



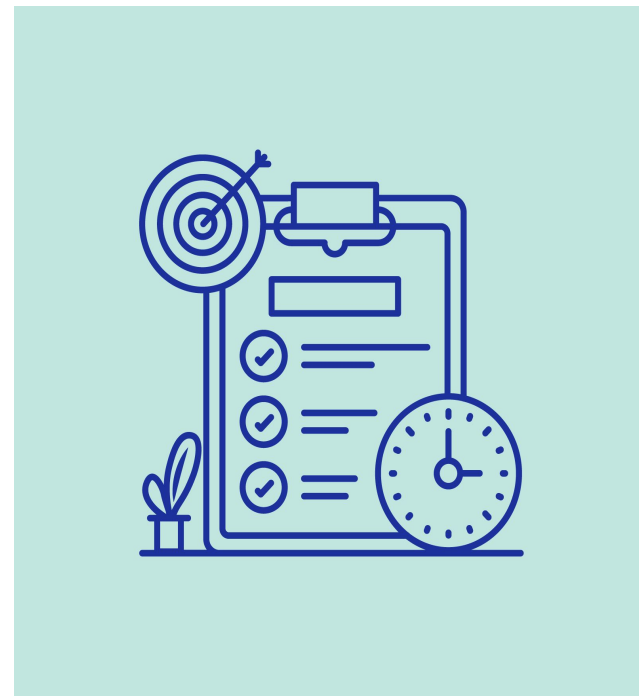
# **Building and Fostering Partnerships and Technology to Expand Dual Credit Access: Lessons from the Deeper Learning Early College Model**

June 10, 2026

Presenters: Neomia Hagans-Flores, Margo Whisman, Emily Thurman, Dr. Trisha Douin-Manning

# Today's Driving Questions

- Who is the Center for Next Generation Leadership?
- What is Next Generation Scholars?
- What is a Deeper Learning Early College (DLEC)?
- DLEC Development Activity
- Results and Lessons Learned



# Who's here today?

# Who is Next Gen?

# Leadership



**Karen Perry**  
Executive  
Director



**Lu Young**  
Chief Leadership  
Officer



**Neomia Hagans Flores**  
Scholars  
Director



**Justin Bathon**  
Faculty  
Director



**Lora Shields**  
ChangeMakers  
Director



**Susan Dugle**  
Leadership  
Development Director



**Trisha Douin-Manning**  
Lead  
Researcher



**Margo Whisman**  
Scholars  
Liaison



**Emily Thurman**  
Scholars  
Advisor



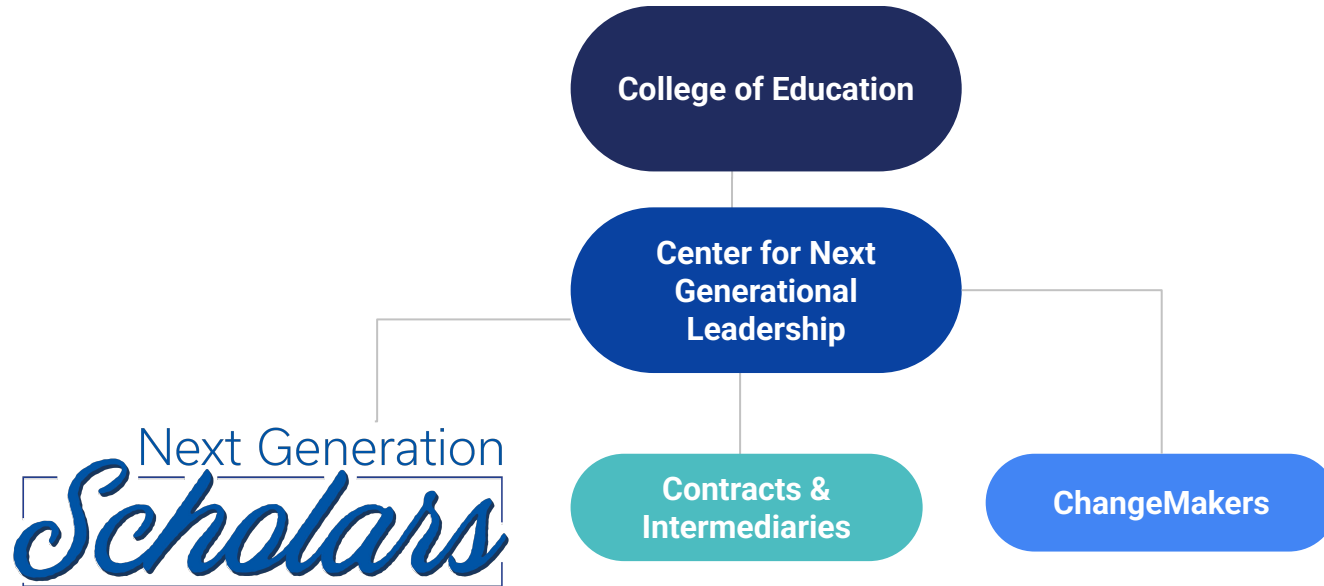
**Courtney McCord**  
Finance and  
Operations  
Director

