

# Beyond Dual Credit: Engaging Students Through Culture, Support, and Rigor

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(CELL) at the University of Indianapolis



# Your CELL presenters



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31 Years in Public Education

# Agenda

- Introductions
- CELL Overview
- Dual credit and Early College in Indiana
- CELL's Early Colleges Successes
- EC Core Principles for Success
- Instructional Strategies
- *The Disengaged Teen*

# Session Outcomes

- Understanding of Indiana's Early College
- Understanding of Expanding the Core Principles
- Understanding of need for engagement
- Introduction to *The Disengaged Teen*

*The Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis*

# CELL | TRANSFORMING LIVES THROUGH **LEARNING**

CELL helps educators **transform learning, teaching, and leadership** to enhance student success in PK-12 and higher education

**Our work impacts the entire educational ecosystem**



**Building  
Capacity**



**Leveraging  
Resources**



**Convening  
Collaborators**



**Driving  
Change**

# Indiana's Early College Model

Early College High Schools *integrate* high school and college education into a rigorous, supportive program.

Endorsed Indiana Early College High Schools offer and graduate students with the Indiana College Core, a guaranteed transferable *\*30-hour block of general education courses* to any state college or university, while implementing a framework of 8 Core Principles.

# Early College High School

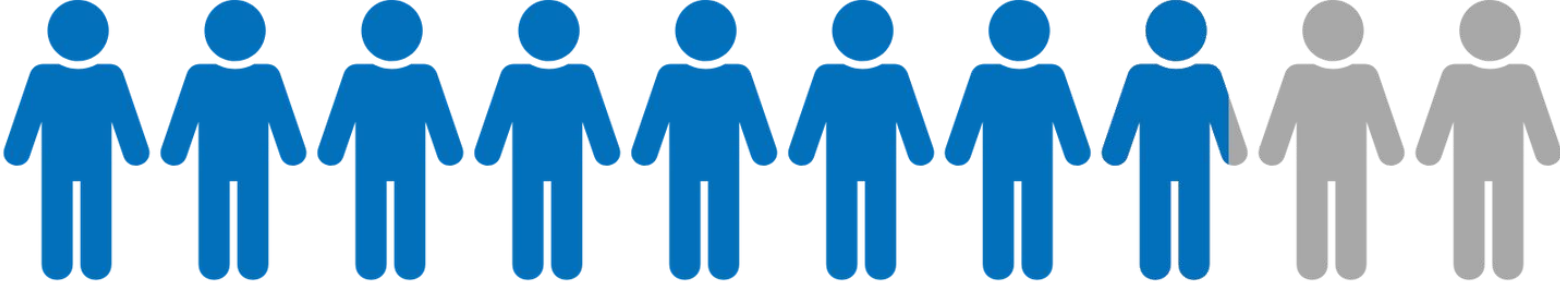
- Designed to reach students who have the most to gain from early access to college and career pathways—often those who may not traditionally see themselves in postsecondary environments
- Integrates high school and college education into a rigorous, supportive program
- Graduates students with the **ICC** while implementing the Early College Framework (we'll cover this in depth later)



