



University of Connecticut
Early College Experience

ECE News To Know

CATCH-UP CORNER

Today is one of those beautiful spring days that remind us that the robins, the leaves and the sun will return to Connecticut soon. It was a long and tiring winter for many of us, as we all grappled with shortages in staffing, funding and overall time to do it all. We understand the time commitment that our high school instructors and administrators dedicate to this program and we know just how valuable this is to our success. Instructors overwhelmingly attend UConn ECE professional development events and conferences. More and more high schools are making arrangements to bring their UConn ECE students to campus to take advantage of a lecture or a library tutorial. While we all struggle with the constant juggling act of being an educator, you have all made a conscious decision to raise the bar to a whole new level. Thank you for dedicating your time and taking advantage of the new opportunities UConn ECE is providing its partners. We too will continue to try to set the bar at a whole new height....

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A NEWSLETTER FOR THE
UConn ECE COMMUNITY

HIGHLIGHTS
SPRING 2010

Globalization Conference Goes “Live” via Webcast

On Wednesday, March 31, UConn Early College Experience came together with the UConn Center for Globalization and Commerce and the Stamford Chamber of Commerce to host the annual ECE Globalization Conference at the UConn Stamford campus. Over 100 students representing five partner high schools took part in a day filled with student presentations and round table discussions led by UConn faculty and Stamford business leaders. Participating high schools included Bridgeport Regional Vocational Aquaculture School, Brien McMahon High School, Fairfield Warde High School, RHAM High School and Frank S. Bunnell High School.

Each high school was required to put together a four-person team to conduct a fifteen minute

powerpoint presentation on the topic “Globalization’s Effect on Education” and then field questions from the audience. Teams were asked to choose a country to focus on and create a defined thesis as part of their presentation.

This year, for the first time, the Globalization Conference was able to be viewed live via webcast. “Thanks to the live video streaming, two of my students who were sick, many colleagues, and our mentors in Europe were all able to be part of the day,”

said RHAM High School Spanish instructor, Amy Nocton. “At one point we noticed that 46 people were viewing the live video stream. It was great to be able to provide this service to the students who were unable to join us in Stamford,” said UConn ECE
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Natalia Metwally’s Spanish course celebrates their first place win.

UConn Published in First Book on Concurrent Enrollment

Later this year, Syracuse University Press will be publishing a book on concurrent enrollment entitled, “Bridging the High School-College Gap: The Role of Concurrent Enrollment”. The book is a compilation of chapters from different scholars that will focus on the access and opportunities that concurrent enrollment delivers to students. Associate Director, Brian Boecherer, one of the chapter authors, studied the relationship

between household income and student participation in UConn ECE. He used data from student enrollment, courses per high school, and the average number of students per course to understand participation rates at partner high schools. Median household income data came from the Connecticut Economic Resource Center, Inc. “There are high schools that offer one course and have 20 students and there are also high schools with 12 courses

with a total of 40 students. Clearly participation is different in the two schools,” Boecherer says. Using all the variables offers a more accurate picture of participation in UConn ECE.

By using linear regressions the study suggests many interesting trends in participation, but the most interesting is that student

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Bulkeley ECE Class Wins 2010 'Live Green, Win Green' Contest

By Deborah Davis, ECE Environmental Science Instructor, Bulkeley High School

Bulkeley High School's ECE/AP Environmental Science class recently won the 2009 Connecticut Light & Power's "Live Green, Win Green" contest for their essay and video evaluating their school's environmental practices. Students determined that Bulkeley could recycle up to 85% of their current cafeteria waste, and proposed a recycling and promotional plan to implement at their school. Bulkeley's ECE/AP Environmental Science class was one of 11 high schools who submitted a two-minute video and a 1000-word essay, both of which depict Bulkeley's efforts to become more environmentally friendly. Bulkeley received the \$20,000 grant grand prize in a ceremony prior to an ACE presentation held in February at the school. Their entry can be viewed at www.clpenvironments.com.

Bulkeley's ECE/AP Environmental Science class began by assessing the school's recycling habits, and then presented their findings at a faculty meeting. The students' preliminary research revealed that the cafeteria had the potential to

recycle 80% of its waste. They received permission to conduct a poll of the student body regarding recycling attitudes. The goal was to see if making recycling bins more accessible and convenient would improve attitudes and habits. (The data was analyzed by Wendy Jackwin's AP Statistics class.)