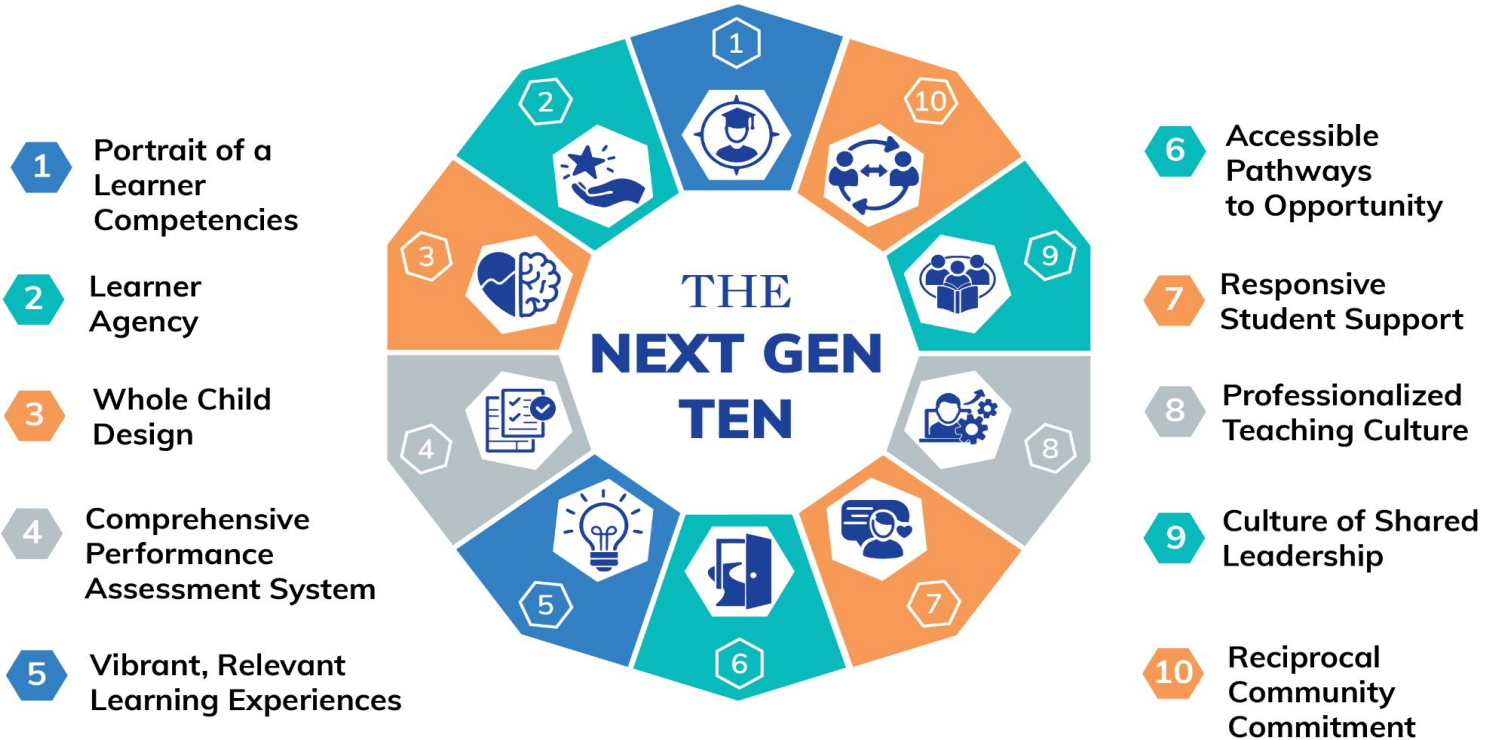


**Julie Webb**  
Leadership  
Development



**James Neihof**  
Leadership  
Development





*Empowered Learning through System Upgrades.*

# What is Next Generation Scholars?

# UK Next Gen Scholars

A Network Approach to Dual Credit and Early College



**Upgrade Schools**



**Increase College Going**



**Grow Enrollment & Retention**

# UK Next Gen Scholars

## A Network Approach



Next Gen Professional  
Learning



Dual Credit

# Next Generation *Scholars*

## A Network of Schools

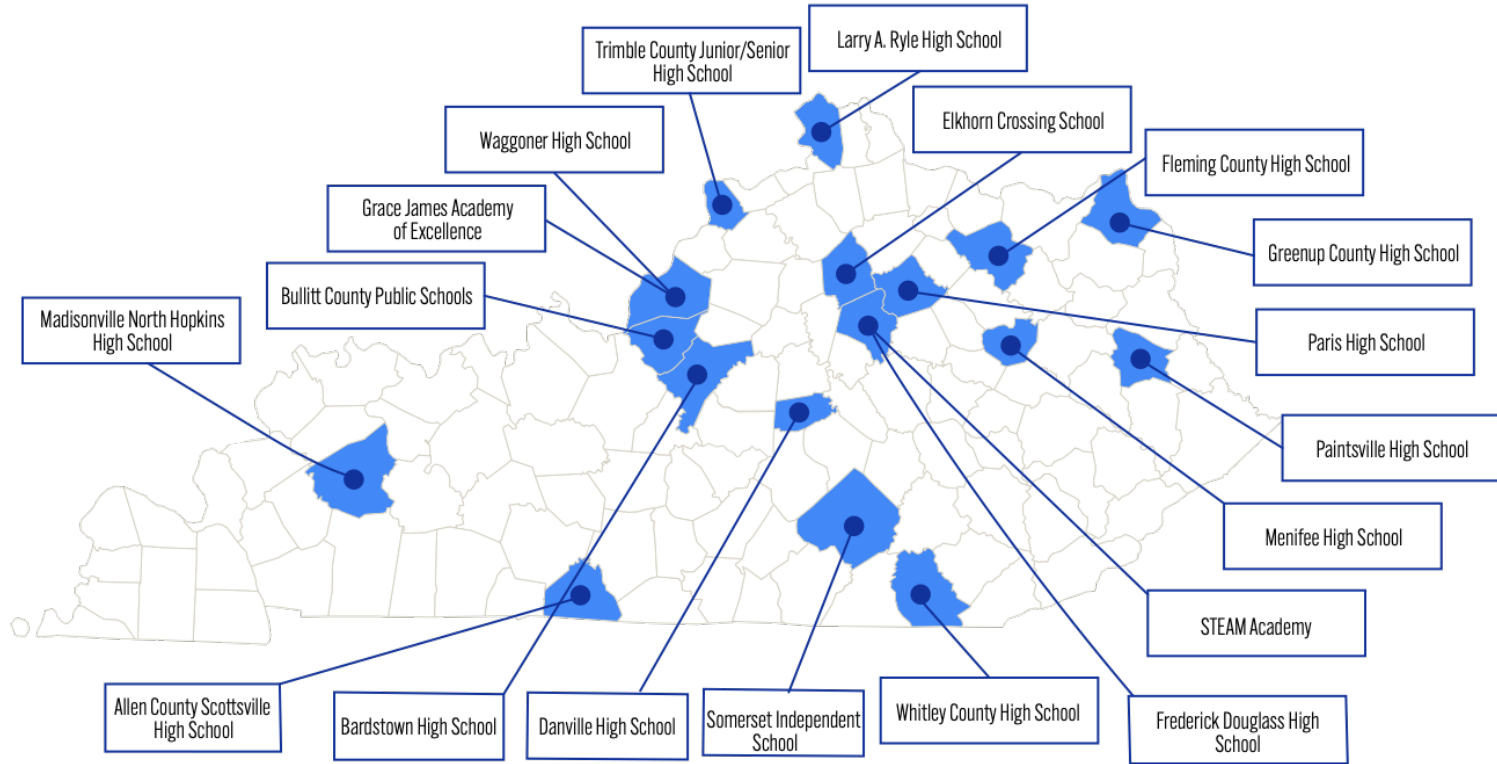
### NETWORK MISSIONS

- Increase college-going rates for all students across the Commonwealth.
- Prepare students for success in college, careers, and life through deeper learning models.
- Implement the early college model to enhance student opportunities.

### NETWORK OBJECTIVES

- Provide dual credit program updates and information.
- Foster community among Network schools.
- Offer professional learning and collaboration opportunities for deeper learning and early college implementation.
- Gather feedback to enhance Network operations.

# UK Next Gen Scholars Network



# Next Generation *Scholars*

## Network Opportunities

- 3 OnSite Admin Team networking days w/ school visits across the state
  - 6 virtual 1 hour PD open to all high school staff
  - 1 site visit per academic year
  - 2 hours of individualized consultation or professional learning
- College access support
  - Coordinated scholars UK campus visit
  - Access to scholarships for UK's Rank Change Pathway (ChangeMakers)
  - Access to innovation grants
  - EILA (Effective Instructional Leadership Act) hours and PD certificates



School Partners	19
Participating Colleges	8
UK Courses	28
Participating Faculty	20
High School Collaborating Teachers	55
2026-27 Student Enrollment	720
24-25 PD Hours	100+

