

# UConn Early College Experience MAGAZINE

A PUBLICATION FOR THE UCONN ECE COMMUNITY

A Belief in the Possibilities



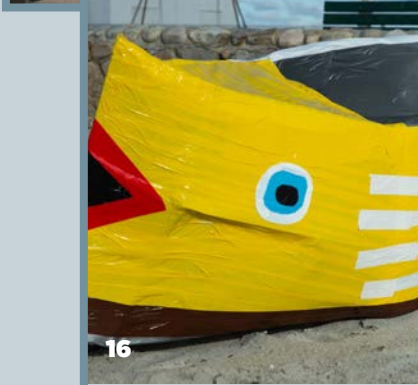


**1,520** UConn ECE course sections offered throughout Connecticut

**1,029** UConn ECE Instructors teaching throughout Connecticut

**186** Connecticut High Schools

**4**

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## Acknowledgments

### Administration:

Christopher Todd,  
Executive Director,  
Office of Early College Programs

Nella Quasnitschka,  
Associate Director, Academic Outreach  
Director of Pre-College Summer

Jessica Dunn,  
Assistant Director, Office of Early College  
Programs, Director of Student Enrichment

Stefanie Malinoski,  
Program Specialist, Certification and  
Workshops

Melanie Banks, Program Assistant  
Associate Director, Pre-College Summer

Carissa Rutkauskas, Program  
Specialist, Outreach and Evaluation

Todd Blodgett, Program Assistant,  
Registration Coordinator

Jessica Hinckley, Billing and Operations  
Specialist

### Editor-in-chief:

Christopher Todd

### Managing editors:

Jessica Dunn  
Carissa Rutkauskas

### Contributing Writers:

Todd Blodgett  
Chris Buckley  
Jessica Dunn  
Stefanie Malinoski  
Nella Quasnitschka  
Carissa Rutkauskas  
Jennifer Sinski  
Jake Skrzypiec  
Kenneth Thompson  
Christopher Todd

### Graphic Design:

Sue Schadt

### Cover photo:

Michael Illuzzi

# The Director's Thoughts

Welcome to the Winter edition of the UConn Early College Experience (UConn ECE) Magazine. This season's theme; *A Belief in the Possibilities* couldn't be more aptly suited to tie together the incredible accomplishments, perspectives, and contributions made by students, instructors, faculty, and staff throughout the onset of the 2022-23 academic year.

As we settle into a school year which feels increasingly more reminiscent of pre-pandemic times; we are thankful for each opportunity to re-engage the entire UConn ECE community in meaningful ways. Whether it be the inspiration and ingenuity of our ECE cardboard boat sailors, the *compétition intense* of the ECE French Quiz Bowl participants, or the steady return of ECE Instructor workshops on campus, we revel in the togetherness of our community as highlighted throughout this edition of the magazine.



We encourage you to explore the multitude of stories, insights and reflections captured within these pages. They speak to the tireless efforts that members of our ECE community, and our partners across the state, bring to the table in support of the mission of providing access to, and preparation for, higher education. Highlighted are the tremendous accomplishments of our Students and the dedication of Faculty Coordinators, ECE Instructors and program partners who are working tirelessly to expand access to courses and opportunities for students and schools. Equally important, is a spotlight on the Connecticut State Department of Education (CSDE) efforts to expand the role of concurrent enrollment programs in school accountability and provide partner schools with the recognition they deserve for providing meaningful access to high quality UConn courses.

The collective efforts of the UConn ECE community are abundantly clear in the 2022-23 program profile: *By the Numbers*. As the ECE team celebrates a significant milestone surpassing 15,000 student enrollments, we reflect on Aristotle's phrase "The whole is greater than the sum of its parts" and recognize this is a community accomplishment. We hope as you review the magazine, you are inspired to reflect on your own role in this tremendous accomplishment and continue to explore what possibilities may lie ahead for yourself and those within the ECE community you work to support.

Thank you for all that you do to support the mission of UConn ECE.

A handwritten signature in black ink that reads "Ch. - Todd".

Christopher M. Todd  
Executive Director

# 15,047 students

are enrolled in UConn Early  
College Experience (ECE) courses



**Check out our registration numbers:**

## 1,520



**UConn ECE  
course sections**  
offered throughout  
Connecticut

## 1,029



**UConn ECE  
Instructors**  
teaching  
throughout  
Connecticut

## 186



**Connecticut  
High Schools**  
participating



**Welcome Back!**

Henry Abbott Technical High School  
The Sound School

## Highest Number of Students Enrolled in UConn Courses:

<b>411</b>	Edwin O. Smith High School	<b>245</b>	Berlin High School
<b>284</b>	Glastonbury High School	<b>234</b>	Avon High School
<b>277</b>	Hall High School	<b>230</b>	Southington High School
<b>256</b>	Ridgefield High School	<b>226</b>	Manchester High School
<b>252</b>	Norwich Free Academy	<b>216</b>	Conard High School