# Postsecondary Enrollment

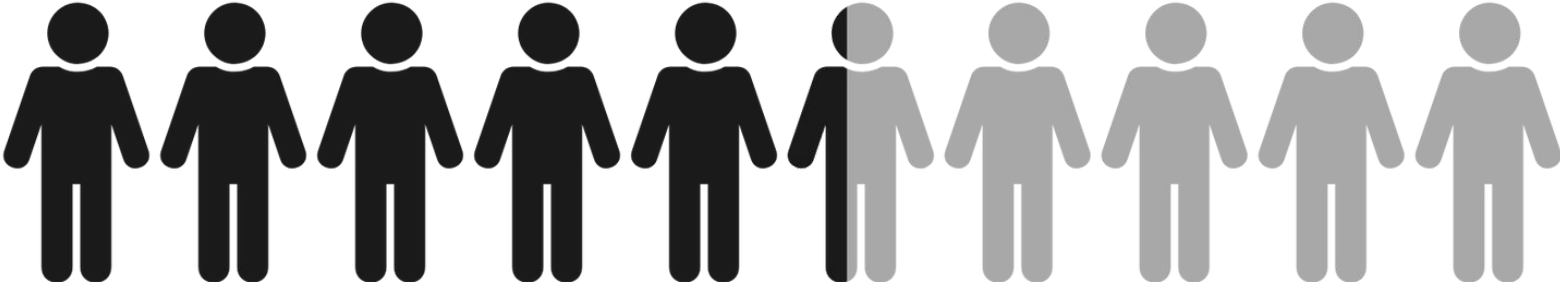
79%

CELL-Endorsed  
ECHS Graduates



52%

Indiana Average



Based on 2023 cohort data from the Indiana Commission for Higher Education

# The ECHS Model Goes Beyond Dual Credit

Standalone Dual Credit

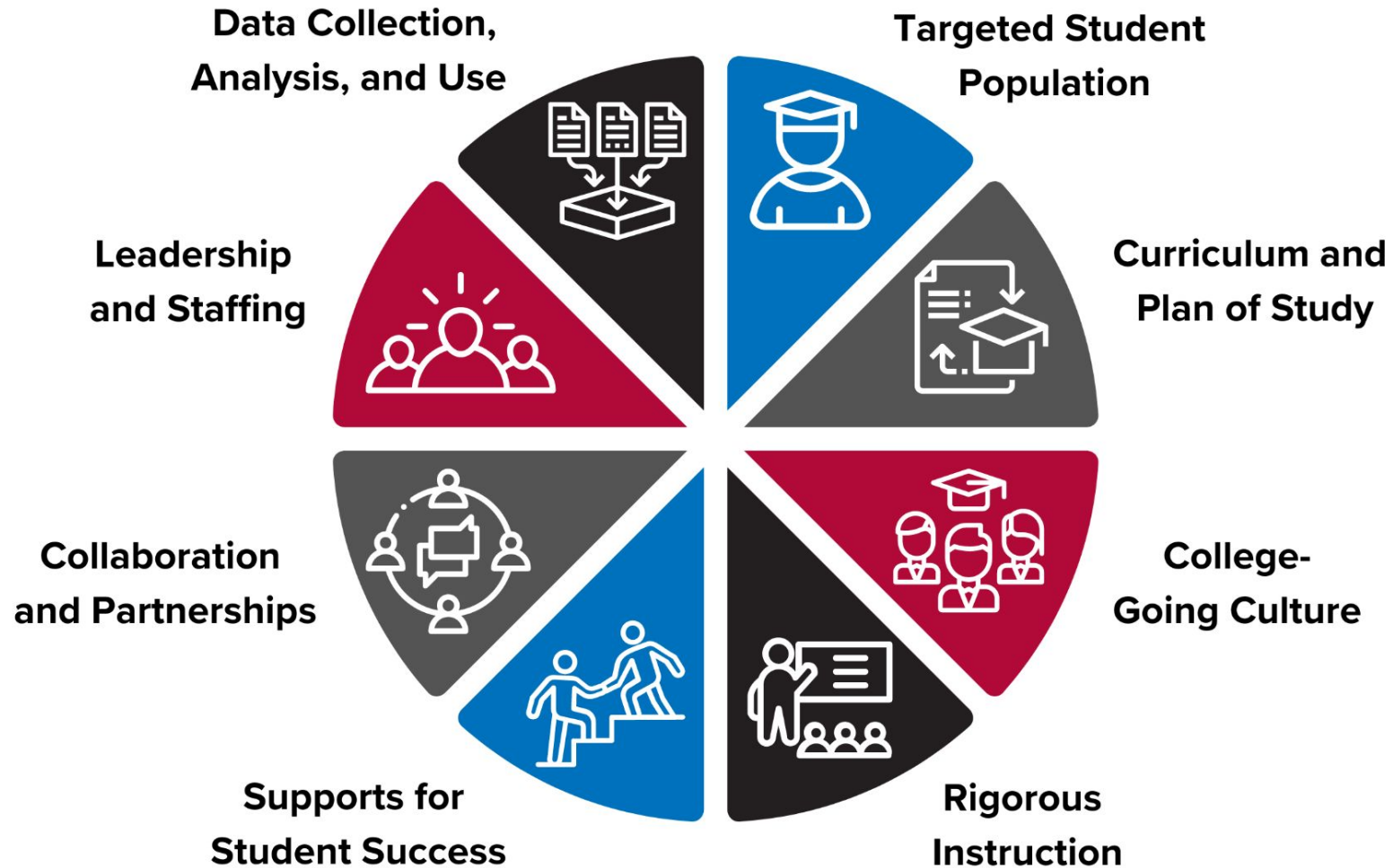


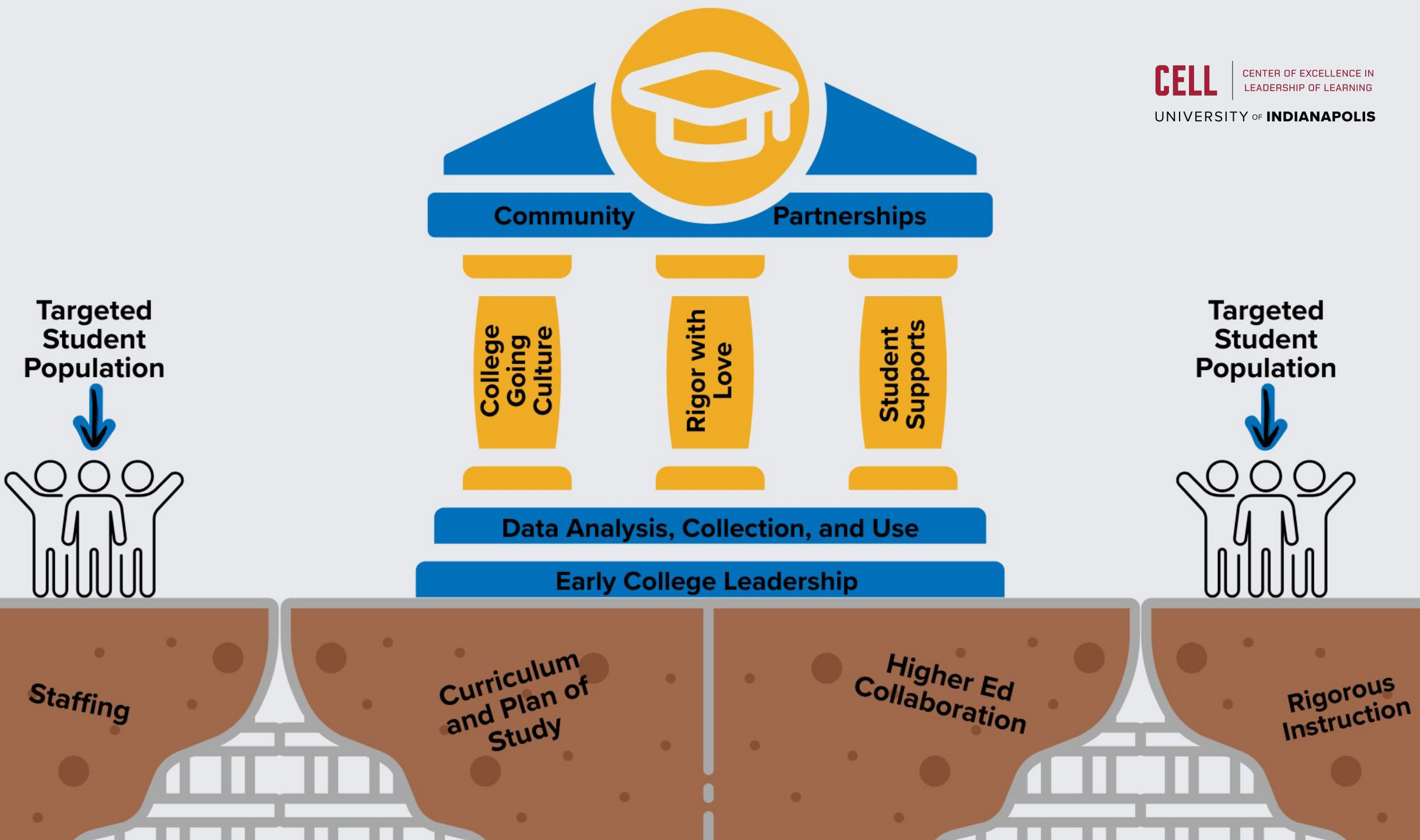