Recycling at a facility the size of Bulkeley can have a significant environmental impact. Take drink cans, for example. Consider that if only half of the student body throws out a drink can daily, that amounts to 500 recyclable cans per day. Over a 180-day school year, this translates to 90,000 cans that can either be recycled, or end up in a landfill. Although the numbers speak for themselves, the students decided to carry the message further.

Due to the group's efforts, today recycling bins join the garbage cans in the cafeteria. In the hallways, new garbage cans also sit side by side with recycling bins, in addition to the recycling boxes in the classrooms. Signs have been posted at key locations to help develop school-wide recycling habits.

Now comes the hard part: deciding how to best use the

prize money. At a school-wide assembly featuring the national non-profit Alliance for Climate Education (ACE), the student body was invited to contribute to the decision-making process. ACE's Connecticut educator, Julian Rodriguez-Drix, presented a lively interactive multimedia presentation that addressed the science behind climate change, with an emphasis on finding solutions. An Action Team was formed later that same day when a group of students met to discuss how to move BHS forward.

Considerations being discussed by the students include obtaining recyclable trays for the cafeteria, which would drop the cafeteria landfill contribution down to a mere 5%. That would in turn reduce the electricity required to run the garbage compactor, and the amount of garbage which has to be hauled away, although the trade-off of using water to wash the trays has to be evaluated. Redesigning the custodial carts will make it easier for the custodial staff as recycling in the building catches on. The students are also going to evaluate the bulbs used for the emergency lighting system to see about reducing their energy usage. Before the year is over, Bulkeley High School can expect big changes as these motivated students nudge their school towards a greener future.

From left to right: Deborah Davis, Brandon Elvas, Magdalen Rodan, Gerson Mendoza, Gissella Jimenez, Whitney Vitale, Danny Castillo, Jassica Mahedo and Saida Cooke



Recycling at a facility the size of Bulkeley can have a significant impact. Take drink cans for example. Consider that if only half of the student body throws out a drink can daily, that amounts to 500 recyclable cans per day.



ECE Student Emily Fisler Helps The World Get Greener

Emily Fisler, a current senior at Daniel Hand High School, is an ECE student with a particular interest in the sciences. Over the past school year, Emily has had the opportunity to take part in an exciting study at Magnetic Development in Madison, Connecticut. Under the guidance of entrepreneur Mark Bergander, Emily has assisted in the development of a newer, more efficient refrigerating and air conditioning system. The new concept, which uses solar heat instead of electricity to power its systems, has the potential to save families and businesses a lot of money on their electricity bills.

Emily first got involved with Mag-

netic Development when she began looking for an internship that stressed environmental awareness. After discovering the company worked with solar energy (among other renewable resources), she knew the opportunity was a good fit. Since beginning her internship, Emily has worked on various experiments and even began revising a Physics textbook that Bergander has written.

Emily plans to pursue the sciences in college and intends to become involved in chemical engineering. She hopes other students will also pursue internships. "The only advice I have to give is to put yourself out there and apply to as many

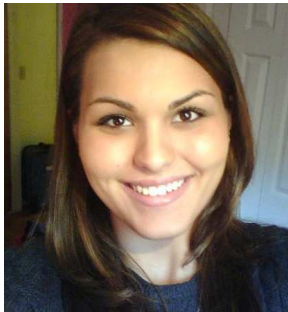
scholarships or internships as you can," says Fisler. "You can also ask your teachers and guidance counselors about available internships; they are generally happy to help." Aside from her research experience, Emily also received 4,500 dollars in scholarship money and was mentioned in the New Haven Register in an article about Magnetic Development's projects.

"...put yourself out there and apply to as many scholarships or internships that you can..."



Emily and Mark Bergander discussing solar energy plans.
(Picture from New Haven Register)

ECE Alumni Profile: Rachel Rubino



Meet UConn's own Rachel Rubino! Rachel is a graduate of Tolland High School and is working with UConn ECE

to maintain an active ECE Student Advisory Board on campus. She comes filled with ideas on how other ECE alumni can help improve and market the program. Calen Weiss, OECP student staff member had the opportunity to speak with Rachel about her UConn ECE Experience:

OECP: What ECE classes did you take in high school?

RR: I took Physics 122 and 123, Chemistry 127 and 128 and French 268W.

OECP: Did any of those classes have a particularly good effect in preparing you for college?

RR: The classes were much more

challenging than all of my other courses so I was much more prepared for the amount of work college courses were going to require. They also prepared me for the grading policies (i.e. that three exams make up your entire grade).

OECP: After a semester in college, do you have any advice for incoming freshman?

RR: I would advise incoming freshman to learn how to manage their time and balance school work and social activities. College courses require more of your time out of the classroom and it is very hard to do well in them if you don't have the right balance of everything.