**Highest Number  
of Students enrolled:**

E.O. Smith  
High School

**411**

## 2022 - 2023 ACADEMIC YEAR

**2021-2022**

to

**2022-2023**

Highest enrollment  
increase:  
Norwalk High School

**383%**

### Highest Percent Enrollment Increase From 2021-2022:

<b>383%</b>	▲	Norwalk High School
<b>375%</b>	▲	Hartford Public High School
<b>333%</b>	▲	Newtown High School
<b>305%</b>	▲	W.F. Kaynor Technical High School
<b>300%</b>	▲	Farmington High School
<b>280%</b>	▲	Wheeler High School
<b>203%</b>	▲	Academy of Science and Innovation
<b>176%</b>	▲	A. I. Prince Technical High School
<b>168%</b>	▲	Bassick High School
<b>133%</b>	▲	Pathways Academy of Technology and Design



### Largest Percentage of High School taking UConn courses:

<b>53%</b>	📖	New England Jewish Academy
<b>50%</b>	📖	Marine Science Magnet High School
<b>37%</b>	📖	Edwin O. Smith High School
<b>36%</b>	📖	Waterbury Career Academy High School
<b>35%</b>	📖	Fishers Island School
<b>34%</b>	📖	The Masters School
<b>34%</b>	📖	Academy of Aerospace and Engineering
<b>30%</b>	📖	Xavier High School
<b>30%</b>	📖	Old Saybrook High School
<b>29%</b>	📖	University High School of Science and Engineering







# Q&A

with **Ajit Gopalakrishnan**,  
*Chief Performance Officer for the  
Connecticut State Department of  
Education* By Christopher Todd

Ajit Gopalakrishnan is the Chief Performance Officer for the Connecticut State Department of Education (CSDE). The CSDE Performance Office is comprised of about 25 dedicated professionals who work to support the Performance Office mission

to improve student outcomes through the use of data and technology. In his capacity, Ajit oversees data collection, student assessment, psychometrics, data warehousing, reporting, research/analyses, and school/district accountability functions for the CSDE. During his tenure, the CSDE has successfully developed and implemented a new data warehouse and reporting platform, revamped the school and district accountability system, and implemented the Smarter Balanced assessments. He has directed research, analyses, and evaluation activities to transform data into actionable information and guide decision-making by the State Board, Department offices, local districts, and community agencies.

**Q 1.** For many members within our UConn ECE Community, the Connecticut State Department of Education (CSDE) is often viewed as a bureaucratic agency focused primarily on the oversight and compliance within PK-12 education. What would you like members of the UConn ECE Community to know about the CSDE Performance Office, and the incredible work you and your team do daily to support districts, schools, and students?

**A.** As a state agency, we have a responsibility to be good stewards of state and federal funds, so oversight and compliance are necessary aspects of our work, but they are not ends unto themselves. It is vital that we view those mechanisms as opportunities to partner with district/school leaders and other stakeholders so that together, we create the conditions that result in equitable outcomes for all

students. We bring this mindset of collaboration to all aspects of our work, whether it be creating interim assessments to support instruction, collecting data about things that matter, eliminating processes that do not add value, designing measures that reflect our priorities, and publishing reports that share both our collective accomplishments and our failings. Doing this fairly across the more than 200 school districts is complex but when we truly listen to our stakeholders and try our best to do the right thing, good things happen for students.

**Q 2.** Connecticut's *Next Generation Accountability System*, developed by the Department in partnership with key stakeholders, has been nationally recognized by the Council for Chief State School Officers (CCSSO) as a leading

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approach for the holistic measurement of district performance and student growth over time on a broad set of 12 indicators. Since NextGen's launch, what do you believe has made the system an instrumental tool in driving statewide and local changes in policy and practice?

**A.** There are five key features that have been instrumental to driving statewide and local change:

1. The first is the holistic nature of the system. While student performance on standardized tests remains an important part of the system, the incorporation of other measures like chronic absenteeism, college and career readiness, on-track to high school graduation, postsecondary entrance, arts access, and physical fitness have brought many more people to the accountability table. I have seen this happen not only within the CSDE but also in schools and districts across the state. This is a good thing because the answers to why some students may not do well in school does not rest solely with English and Math teachers.
2. The second feature is the value the system places on academic growth. This emphasis is changing the conversation in elementary and middle schools in important ways. Unlike the No Child Left Behind (NCLB) Act where a focus on "bubble" students was rewarded, the growth mindset in the Next Generation Accountability System rewards the learning of all students across the achievement spectrum.
3. Thirdly, equity is woven in throughout the system in two key ways. Separate points toward the overall score are awarded to students with high needs; these are students who are English learners, students with disabilities, or students from low-income families. The bottom line here is that a school can earn top honors only if their students with high needs are doing reasonably well. This has been a big area of focus and conversation in schools. In addition to separate points for students with high needs, schools with outlier achievement or graduation rate gaps are dropped a category.
4. The fourth critical feature is that most indicators are not built as all-or-nothing in terms of the points that a school can earn. Every indicator has an ultimate target. Points for each indicator are prorated based on the percentage of the ultimate target achieved. The key takeaway here is that incremental improvement toward the target is rewarded in this system.
5. Lastly, and perhaps the most important characteristic is that this system, from its inception, has been shaped by the input of stakeholders. Getting feedback from stakeholders is not a one-time activity but something that's been an ongoing feature. I am particularly grateful for the input from our Accountability Advisory Group of district/school leaders and accountability experts as well as the Connecticut Association of Public School Superintendents (CAPSS) Assessment and Accountability group of superintendents for their thoughtful and honest feedback from the very inception of this system. I am also appreciative of the many educators who reach out to us periodically to offer their thoughts and insights on a range of topics such as school classification, career readiness, physical fitness, dual credit, arts courses, and chronic absenteeism.