Early College High School Model



Difference: 8 Core Principles of Early College High Schools

# Eight Core Principles Overview





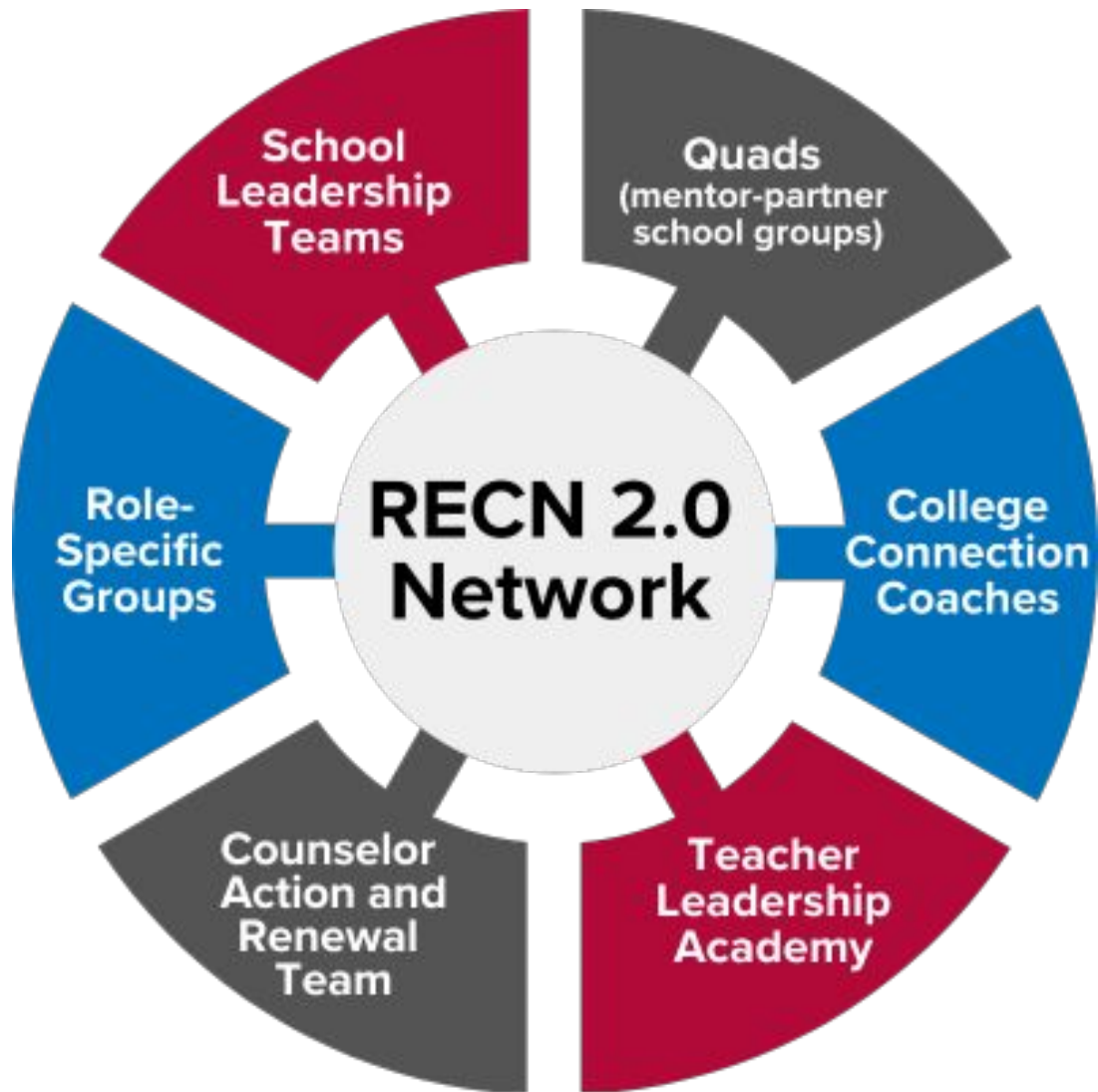
# Core Principle Implementation

## Provide Access to a Pathway Leading to a Credential

- Curriculum and Plan of Study (#2)
- Rigorous Instruction (#4)
- Collaboration and Partnership (#6) - Higher Ed Partner
- Leadership & Staffing (#7)

## Expand Access to and Success in Dual Credit Courses

- Targeted Student Population (#1)
- College Going Culture (#3)
- Rigorous Instruction (#4)
- Supports for Student Success (#5)
- Collaboration and Partnership (#6) - Business Partnerships
- Data Collection, Analysis, and Use (#8)

