlines for assignments
Screen readers and audio textbooks	

* Students will expected to independently navigate online learning and communication tools like Blackboard, Canvas, College email account

Why is it important to make sure a student has appropriate accommodations?

- To ensure equal access and support students in having what they need to be successful doing college level work.
- To ensure essential requirements of the course are maintained
- To ensure that students receive college credit for their dual-enrollment work.
 - Students may not be able to receive credit if accommodations are inappropriate for the college level even if they complete the course.



Self-Advocacy and Personal Leadership

- Many postsecondary disability service providers indicate that the most important skill that a student with disabilities can learn is self-advocacy.
- A strong self-advocate is a student who knows of their educational needs and requests support services as needed, understands their disability, and their legal rights.
- Follow up with parents by Disability Services staff or high school staff, regardless of age is a violation of FERPA (Family Educational Rights and Privacy Act of 1974) and not appropriate at the college level, emphasizing the importance of student self-advocacy.



Testimonials

What people
are saying!

“It was kind of easier for college accommodations because you really know what you have and you don't have to read a big packet to find out what your accommodations are.” - Kayla B., Student

(It) “Provided our son with the tools to be successful in college and taught him how to advocate for his needs, it’s a valuable resource for students with disabilities. Our son successfully transferred to the University of Wisconsin (Madison) and would not have been successful without support...” –Parent

(It) “helps me understand that I need to advocate for help in college, and accommodate my disability, it provides a starting point for me to access support on campus with people I feel comfortable working with and trust.” – Student

“Accommodations were great and went a long way in allowing Aeslyn to give herself a break from being so stressed and overwhelmed.” - Nic A., Parent



Resources

- [DPI & WTCS Dual Enrollment and Students with Disabilities Guide](#)
- [DPI Opening Doors to Postsecondary Education and Training](#)
- [Wisconsin Technical College Disability Services Coordinators](#)
- [Wisconsin Statute 38.12\(14\) for Start College Now](#)
- [WTCS Dual Enrollment](#)
- (add local/ campus specific resources)



IMPORTANT

It is important to be in touch with staff both at the high school and technical college regarding accommodations for dual enrollment courses. Technical college staff are open to discussing potential student accommodation needs.

Please connect with your [technical college disability services representative](#) for information specific to your college's accommodation and transition processes. The sooner the better!