**Q 3.** This past summer, the Department recently updated NextGen accountability indicator 5 (Preparation for Postsecondary and Career Readiness - Coursework) and indicator 6 (Preparation for Postsecondary and Career Readiness - Exams and College Credit) to be more inclusive of concurrent and dual enrollment programs. What led to this shift and how does it align with the CSDE's vision for improved access to college and career readiness?

**A.** First, a correction. The Next Generation Accountability System has always recognized concurrent/dual enrollment course participation towards Indicator 5. Effective 2021-22, credits earned by students in concurrent/dual enrollment course offerings will also count toward Indicator 6. While Indicator 5 looks for participation in courses, Indicator 6 looks for an outside objective validation of postsecondary readiness. In prior years, we looked for students meeting benchmark on any exam i.e., SAT, ACT, Advanced Placement, or International Baccalaureate. Going forward, we will also recognize students who may not meet benchmark on an exam but have earned at least three non-remedial college credits with a C or better in dual/concurrent enrollment courses. This shift to recognize success in dual credit courses was the direct result of ongoing input from practitioners and the cooperation from our higher education partners. It makes perfect sense to recognize

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# Q&A with Ajit Gopalakrishnan, Chief Performance Officer for the Connecticut State Department of Education

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dual credit course completion because unlike passing an AP or IB exam which still requires acceptance by a college, dual credit courses are already on a college transcript! When we released our 2021-22 accountability results in December, we also released a detailed Indicator 6 report on EdSight that shows the different ways in which students meet the Indicator 6 standard. This highlights the dual credit pathway and brings attention to the importance of students earning college credit prior to high school graduation.

**Q 4.** While the increased inclusion of concurrent and dual enrollment programs along with Advanced Placement (AP) and International Baccalaureate (IB) in the CSDE's NextGen Accountability Index is a critical step in expanding access to college courses, it doesn't align with U.S. News & World Report's traditional AP/IB focused metrics for college readiness. What advice would you give a building leader or a school district leader who may be pressured to adhere to U.S. News & World Report school rankings over the CSDE NextGen Accountability report?

**A.** These are difficult conversations, no doubt. My advice to leaders when having such discussions locally is to always place the student at the center, and then support the entire school community to align their goals and values around the interests and needs of their students. I suspect that this will lead to a both/and perspective, not an either/or. While AP/IB type offerings may interest some students, others may prefer dual credit. Obviously, the AP and IB programs (along with the SAT and ACT exams) have good "brand" recognition among the general population. To improve awareness of dual credit, the CSDE in the coming years will be working with our higher education colleagues to build a robust system of dual credit opportunities across the entire state. Part of this effort will involve a public relations campaign so that families, board members, legislators, and other stakeholders see the value of dual credit opportunities offered through our public and private institutions for higher education as a valid and effective approach to prepare our students for postsecondary success. Including dual credit in Indicator 6 is the first step in that journey. ■

## New Partnerships

*By Christopher Todd*

In the arena of PK-12 education, ensuring equitable access to high quality college coursework, phenomenal instructors and meaningful outcomes for students cannot happen in a vacuum. While each one of us plays a significant role in supporting the success of all Connecticut students, it is our collective agency that creates systems and programs designed to elevate and champion the goal of providing access to, and preparation for, higher education. As such,

UConn's Office of Early College Programs is excited to share that we have entered partnership agreements with the Connecticut Association of Public School Superintendents (CAPSS), the Connecticut Association of Schools (CAS) and were proud sponsors of the 2022 Connecticut Boards of Education (CABE)/CAPSS Convention; Public Education: Moving Forward for ALL Children. ■





# Youth in Action for Human Rights

Written By

*Jake Skrzypiec*

*UConn ECE Human Rights Teacher-Manchester High School, Dodd Human Rights Impact Fellow*

A new project coming out of UConn's Dodd Human Rights Impact, with Connecticut educators and youth in partnership with one another, seeks to inspire hope and possibility. Human Rights Close to Home (HRCH) is a three-year undertaking to advance Connecticut teachers' and students' skill and capacity in human rights education and civic action. The project brings educators, youth, university scholars and community leaders together to foster these goals through a variety of programming.