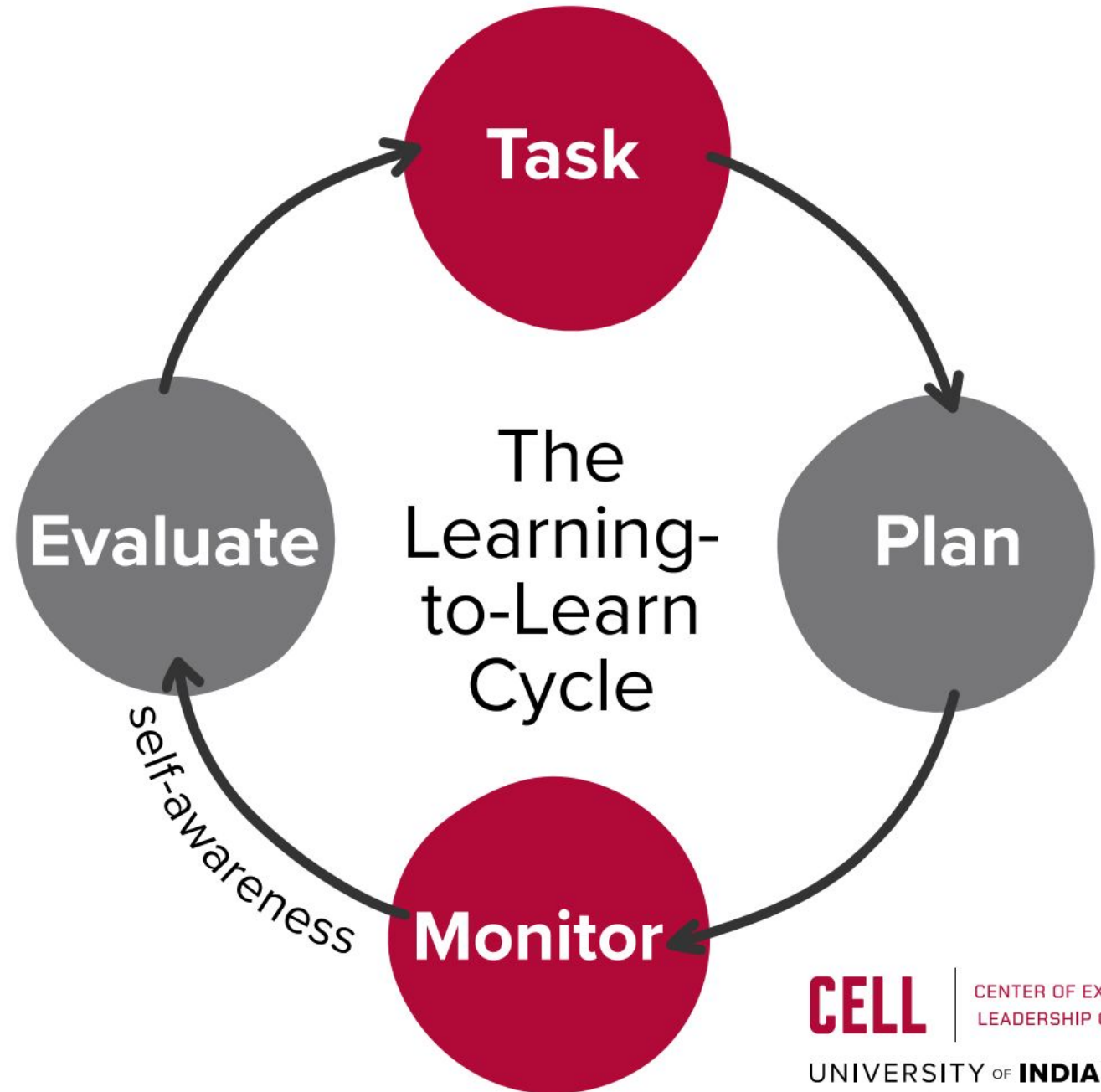


## Lessons Learned: Addition of Counselor Action and Renewal Team (CART) and Teacher Leadership Academy (TLA)

# Finding the Spark

How do we help kids optimize their learning? How do we help those students who procrastinate because of fear or stress? We scaffold. And we teach students to learn how they learn.

( Anderson, Wintrop, 174)



Consider this:

Are the EC Core Principles enough to help our dual credit students experience success in postsecondary education if they are disengaged while in high school?

# Rigorous Instruction

“Let us<sup>1</sup>aspire to something greater than making difficult work for our students. Let's take them to that intersection of encouragement and engagement, where they confront ideas and problems that are meaningful. Let's stretch their thinking. Let's unleash their sophistication. And let's foster a love of deep knowledge.” - David Foster Wallace



# Rigorous Instruction: The Art of Infusing Rigor into Your Classroom

- Metacognition
- Growth Mindset
- Academic Rapport
- Divergent Thinking
- Collaboration
- Expression
- Reflection
- Thinking Aloud
- Interconnected
- Relevancy
- Encouraging
- Questioning
- Multi-disciplinary
- Cognitive Science
- Collaborative Group Strategies
- Modeling Strategies
- Anchor Activities
- Formative Assessment Strategies
- Place-Based Education
- Project-Based Learning
- Socratic Method

## Think Time:

Technology exacerbates the [disengagement] problem but is not the source of it. Kids witness the world around them - wars, social injustice, climate change, disinformation, technology that can write novels and counsel on heartbreak - and wonder why on earth they have to learn the Pythagorean theorem.”

(Anderson, Winthrop, xiii)