# Dual Credit in KY



- A system in which a high school student enrolls in and receives credit for the course(s) from both the college and high school
  - Dual Credit Certified Teachers
  - Online (Async & Synch)
  - On College or University Campus
  - In High School Locations with Faculty
- Governed by KHEAA, CPE, Statute
- 47% of students have successfully taken 1 dual credit course prior to graduation

# Next Generation *Scholars*

**\$97/Credit (2025-26) (no fees), \$440.50 savings v. UK tuition**

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- Juniors & Seniors
  - 2.5 GPA
  - No ACT Minimum
  - Focus on Access & Opportunity
  - Enrolled in a Network School
- All courses part of UK Core
  - No Course Max
  - Highly Transferable Courses
  - Follow KY Dual Credit Agreement
  - Multiple delivery models

# Current Course Offerings

## Fall Courses

**CHE 109:** General Chemistry 1A

**CIS 110:** Composition & Communication I

**CJ 123:** Introduction to Criminal Justice

**EES 110:** Endangered Planet: Introduction to Environmental Geology

**EPE 174:** Theories of College Student Success

**MA 109:** College Algebra

**MUS 100:** Introduction to Music

**PHI 100:** Introduction to Philosophy

**PS 101:** American Government

**SPA 101:** Elementary Spanish I

**WRD 110:** Composition & Communication I

**WRD 111:** Composition & Communication II

## Spring Courses

**CHE 110:** General College Chemistry 1B

**CIS 111:** Composition & Communication II

**CLD 102:** The Dynamics of Rural Social Life

**EPE 174:** Theories of College Student Success

**HIS 109:** History of the United States Since 1877

**MAT 123:** Elementary Calculus and its Applications

**PSY 100:** Introduction to Psychology

**SPA 102:** Elementary Spanish II

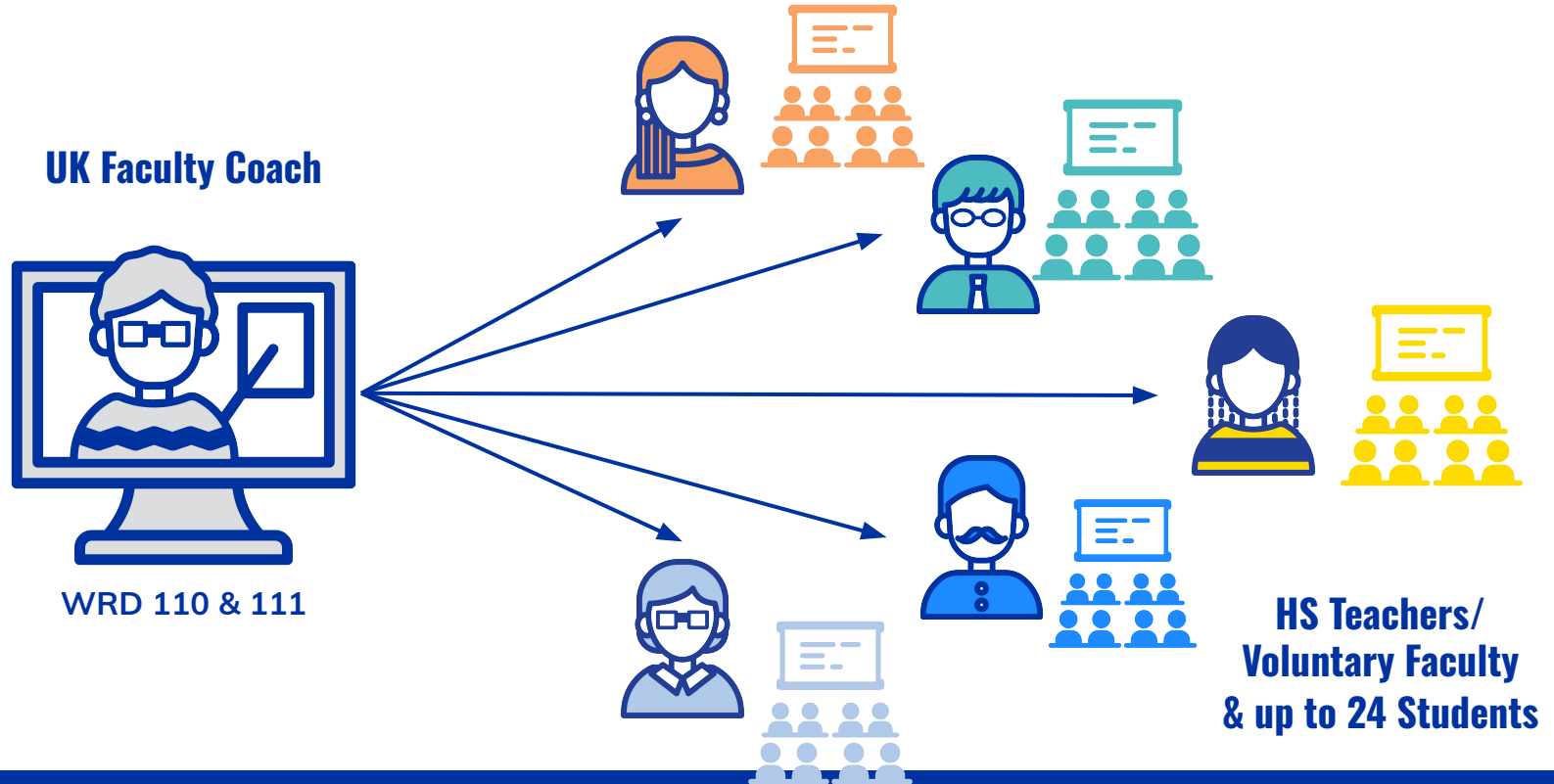
**STA 210:** Making Sense of Uncertainty: An Introduction to Statistical Reasoning