The HRCH Youth Advisory Team is a diverse group of youth leaders developing components of the Human Rights Close to Home initiative. From December 2021 to May 2022, the Youth Advisory Team collaborated on the development of the HRCH Youth Action Summit, a learning experience for Connecticut high school students. Guided by ECE teachers Jake Skrzypiec (Manchester High School) and Chris Buckley (Brookfield High School), this team organized all components of the youth summit. The work of these youth leaders included the selection of speakers, school invitations, the logistics of registration, and the facilitation and moderation

*Chris Buckley*

*UConn ECE Human Rights Teacher-Brookfield High School, Dodd Human Rights Impact Fellow*

of the workshops and panels that defined the event. The May 18th summit was host to 250 students from 10 high schools. The attendees engaged in a wide range of sessions informing and empowering young people around human rights and civic action. The youth team is currently working to develop the upcoming HRCH Youth Summit to be held in January 2023.

Members of the Youth Advisory Team also submitted a presentation proposal for the National Council for the Social Studies conference, taking place in December 2022 in Philadelphia. The proposal was accepted, creating a rare and unique opportunity for young people to share their work with the HRCH initiative in a professional setting. These young people embody the ideal of a human right defender at the heart of Human Rights Education. Their work is at the forefront of human rights education and civic action in Connecticut. Their presentation at NCSS will emphasize the work of HRCH on the national stage to engage and empower educators to enshrine human rights and civic education into their practice. ■



Students from across Connecticut gathering together at keynote speaker



Denise Merrill (Fmr. CT Secretary of State), Terra Volpe (CT Against Gun Violence), Leila Affini (Manchester youth leader), speaking on female empowerment panel.









# FRENCH IMMERSION DAY & QU?Z BOWL COMPETITION 2022

*By Jessica Dunn*


After a three-year hiatus of UConn ECE Student Events, we enthusiastically welcomed back the long-standing French Immersion Day and Quiz Bowl on November 3, 2022. About 100 UConn ECE Students representing Lewis S. Mills High School, RHAM High School, Coventry High School, Norwich Free Academy, Nathan Hale-Ray High School, Daniel Hand High School, and Wheeler High School convened at the UConn Storrs campus for a day of excitement and competition in French culture, grammar, history, literature and many other topics. With matching team shirts and deep preparation and passion, the teams came ready to participate in immersion sessions in the morning with UConn French Teaching Assistants, and a head to head, jeopardy-style Quiz Bowl competition in the afternoon.



Taking home first place in this year's Quiz Bowl Competition was RHAM High School, followed by Nathan Hale-Ray High School in second, and Norwich Free Academy in third place. From the UConn Early College Experience Program Office, we want to thank Dr. Florence Marsal for her efforts coordinating the event and extend our congratulations and thanks to all high schools who participated in this year's event. There have been many obstacles in the way of returning to in person events, but we are very happy to welcome students back to campus and support their growth in and outside of the classroom. ■



# News To Know

 **UConn ECE  
is now on  
TikTok!**



**Check out our new  
welcome video!**



## UConn First Summer

UConn First Summer, an exploratory summer program designed for incoming first-year and transfer students who will be starting at UConn in the fall, welcomed back 25 students on campus for Summer 2022. The five-week residential program allowed students to engage from six course offerings, participate in workshops to build connections with university departments, and ease the transition in a smaller setting.

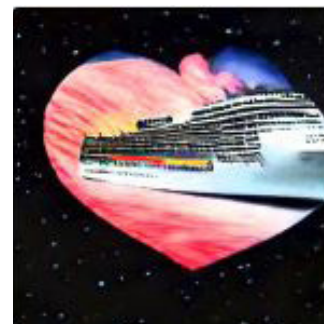
## UConn ECE Faculty Coordinators

**Dr. Robert Thorson**, UConn ECE Earth Sciences Faculty Coordinator, incorporates an original podcast, **Climate Underground** ([climateunderground.podbean.com](http://climateunderground.podbean.com)) into the teaching of his Honors First Year Seminar, *Climate Underground* and is used in UConn ECE offering of EARTH 1051, Earth's Dynamic Planet. He describes the course as "Staying afloat without going bonkers requires knowing how the Earth works, what its history has been, and how this knowledge can be put to good use."

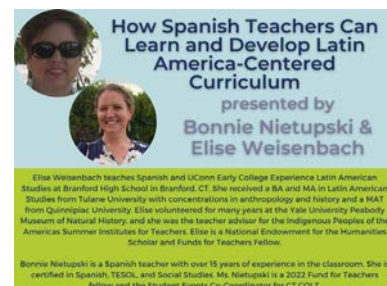


## UConn ECE Instructors

**Kristen Rotherham**, ENGL 1007 UConn ECE Instructor at **Bethel High School** shares: My sci-fi flash fiction story, "Cruising for Love" was published on the Wanamaker Studio Flash Fiction podcast over the summer. Link: <http://www.manawaker.com/podcast/cruising-for-love-ffp-0728/> (\*note I use my maiden name when I publish creative writing but it's really me!)