OECP: What's your major and were any of the classes you took in high school a reason for choosing that major?

RR: I didn't so much take the ECE classes because they were what I liked to do. I thought that it was a very good opportunity to jumpstart my college career. In the end though the classes I took proved that I didn't want to be an engineer of any sort, which led me to my interest in math and

accounting. All of the classes I took also fulfilled a graduation requirement for UConn which allows me to focus more on my core classes.

OECP: What do you hope to do after college?

RR: I hope to graduate early in Fall 2011 and go on to finish my required 150 credits to take the CPA exam and have a job as an accountant in a firm. I am also a Mathematics minor so I would also like to take the teaching exam and teach math to high school students.

OECP: What advice do you have for current ECE students?

RR: The best advice I can give would be to take every opportunity that is given to you and use it to your best advantage. Sometimes the classes maybe difficult and time consuming but they will save you time and money later on in life.

UConn ECE Instructor Spotlight:

Professor Toussaint Olivetti Wins 'Local Heroes Award'



Toussaint Olivetti (right) receives his Ronald McDonald House 'Local Heroes Award'

"I feel really honored and humbled by this award and I am happy I was able to draw attention to the importance of teaching and learning foreign languages," said Toussaint.

As a Glastonbury High School Foreign Language teacher, Toussaint Olivetti has extensive experience in engaging and motivating students to learn a second language. His innovative teaching style and concern for his students helped him win the Connecticut and Western Massachusetts Ronald McDonald House 'Local Heroes Award' and the 2009 CAS High School Educator of the Year Award. When asked about his recent awards, Toussaint replied, "I feel really honored and humbled by this award and I am happy I was able to draw attention to the importance of teaching and learning foreign languages. Too often, the study of foreign

language is not recognized for its importance in a student's overall growth and understanding of the world and other cultures."

Mr. Olivetti joined UConn Early College Experience in 2006, with certification in French. Mr. Olivetti is uniquely situated to introduce his ECE students to university rigor. Quadrilingual, Mr. Olivetti speaks English, French, Corsican, Spanish, and American Sign Language. Having grown up in Corsica, Mr. Olivetti uses his international experience to expose students to other cultures. He brings a global experience to his classroom, frequently taking both ECE and non-ECE groups on educational trips to Canada and Italy, and has pioneered using

videoconferencing to conduct live classes with students in France.

To interest and motivate students, Mr. Olivetti employs several different teaching techniques, including games and technology. His concern for his students and colleagues extends beyond the classroom, as he serves as moderator of various organizations such as the Foreign Language National Honor Society, the annual CT Council of Language Teachers poetry contest, and the American Association of Teachers of French Grand Concours.

Congratulations Toussaint!

Woodstock Academy ECE Latin Students Visit UConn

The Office of Early College Programs is always hard at work getting students as prepared as possible for college. This year, many ECE instructors took advantage of their campus benefits by making arrangements to have their students attend on-campus courses and library tutorials. ECE was thrilled to host Woodstock Academy's Latin course taught by Melissa Beck. Beck's students attended a CAMS 3102 course on campus taught by Professor Sara Johnson, and were able to see firsthand how the on-campus course was the same course they were taking in high school.

Todd Blodget, a junior at Woodstock Academy, took part in the campus visit and offers his

insight on how the classes stack up.

Taking the trip up to the UConn campus to sit in on Professor Johnson's Latin class definitely put in perspective the quality of the work we are completing in our ECE class at Woodstock Academy. I was able to follow along with all of the topics that the students were discussing and I also found it easy to read along with the course translations. It is evident to me from our trip to campus that the ECE course has helped me not only with my Latin, but will also help me greatly if I continue to study this subject in college. As a whole, the trip to UConn helped me get a feel for a college to which I am strongly considering applying. It will also be

useful as a point of comparison when I am visiting other college campuses. I would recommend most ECE classes take a trip to UConn and sit in on a class to help measure where their knowledge and skills are.

Thank you Todd, and good luck to all the Woodstock Academy Latin students. We hope to see you again soon!



ECE Releases New High School Rubric

UConn ECE recently released a new rubric for high schools participating in the program. The rubric outlines the general education requirements at the University of Connecticut, the content areas they reside in and the courses offered by ECE. Almost every university across the nation expects their students to complete a certain number of classes outside their major. While many students do incorporate these classes into their major course of study, completing the courses early allows students to accomplish their major goals faster and entertain the option of adding another major or minor.