**SW 124:** Introduction to Social Work and Div Populations

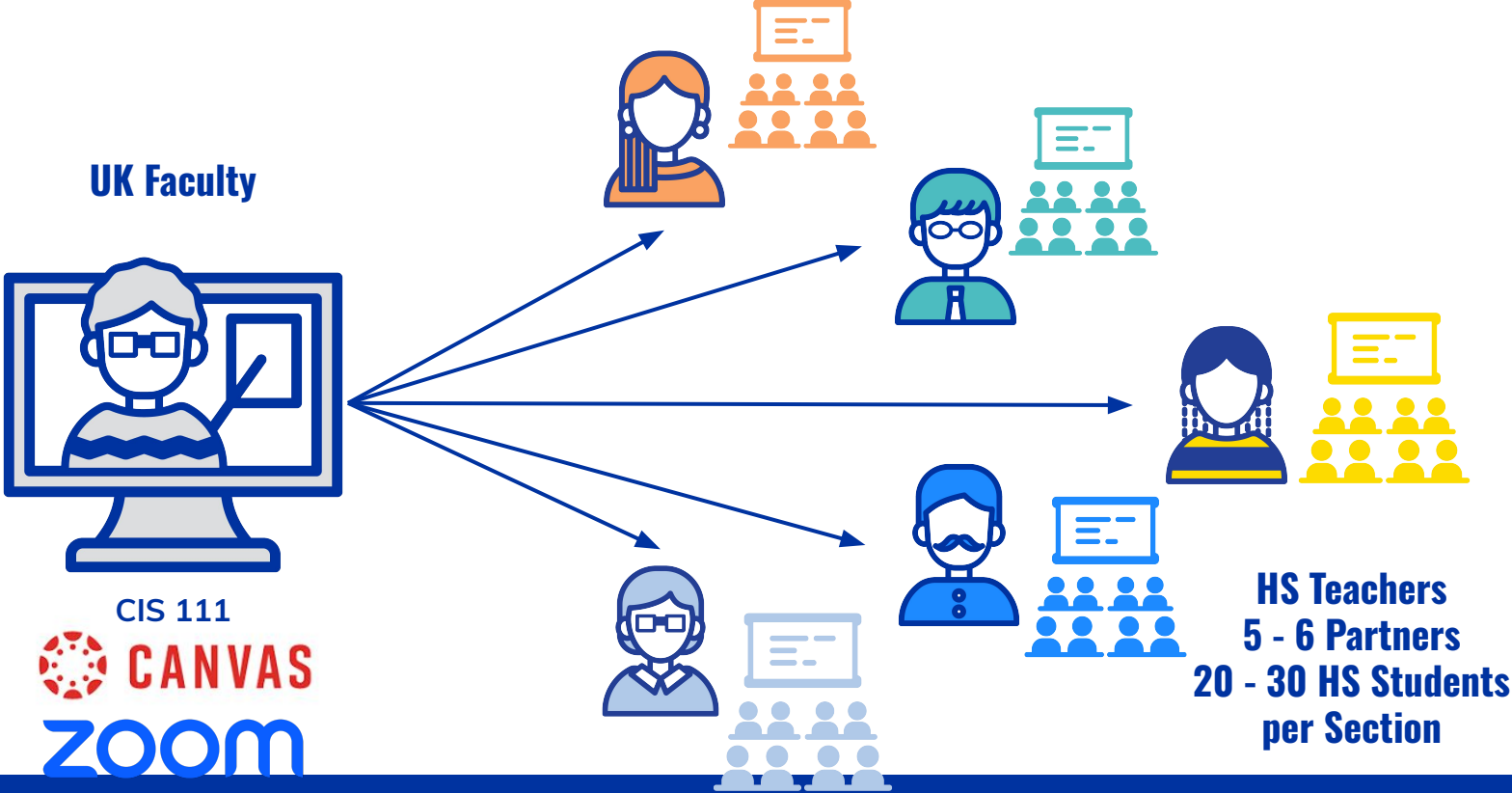
**WRD 110:** Composition & Communication I