Expert teachers of ECE LLAS 1190: Introduction to Latin America and the Caribbean **Elise Weisenbach (Branford High School)** and **Bonnie Nietupski (Rocky Hill High School)** decided to share their work this fall with the CT Organization of Language Teachers or COLT. At the Conference "Deepening Connections Across Languages, Cultures and Communities" on October 20th, 2022, teachers were excited to receive a large slide deck with links to a myriad of lessons that Elise and Bonnie have developed to support the teaching of Latin American Studies. Their presentation "How Spanish Teachers can Learn and Develop Latin America-centered Curriculum" pointed teachers to online resources, summer institutes & grants for teachers, and their own lesson plans, hosted on google docs and on an ECE LLAS website, [Laplazavirtual.org](http://Laplazavirtual.org), which will soon transition to a permanent new



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# News To Know

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site. Bonnie and Elise hope to get teachers around the state more interested in both the integration of Latin America into their classroom curriculum and in teaching LLAS 1190. Their work paid off at the conference, as 3 schools approached ECE coordinator Anne Gebelein at the event expressing interest in teaching the course at their high school. We are grateful to Bonnie and Elise for being so willing to share their ECE expertise and enthusiasm to inspire other educators.

## In remembrance

**Cathy Manning, Westhill High School** Statistics Instructor for UConn ECE, passed away this past August. She was known as a “devoted educator and her career in academia was her passion. She was a wonderful friend to her fellow teachers, and her students loved her both as an instructor and mentor who always made herself available to anyone who needed her support and counsel.” UConn ECE extends their gratitude to Cathy for her 12 years of teaching UConn courses at Westhill.

## Conference Funding for UConn ECE Instructors

UConn ECE provides limited funding to UConn ECE Instructors to attend conferences to promote their UConn classes and concurrent enrollment as a dynamic model for education. While funding is not guaranteed, conference presenters and attendees can apply to the UConn ECE Program Office to help offset some of the costs.

**Annmarie Thibodeau:** On Friday, November 18, 2022, I had the opportunity to attend the ACTFL (The American Council on the Teaching of Foreign Languages) in Boston, MA with several of my World Language colleagues from The Woodstock Academy. It was a wonderful professional opportunity to learn more about current teaching and learning of all languages, specifically Spanish. I was able to attend three workshops and speak with numerous exhibitors at the World Language Expo about available resources and travel and study opportunities. I especially enjoyed the conference, Practical Strategies to Boost Student Communication. The presenter provided us with some new strategies and techniques to promote spontaneous communication in the classroom and motivate students to be committed life-long language learners. I am looking forward to sharing his message with my colleagues and students. Thank you for this opportunity.



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## Upcoming Events:

### March 2

Educational Psychology Workshop

### March 9

Italian Workshop

Professional Recognition Award  
Nomination deadline

Student Scholarship Application  
deadline

### March 10

Anthropology Workshops  
Spanish Workshop

### March 11

Connecticut History Day  
Connecticut Science Olympiad

### March 14

Allied Health Workshop

### March 29

Political Science Workshop

### April 3

Medieval Studies Workshop

### April 4

Site Representative Conference

### April 21

Professional Recognition Awards  
Ceremony

### May 1

Spring and Full-year course  
evaluations open

### May 4

Biology Workshops

### May 5

French Workshop

### May 23

New Instructor Orientation

### Summer

Select PD Institutes

### Summer

Pre-College Summer Sessions

Check our website for additions  
and updates!

[ece.uconn.edu](http://ece.uconn.edu)

# News To Know

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**Andrew Morehouse:** While attending the 2022 ACTFL conference in Boston, I had some wonderful opportunities for professional development in seeing multiple sessions on utilizing SLA theory in practice (especially with a focus on assessment) and using tech tools that are in line with modern language pedagogy. Additionally, I made connections with several publishers to work on projects with them that will provide better Latin resources for the world. When not at talks or chatting with publishers, I was able to get resources such as novellas for my Spanish classes. All the while, I spent time with dear friends and colleagues and developed deeper bonds and relationships with these



folks. I am incredibly appreciative of the funding from UConn that allowed this to happen and I look forward to going to ACTFL Chicago next year to spread more word of the ECE program.

**Amy Bigelow:** December 1 & 2, math educators converged in Baltimore for the annual National Council of Teachers of Mathematics conference. I was honored to present *Metacognitive Strategies to Help College-Bound Students*

*(with Autism) Thrive*, with funding support from the ECE program. I shared the process I use in MATH 1131Q & 1132Q and STAT 1100Q that builds off the technique of an exam wrapper to help students build the skills to go from the high school expectations of homework as practice to the college expectations of writing accurate problem set solutions with clear justification and proper notation. Beyond the reflective conversations I had with other teachers after my talk, I was inspired by sessions addressing promoting joy in the classroom, lifting up each and every person, and capitalizing on the formative assessment process. I am excited to return to my department with techniques for including more movement and wordplay and for posing questions with too little information to build curiosity. One of the unexpected highlights to calm my nerves before presenting was being welcomed by the friendly and supportive Professor Tutita Casa of the Neag School who was serving on the program committee. The Huskies represented well in Charm City! ■