# THE DISENGAGED TEEN

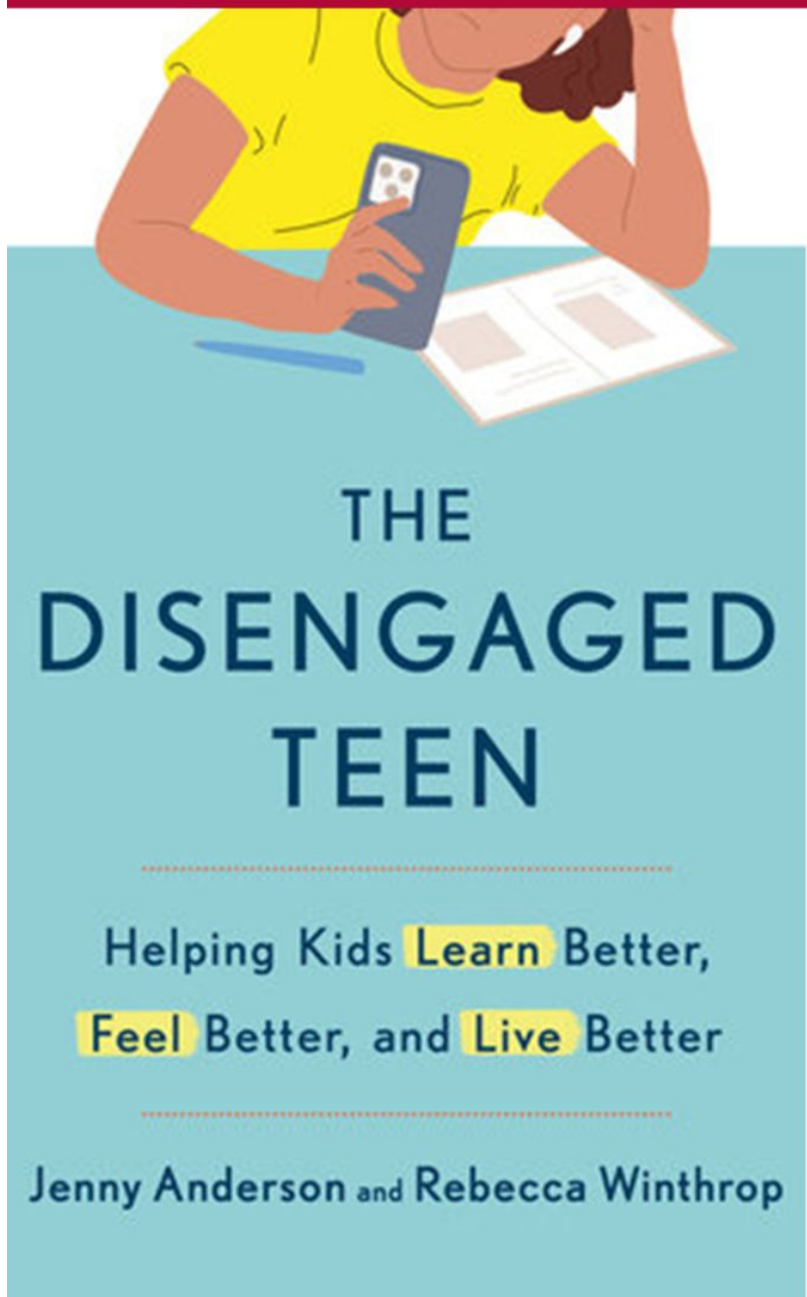
Helping Kids **Learn** Better,  
**Feel** Better, and **Live** Better