**WRD 111:** Composition & Communication II

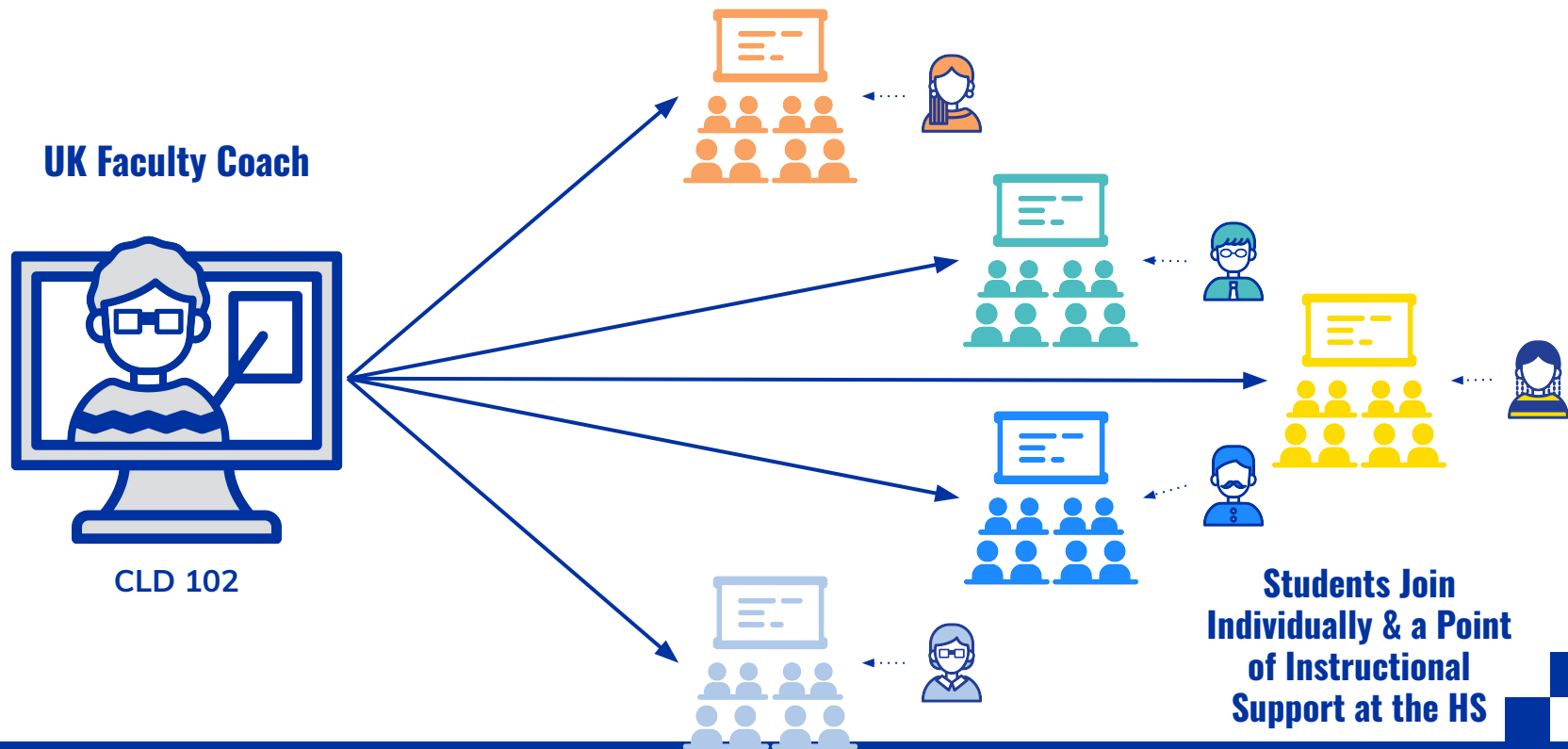
# Traditional Delivery Model



# Collaborative & Hybrid Delivery Model

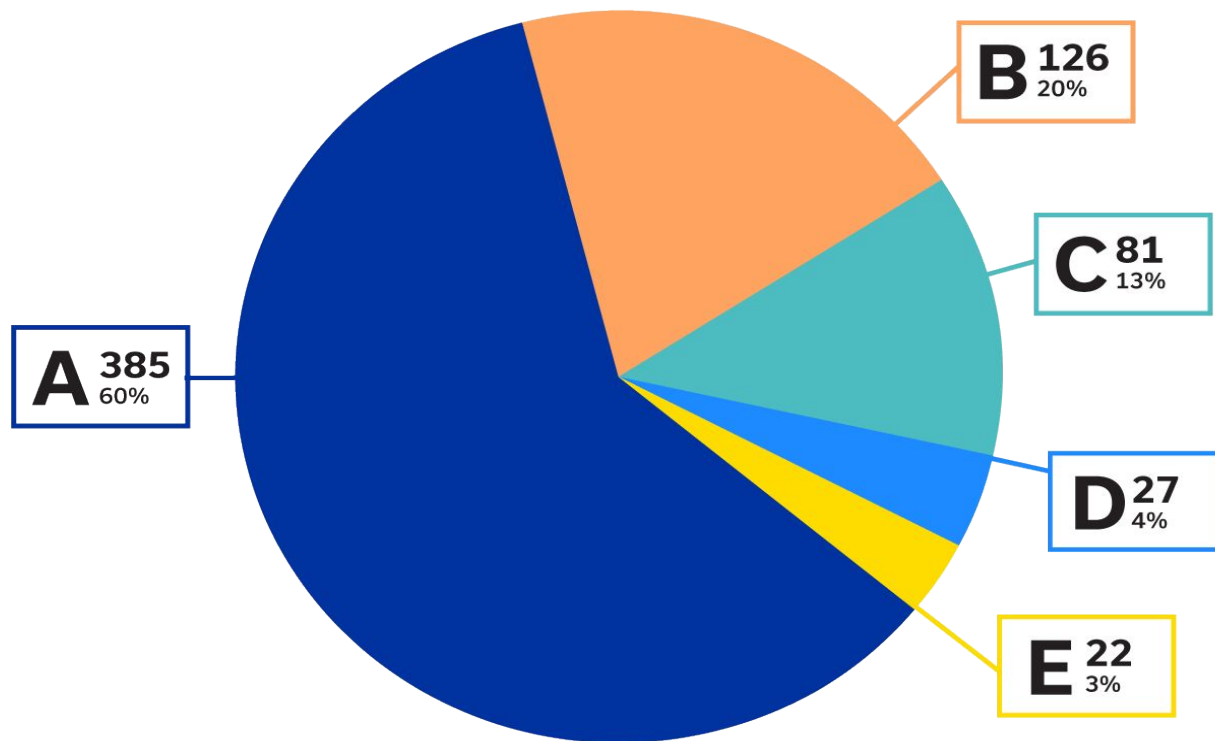


# Independent Learner Delivery Model

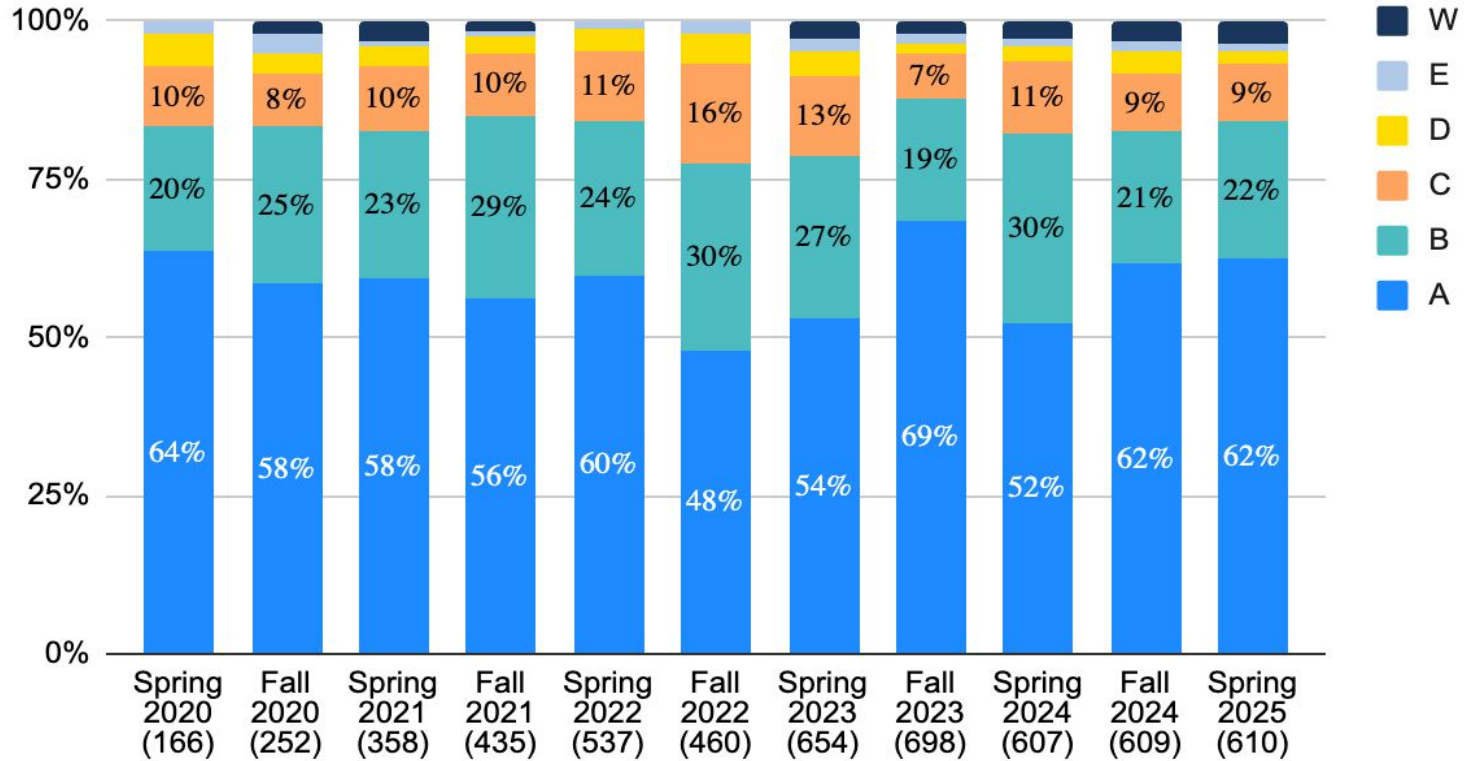


# How do the students perform

?



## Dual Credit Grades by Semester as Percentage



# What have we learned?

# Takeaways

1. We are in a world of random acts of dual credit
2. Gaps in access and opportunity persist
3. Schools need additional support and dedicated time to think about how to do school differently
4. Schools need exposure to new models of high school
5. Students are craving more support, relationships, and deeper connection to their college level work, institutions, and career pathways
6. How can we get our schools closer to what we are seeing in other places?

# What was our next?

**2024**  
**EARLY COLLEGE**  
**SUMMIT**



JUNE 4-5, 2024

# Develop a Model for the Creation of Deeper Learning Early Colleges

# Purpose of DLEC

- This is a dual credit (DC) and deeper learning (DL) initiative that will support traditional high schools in transitioning to a Deeper Learning Early College (DLEC) model.
  - DL focuses on learning content being relevant, real-world, and interactive.
  - Early college high schools combine high school and the first two years of college into a coherent educational model, with courses being aligned to some certificate or degree pathway.

# Goals of DLEC

- **High Schools:** They will move closer to a DLEC model by accelerating access and participation rates in DC courses and accelerating access in deeper learning experiences focused on college readiness for all Kentucky students.
- **Students:** An increase in postsecondary enrollment rates for students and an increase in the share of students experiencing a deeper, more vibrant, and relevant learning experience.