"One of the program goals is to increase student access. That means access to a greater number of courses and access to more options once a student is in college," says Brian Boecherer,

creator of the rubric. "This new rubric will hopefully help everyone. It helps UConn ECE diversify our course offerings to the high schools and gives emphasis to the dual purpose of the UConn courses in the high school." The new rubric clearly lists the content area for each course and identifies the various levels of courses. Guidance counselors will now be able to better direct their students on what classes to take to prepare for college.

The rubric will also help create a symmetry among Connecticut high schools and the ECE courses they offer. Included with the rubric is a chart which uses a diversity rating to show the range of courses offered at the high school.

Boecherer is confident that the rubric, which was distributed to all high school representatives at the annual Site-Rep conference, helps give perspective to high schools that ask the frequent question – how can we diver-



sify our course offerings? "We think the rubric can be a useful tool in the high schools. Our goal is always to support the students and this is one tool in the process."

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Southington High School Wins 2009 French Quiz Bowl

On November 12, 2009, Schools from across Connecticut came together to participate in ECE's annual French Quiz Bowl. Once again, the competition proved to be an exciting experience for everyone,

and Southington High School was able to come out on top, winning first place.

Congratulations Southington and we look forward to the 2010 French Quiz Bowl in the fall!



French Quiz Bowl competitors outside the Dodd Research Center

Globalization Conference

Continued From Page 1

Technology Coordinator Louise Larson.

The first place trophy was awarded to Brien McMahon's French class for their presentation on Senegal. Second place was awarded to Fairfield Warde's Environmental Science class for their presentation on India and third place went to RHAM High School's Spanish class for their presentation on Spain.

To view the globalization conference student presentations in its entirety, visit:

<http://mediasite.dl.uconn.edu/Mediasite/Viewer/?peid=c0bb817d406344cea526bae5634fc3cb>

Lorraine and Amanda Langlais Redefine HDFS Expertise



Lorraine (left) and Amanda (right) Langlais enjoy their friendly rivalry as teachers

"We do compete over how much course material we have covered... one of us always cringes at the fact the other is ahead."

When UConn Early College Experience began offering classes in Human Development and Family Studies, Lorraine Langlais did not hesitate to answer the call for instructors. A UConn Alumnus who had concentrated in HDFS, and an experienced teacher of 30 years, she believed the program would be a benefit for both her students and her high school. Now in her fifth year of teaching the HDFS 1070 course at Kennedy High School, Lorraine Langlais has certainly had a lasting effect on her students. However, the student who stands out the most is the one she has teaching the longest.

Amanda Langlais, Lorraine's daughter, is in her fourth year of teaching at New Canaan High School and, like her mother; she was quick to embrace teaching ECE classes

at her school. "[Lorraine's] enthusiasm for the course was contagious, so when I started interviewing for Family & Consumer Science positions in 2005 after my college graduation, I began to look for a school in which I would have the administration's support to expand the program to include the UCONN course. New Canaan High School embraced the idea of offering a college course." The benefits of a mother-daughter tandem has been felt by both parties as well as her students. Lorraine's wealth of teaching experience has allowed her to share with her daughter lesson plans, projects, and class speakers that have proven to be successful. Meanwhile, Amanda has been able to introduce new teaching concepts to her mother as well as some of the newer technology employed by

her college professors.

Both teachers continue to prosper at their respective high schools. However, Amanda admits to the development of a bit of a rivalry. Even though they teach in completely different school systems, the two HDFS professors talk throughout the week and are quick to compare lesson plans. "We do compete over how much course material we have covered. Any time we talk on the phone to collaborate we ask each other what "age group" we are covering. One of us always cringes at the fact that the other is ahead."

UConn ECE Contributes To Book On Collegiate Classes For High School Students

Continued From Page 1

participation is highest in the area of "middle America". The study also finds that students in less affluent areas of the state are not restricted from participation due to economic factors. In fact when looking at the first eight high schools in the least affluent areas as well as the first eight high schools in the most affluent areas, there is higher student enrollment in the former than the latter. Participation rates are also

higher.

During the February 2010 Site Representative Conference, a survey was completed by attendees to help better understand the results of the regressions. Based on the survey responses, the number one factor that affects student participation (other than students earn a UConn transcript) is instructor interest. If UConn ECE faculty encourage their students to earn UConn

credits, student participation increases. "We always knew our UConn faculty made the program successful; the survey indicates that they also drive student participation."



Associate Director Brian Boecherer

UConn ECE Welcomes the “Class of 2010”

What are the chances? As of May 1, 2010, exactly 150 new instructor certification applications have been processed and exactly 100 have received certification! Forty applications are still in the process of being reviewed by the appropriate UConn department.