Jenny Anderson and Rebecca Winthrop

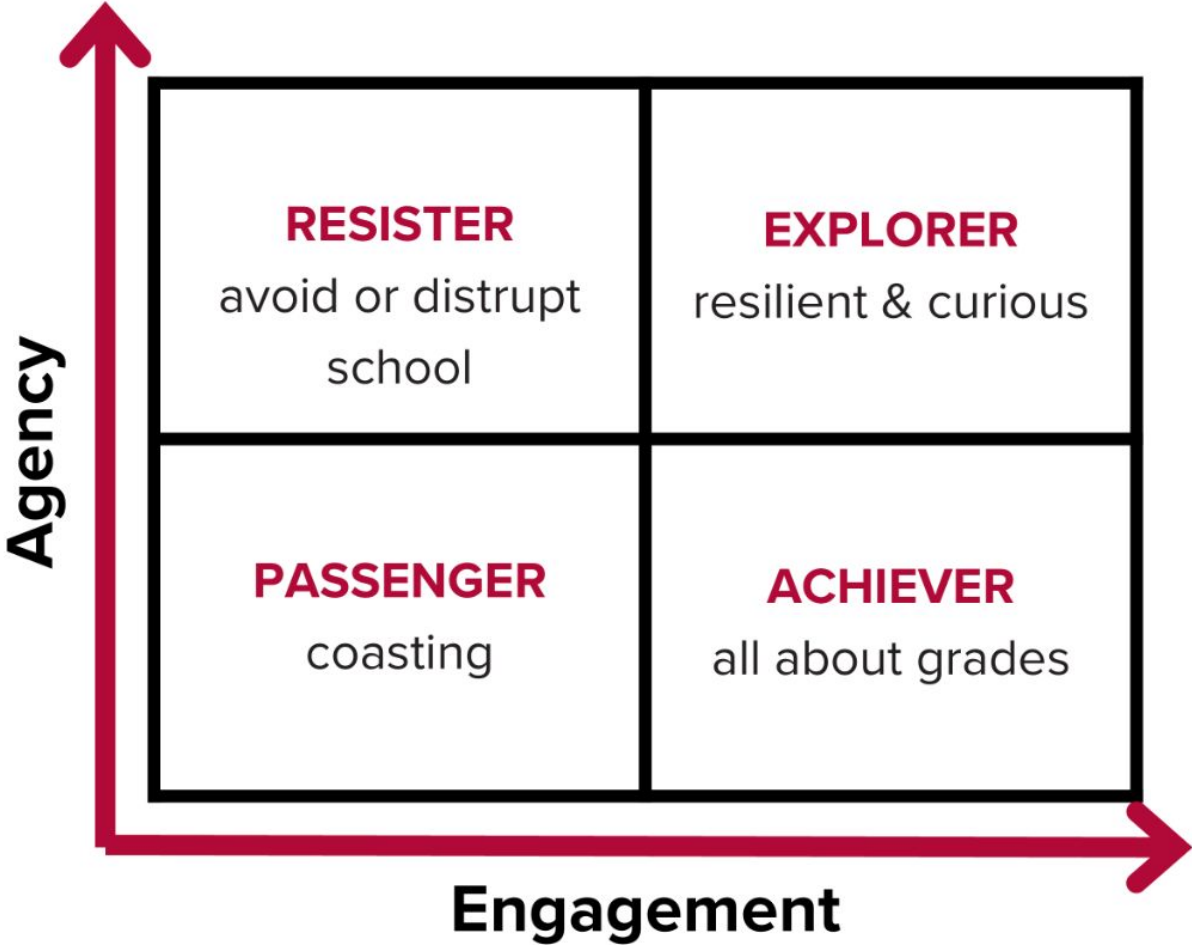
## The Disengaged Teen

“Based on extensive original research, including surveys of over 60,000 students, 25,000 parents and 6,000 teachers; as well as interviews with 100 students, THE DISENGAGED TEEN includes digestible advice and real-world stories of children who **transformed their relationships with learning.**”

(Anderson and Winthrop, 2025)



# Four Modes of Engagement



## Engagement is Crucial!

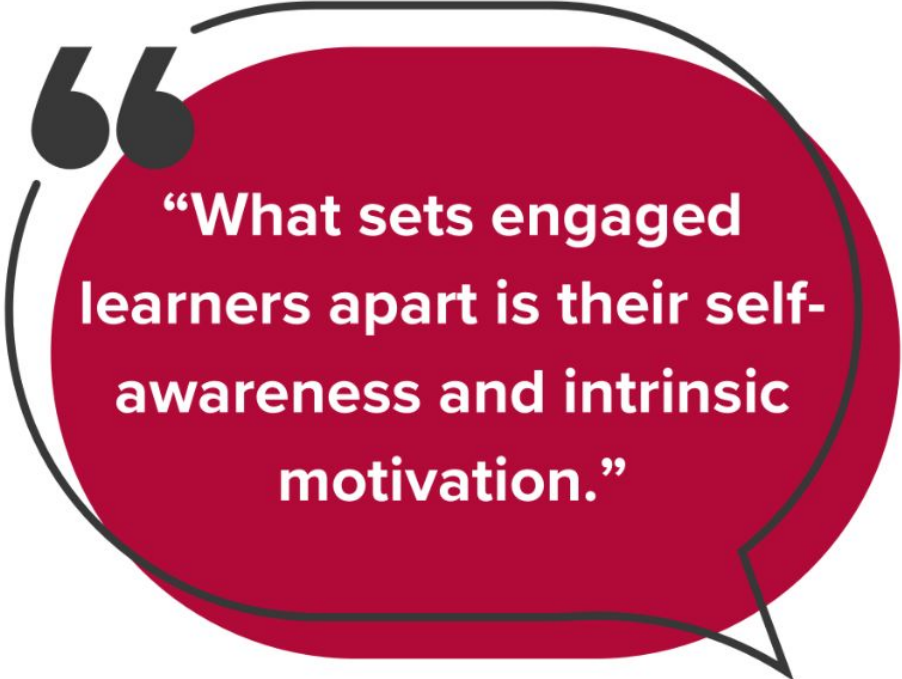
“The academic research underpinning these conclusions is robust. In 35 randomized control trials in 18 countries, academic Johnmarshall Reeve and his colleagues found that when students are ‘agenticallly engaged’—*what we call Explorer mode*—they perform better academically, along with having more prosocial behavior, and greater motivation. This state is sadly rare: we found that less than 4% of students in middle and high school say they have experiences that help them regularly explore in school.”  
(Anderson, Winthrop)