**Deadline: February 17, 2023**  
**Prizes:** • 1st place \$500  
• 2nd place \$300  
• 3rd place \$200

UConn ECE Students are invited to submit a 5-page packet of poems (cleanly typed, only one poem per page). Include a cover sheet listing:

- Your name
- Titles of poems
- Home address
- Home telephone number
- UConn NetID (ex. abc12345), your NetID should appear on every page, but your name should ONLY appear on the cover sheet.
- Preferred e-mail address

**Please submit entries via e-mail to:**  
**Professor Sean Forbes at**  
**[ecwscontest@uconn.edu](mailto:ecwscontest@uconn.edu)**



## Registration Reaches New Heights

*By Todd Blodgett*

After a successful registration process during the 2021-2022 academic year with DualEnroll.com, we took feedback from our partner schools and improved both student user experience and partner high school functionalities. With a simplified and more concise registration process we had over 15,000 high school students across the state of Connecticut enroll in at least one UConn ECE course. The most in program history, surpassing a previous high of 13,889!

This past Spring and Summer we had many meetings with our partner high schools to discuss the expansion of their course offerings and held conversations about how to get more students enrolled in UConn ECE courses. This led to a large growth in the amount of schools that were offering courses in Education Curriculum, Educational Leadership and Educational Psychology. This year we also revamped and reintroduced our partnership and offerings in Digital Media & Design. Five, three-credit courses were available to our high school partners in areas of Digital Media, Film & Video Editing and Game Design. As we continue to grow our offerings in these areas, we expect more partner schools to offer these courses to their students.

Registration for the 2022-2023 academic year closed in the Fall on October 6. We encourage students, instructors and school counselors to start having conversations about registering for UConn ECE courses now for the coming academic year. This will encourage students to plan their high school schedules and make sure they have taken the necessary prerequisites for the UConn ECE course they are interested in. ■