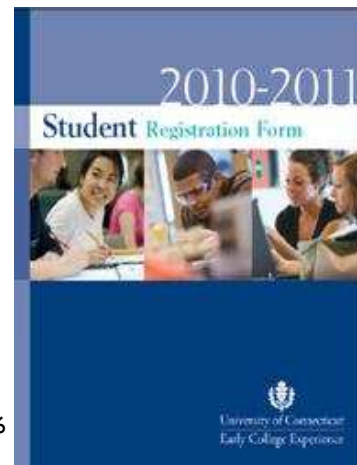
UConn ECE is proud to welcome:

- Three new Latin American Studies instructors from E.O. Smith, Stafford and Southington High Schools who will be the first in the program to offer LAMS 1190: Perspectives on Latin America, a new course in the 2010 UConn ECE catalog
- A new course, a new instructor and a new partner high school: Thomas Vrabel will offer PLSC 3230: Biotechnology- Science, Application, Impact, Perception at Trumbull Regional Agriscience and Biotechnology Center
- Four newly certified instructors offering UConn Music courses through ECE- this literally doubles the number of UConn ECE Music instructors!
- Seven new partner high schools: Academy of Our Lady of Mercy- Loralton Hall (representing seven newly certified instructors in seven separate disciplines!), East Catholic High School, Nonnewaug High School, Oxford High School, Stamford Academy, Stamford High School and Trumbull Agriscience and Biotechnology Center

Student Registration Reminders:

As we begin another student registration cycle, we'd like to remind our partner high schools of a few details in the registration process.

- Student registration forms should be sent in one packet by high school. Do not mail forms separately by course.
- Students may not mail their registration forms individually.
- Please alphabetize your student registration forms by student last name. This saves many hours in the process and gets your students into the UConn system quickly!
- If possible, please type a student list as a cover sheet. This helps our office assure that names are being entered into the UConn system correctly and avoids end-of-the-year transcript hold-ups because of spelling errors.
- **All registration forms must be received by June 30th**
- Students will have the opportunity to add or drop a course from September 1—15th.
- Add/Drop Forms will be sent to each high school at the end of August and must be postmarked by September 16th for processing.
- Student invoices will be sent at the end of August for fall semester and full-year courses. Spring courses will be billed to each student at the beginning of November. If students have questions regarding their invoices, please refer them directly to the UConn ECE program office at 860-486-1045.



Register Now! David Conley & Andrea Venezia to speak at the 2010 College

Transition Conference

Registration has begun for the June 2nd College Transition Conference taking place on the UConn Storrs campus. This year, UConn ECE is thrilled to host national college readiness experts Dr. David Conley, Professor of Educational Policy and Leadership in the College of Education at the University of Oregon and Dr. Andrea

Venezia, Senior Research Associate for WestEd's Regional Educational Laboratory West.

A panel breakout session focused on describing what a college ready high school looks like will also be part of the conference agenda. The panel features nine ECE partner high schools, divided among three panels.

For additional information or to register for the conference, visit:

<https://www.regonline.com/ece2010>

This conference is free of charge for UConn ECE instructors, site representatives and principals. Contact Jennifer Griffin at jennifer.griffin@uconn.edu if you do not have the registration promo code.



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UConn ECE Calendar of Events

In an effort to keep UConn ECE instructors well informed of upcoming events, we have provided a list of scheduled professional development opportunities and important events. All events will take place on the UConn Storrs campus unless otherwise noted.

Formal invitations will be sent to instructors approximately two months before the event date. The UConn ECE Program Office staff looks forward to welcoming you to campus!

May 12, 2010

French Workshop
CUE Building, Room 320

May 13, 2010

Professional Achievement Banquet, Nathan Hale Inn, Storrs

May 13, 2010

Chemistry Workshop
Chemistry Building, Room 304A

May 17, 2010

Math Workshop
8:30am—12:00pm
CUE Building, Room 122

May 17, 2010

Math Workshop
8:30am—12:00pm
CUE Building, Room 122

May 17, 2010

Statistics Workshop
1:00pm—4:00pm

May 20, 2010

Art Workshop

June 2, 2010

Transition to College
Conference 8:30—3:00
Student Union Ballroom

June 11, 2010

New Instructor Orientation
9:00am—3:00, Rome Ballroom

June 29, 2010

U.S. History Workshop
Torrington Campus

June 30, 2010

**Student Registration
Deadline**

September 1—15, 2010

Student Add/Drop
Period

October 18, 2010

American Studies Workshop