# Instructional Strategies for Engagement

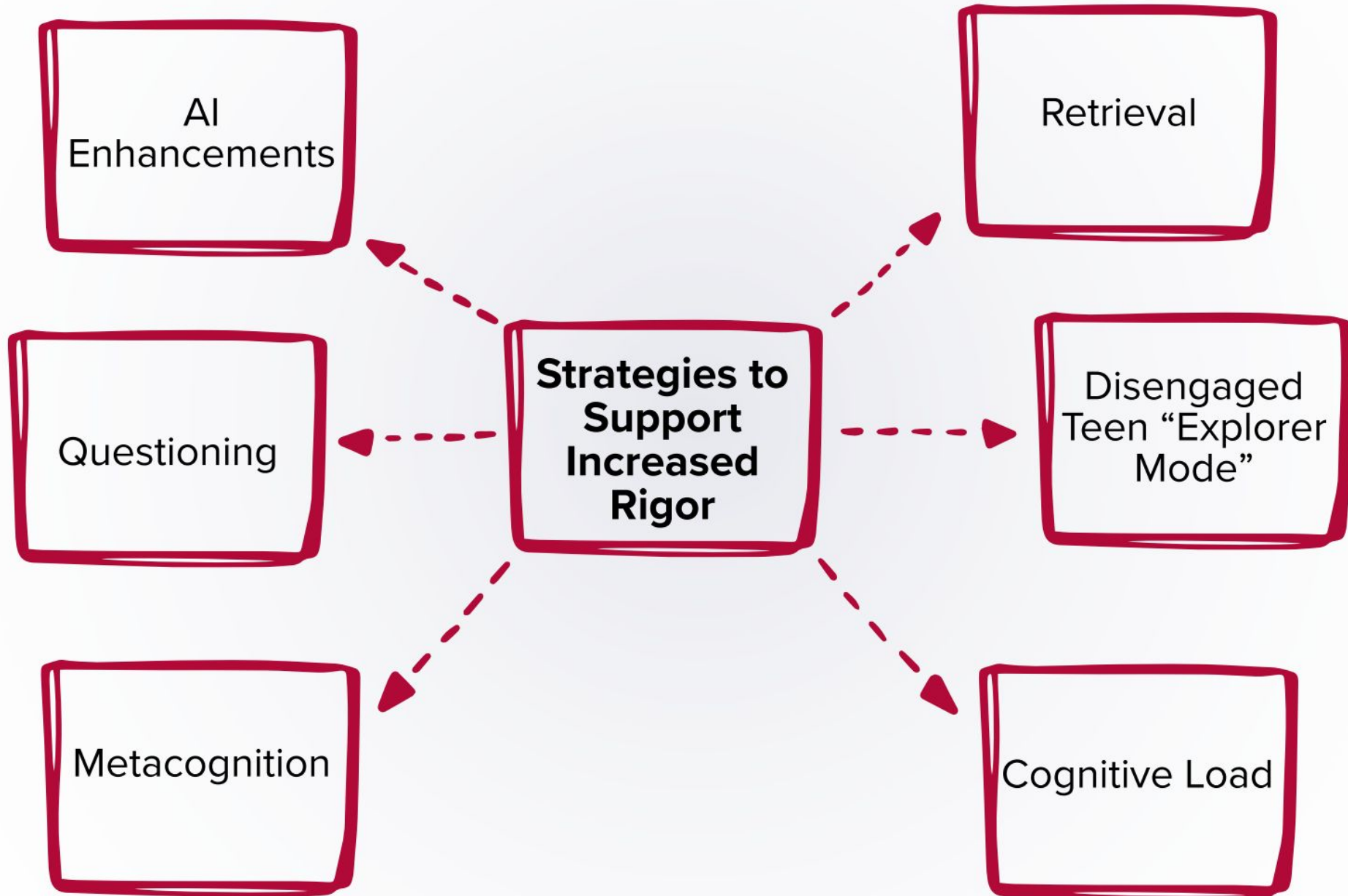
“Focusing on engagement doesn’t mean sacrificing rigor or making education into entertainment. Kids need knowledge; they need to learn stuff they don’t yet know they want to learn. ***They will not learn to think critically if they don’t have domain knowledge to think about.*** High expectations are essential, as are deep support and meaningful learning opportunities.” (Anderson, Winthrop)

# Importance of Engagement:

- Better attendance & grades
- Higher achievement & test scores
- Greater academic aspirations & graduation rates
- Increased college attendance & persistence
- Improved life satisfaction & prosocial behavior



**“What sets engaged learners apart is their self-awareness and intrinsic motivation.”**



## The Bottom Line:

We know that ***all 8 Core Principles*** help sustain an early college model. Yet, even without utilizing that entire model, students will benefit from the the three we shared today.

“The ***presence of relationships*** and the number of strong relationships for high school students is one of the ***strongest predictions of motivation, engagement and persistence.***”

(Elizabeth Hau, Stanford Accelerator for Learning)

# Questions?

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## References

Anderson, Jenny and Winthrop, Rebecca. (2025). *The Disengaged Teen: Helping Kids Your Learn Better, Feel Better, and Live Better*. Crown Publishing, New York.

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