# ECE 2022

## CARDBOARD

## BOAT RACE

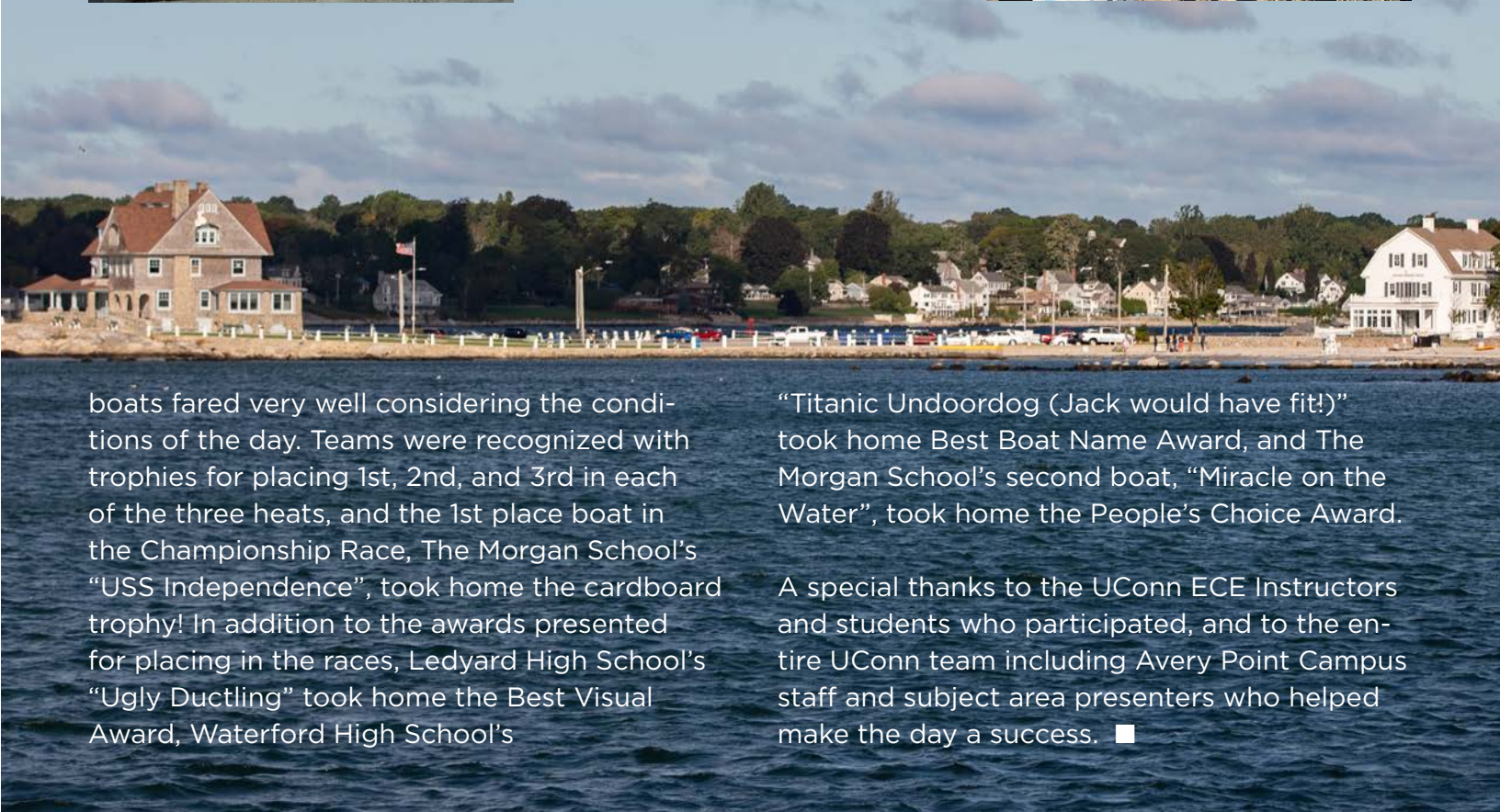
### *Underdogs in History*

*By Jessica Dunn*

On September 23, 2022, we hosted the UConn ECE Cardboard Boat Race at the Avery Point Campus with about 200 participants in attendance! Twelve teams representing seven partner high schools spent the morning in maritime-related academic sessions, had lunch outside, including UConn Dairy Bar ice cream, and then took to the water to test how their handcrafted cardboard and duct tape vessels would fare on the mouth of the Thames. One seacraft ventured out a bit further than intended into Long Island Sound but was able to make it back safely with a little help from the safety crew! Underdogs in History: A Belief in the Possibilities was a fitting theme, as one faculty/ staff heat and three student heats fought wind, low temperatures, and currents to make their way around two buoys and back to the finish line. The numerous hours of collaboration and preparation by the UConn ECE students for the event was evident as all

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boats fared very well considering the conditions of the day. Teams were recognized with trophies for placing 1st, 2nd, and 3rd in each of the three heats, and the 1st place boat in the Championship Race, The Morgan School's "USS Independence", took home the cardboard trophy! In addition to the awards presented for placing in the races, Ledyard High School's "Ugly Ductling" took home the Best Visual Award, Waterford High School's

"Titanic Undoordog (Jack would have fit!)" took home Best Boat Name Award, and The Morgan School's second boat, "Miracle on the Water", took home the People's Choice Award.

A special thanks to the UConn ECE Instructors and students who participated, and to the entire UConn team including Avery Point Campus staff and subject area presenters who helped make the day a success. ■







# NACEP 2022 – Minneapolis, MN

By Carissa Rutkauskas

UConn OECP Executive Director, Christopher Todd; Outreach and Evaluation Specialist, Carissa Rutkauskas; and Consultant, Pamela Peters attended the National Alliance of Concurrent Enrollment Partnerships (NACEP) 2022 in Minneapolis, Minnesota in early November. In addition to networking, a keynote from John O'Brien, President and CEO of EDUCAUSE, breakout sessions, and workshops, UConn ECE presented a session in the research strand, accepted their reaccreditation plaque, and paid tribute to Prince by visiting the First Avenue Night Club.

Peters and Rutkauskas presented “Developing a Long-term Integrated Plan for Data Collection and Analysis,” where Rutkauskas introduced UConn Early College Experience and Peters discussed how she improved the UConn ECE Alumni Survey and aligned it with other surveys and data collection points, with the ultimate goal of having a cohesive data set for continual



Peters presents “Developing a Long-term Integrated Plan for Data Collection and Analysis”

program improvement. Todd and Rutkauskas attended the accreditation and re-accreditation luncheon where they accepted the UConn ECE NACEP re-accreditation plaque, indicating that the UConn ECE program meets NACEP standards and will hold this accreditation for the next seven years. UConn ECE is the only program in New England to hold NACEP accreditation and has continuously held this achievement since their initial accreditation in 2007.

All three attendees came away from the conference with great information, insights, and connections. Peters, a doctoral student in the UConn Neag School of Education’s Research Methods, Measurement, and Evaluation program, with a background in gifted educations, states her biggest takeaway was “how hard people are working to maximize the benefits and experience dual/concurrent enrollment students are having and how widespread these programs are”. Rutkauskas is excited to start using what she learned about National Clearing House data to gain a better sense of what UConn ECE

Alumni do once they graduate high school. She is also grateful for sample student self-advising forms that colleagues shared from their programs and will use these as a model for UConn ECE. Todd is still in his first year in his role and, like Peters, was a first time NACEP conference attendee. For Todd, the NACEP conference highlighted the lack of Connecticut presence within the national concurrent/dual enrollment dialogue, despite UConn Early College Experience being recognized as the oldest, and one of the largest single concurrent enrollment programs in the nation. Todd stated, “NACEP highlighted the need to have ongoing and frequent communications as part of a community of practice with the Connecticut State Department of Education (CSDE), partner school districts, instructors, students and fellow concurrent/dual enrollment programs across the state to build momentum for growth, support for access and to ultimately ensure high program quality”. ■



Todd and Rutkauskas receive a plaque on behalf of the team, commemorating UConn’s 3rd NACEP accreditation.



Rutkauskas, Todd, and Peters have some fun at NACEP’s “Purple Rain” mixer.