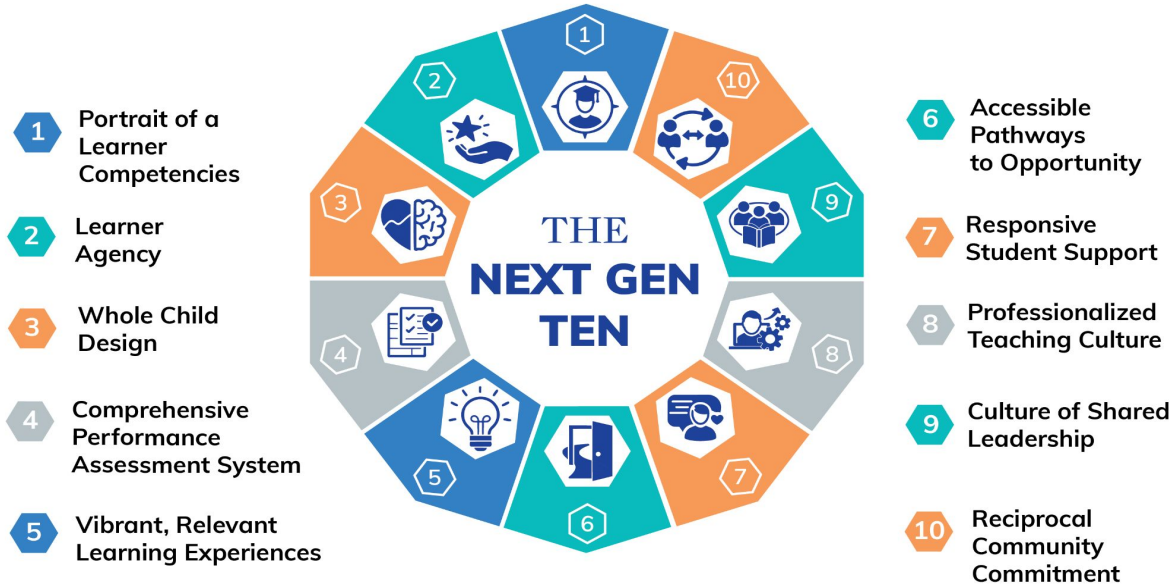
# Part of Story: Grant Work Driving Questions

- Can school be a more human, authentic experience for students where all students choose to engage in vibrant learning?
- Can we as professional educators reclaim the design of the schools in our communities?
- How can we engage in expanding access to meaningful dual credit to all students?



# ACTIVITY

# Step 1: Defining a Deeper Learning Early College



*Empowered Learning through System Upgrades.*

# Step 2: Observations & Empathy Interviews



# YOUR TURN TO THINK ABOUT EXPEDITION Research and Data Gathering



Things I Hear

Things Students Say

Things Adults Say

Questions I Have

# What is a Deeper Learning Early College and

## What are its Key Characteristics

Future Focused  
Road Map  
individualized to  
students  
Choice, out of the  
box in day/hours

Robust  
Mentoring/  
Guidance  
Structures  
Intentional  
personalized

Maximizing  
exploration while  
it's at a low cost

School wide movement  
towards the  
implementation of  
Deeper Learning  
Structures

College going culture  
for all:

- College geared language early to build culture
- Life skills & Career exploration
- High Expectations for everyone

Produce ppl who  
think outside of  
traditional  
schooling  
experiences

Experiential  
Learning  
Opportunities for  
all students:  
Co-ops, college  
fairs, internships,  
service learning

Opportunities for  
ALL students

A dip in the college pool not a  
jump in the ocean

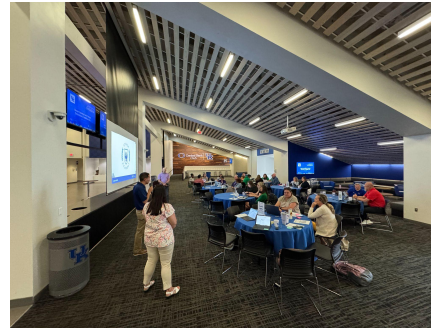
- 70% of students taking 1 dual credit course
- 50% of students completing 30 hours (10 courses)

- Portrait of a Learner
- Exhibitions
- Inquiry Based Learning
- PBL



# STEP 3: Craft & Test Prototype

# STEP 4: Exhibition





FCPS



STEAM Academy

# DLEC Exhibition Example



# Greenup County High School



# GREENUP COUNTY HIGH SCHOOL

UK Next Generation

2024-2025



*More than Just a Diploma*

[nextgen.uky.edu](http://nextgen.uky.edu)

 Center for Next  
Generation Leadership  
College of Education

# *More than Just a Diploma*



## **WHAT WE HAVE LEARNED**

1. We were able to recognize that the pieces for deeper learning/early college were already present in our school
2. We have embraced the idea that traditional systems and creative systems can coincide
3. COURAGE! By visiting other schools, we now know that if it will work at other schools, it can work at ours!



# *More than Just a Diploma*



## **TAKEAWAYS**

1. Deeper learning is for ALL students, not just those that are college bound. We are opening more pathways for all types of students (College, Career, and Military).
  
2. Jesse Stuart Institute is off the ground and running full steam ahead! Thanks to our dual credit partners, students will have the opportunity to earn an Associates Degree upon high school graduation.





Tessa Stewart

# INSTITUTE

at Greenup County Schools.

# More than Just a Diploma



## MOVING FORWARD

### 3 YEAR PLAN

- Continue to add courses to expand opportunities for students such as expanding our post secondary partnerships to add more options for students
- Refinement of our Great 8 processes to integrate seamlessly with our Early College Program

### 5 YEAR PLAN

- Plans to construct a new ATC to better match our vision of the integration of CTE and Early College and allow for partnerships to work more cohesively with graduation requirement courses.



# DLEC Results

# Methods for TLA Grant



Estimated the effects of the DLEC program on:

- Students' learning acceleration
- Course taking
- College aspirations (grades, enrollment, and survey)

# Participating DLEC Schools Demonstrated:

## Student Outcomes:

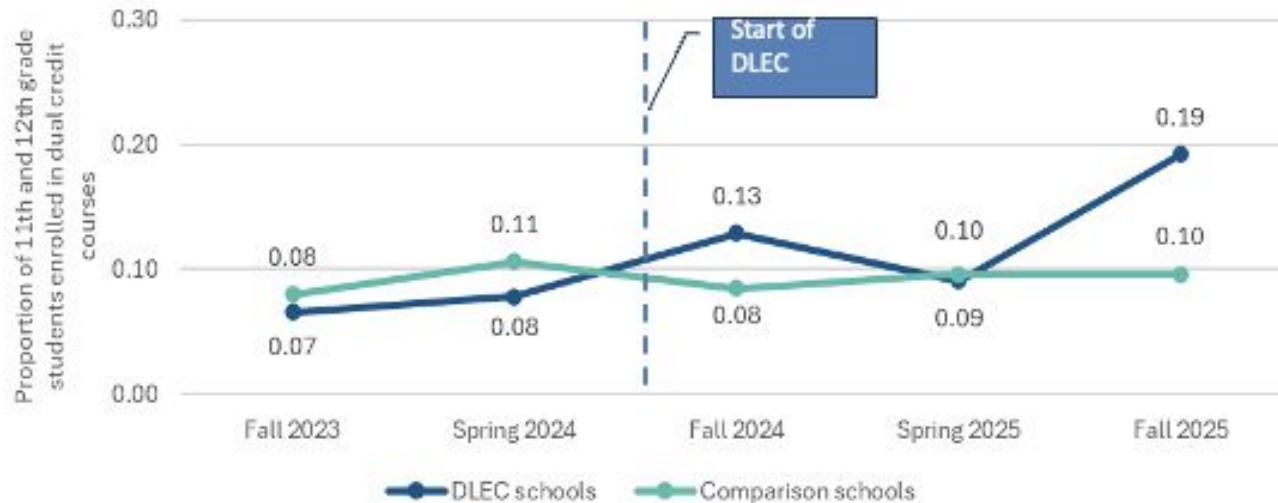
- An increase in enrollment in dual credit courses
- An increase in the percentage of students who received As and Bs
- Reported increased interest in college going among all DLEC students

## School Outcomes:

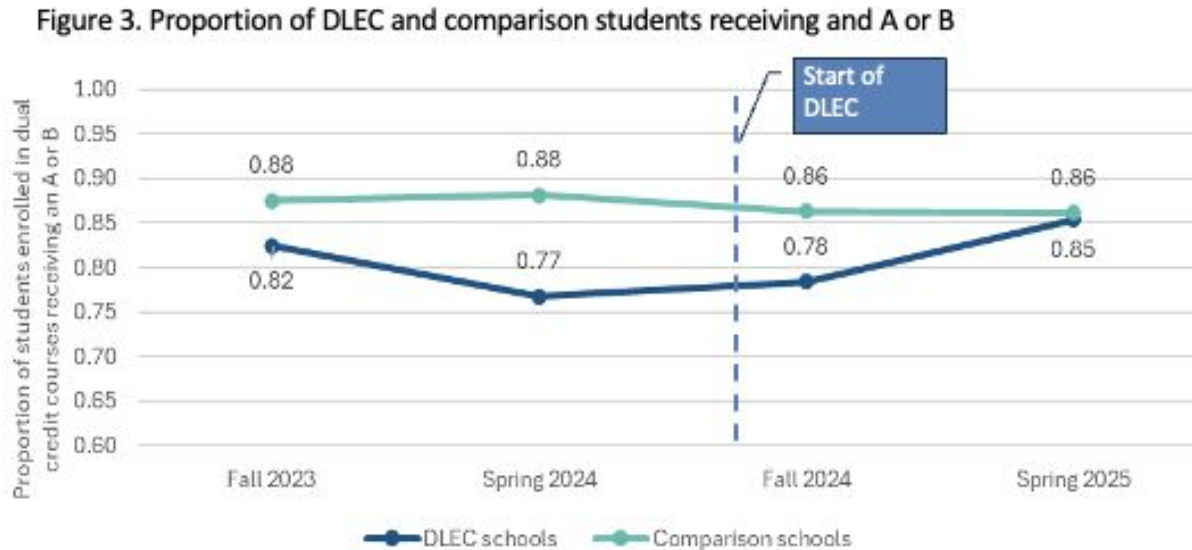
- All **7** schools participated in in-person professional development opportunities to implement the DLEC model in their schools
- More than **90%** of teachers reported that the DLEC model helped improve students learning, and **97%** agreed that students benefited from the program.

# Finding: Increased enrollment in dual credit courses

Figure 2. Proportion of DLEC and comparison students enrolled in dual credit courses

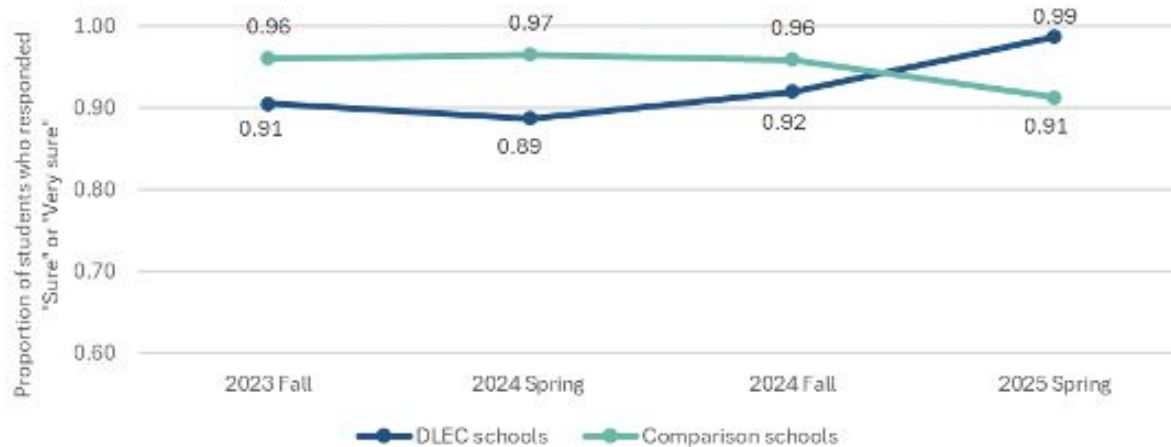


# Finding: Increased grades for DLEC students



# Finding: Increased college-going self-efficacy for DLEC students

Figure 4. Proportion of DLEC and comparison students' level of confidence in the statement "I will be able to finish college and receive a college degree"



# What's your next?



# Discussion & Questions

# Thanks!



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