# Help CT Students

Judges review student projects, provide constructive feedback and meet with students at in person contests. Newer judges are paired with experienced judges. All contests will be in-person!

## CT History Judges benefits include:

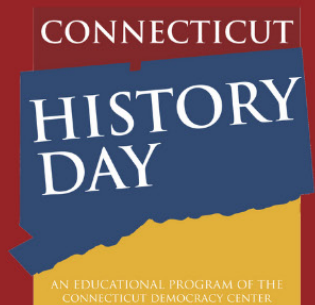
- Meeting hardworking middle and high school students.
- Learning about fascinating local, national and world history topics.
- Networking with professionals in the history and educational fields
- **Great opportunity for pre-service teachers!**
- Complimentary breakfast & lunch.

To sign up or for more information, visit the website below or email [info@cthistory.org](mailto:info@cthistory.org).

[historydayct.org/judges.html](http://historydayct.org/judges.html)



6 Regional contests will be held Saturdays in March & State Contest will be held on May 6.







Without partnerships, we would not have been able to provide access to so many students. Thank you to everyone that has taken a role in making this possible. If you are interested in partnering with Pre-College Summer, please reach out to us at [pcs.uconn.edu](https://pcs.uconn.edu).

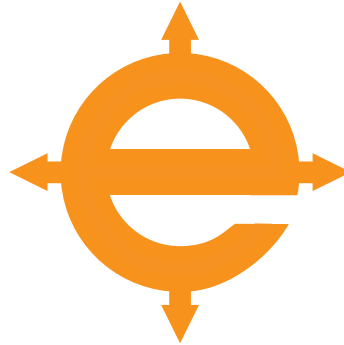




# Partners

## Coming Together to Provide Access

By  
Nella Quasnitschka



*Director, Pre-College  
Summer Program*

After canceling the program in 2020 and hosting a virtual program in 2021, UConn Pre-College Summer returned to campus this year. We weren't sure what to expect after a two-year hiatus, but we were pleasantly surprised as enrollments began to quickly roll in as the summer neared. By the start of the first session, we had 377 students who were enrolled in 419 courses over a four-week period.

Since its inception, the program has strived to provide access to students who cannot afford to enroll in a course. As a result, we have been able to provide more access through partnerships with faculty who have applied for grants which include scholarship money, schools and non-profit organizations, and access initiative awards which provide full or partial funding. This

past summer 30%, over 100 students, benefited. Below is a brief description of these partnerships, collaborations, and awards.



UConn's Department of Earth Sciences secured scholarship money through a National Science Foundation grant to help fund eight students in the Earth and Environmental Science course. The faculty, Dr. William Ouimet and Dr. Michael Hren, took students to our UConn forests to conduct field and lab experiments and included guest visits from Geoscience faculty to discuss a

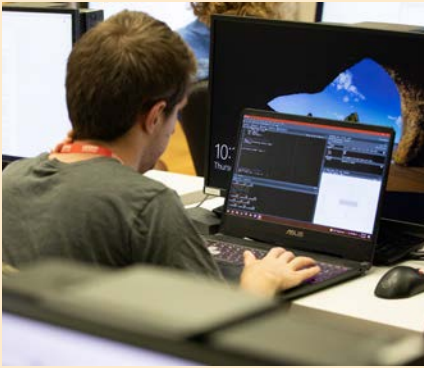
wide range of topics in the discipline. In their assessment of the course a student stated that the professors "helped me build my own idea of what I want to major in."

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# Coming Together to Provide Access

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Dr. Jennifer Terni, Department Head of the Department of Literatures, Cultures, and Languages received a STARTALK grant, a federal grant program funded by the National Security Agency. This grant included funding for up to 40 high school and college age students to participate in the STARTALK: Chinese Culture and Language Immersion course taught by professor Chunsheng Yang or the STARTALK: Korean Culture and Language Immersion course taught by professor Eun-Ju Shin. Thirty-three students participated in the courses, at no cost. Students stated that “most activities were very engaging. They were conversation focused so it made lots of students improve their speaking and listening skills”.

UConn Cultural and Education Exchange with Indigenous Nations (UCINCEE) is a mentorship program with local Native youth. In 2020, Zoe Belivine, an undergraduate student and now alumni, applied for the President’s Commitment to Community Initiative which focused on making UConn a more inclusive space by fostering respect and understating among the UConn community. This grant would fund enrollments for five students from Indigenous Nations. Last summer, Zoe was able to send one student to the program with hopes of sending more in future summers.

Dr. David Gregorio, Director of Programs in Applied Public Health Science at UConn Health received funding from the CT Department of Public Health to initiate several programs, all intended to enhance the pipeline of individuals pursuing careers in public health. The funding included eight scholarships for students to enroll in

the Public Health course taught by Professor Amy Hunter, Ph.D., M.P.H. The course introduced students to the art and science of public health practice with a focus on preserving health and preventing disease within our communities. Students enrolled in the course stated that the course “has generated an interest in pursuing Public Health as my major.”

Connecticut IB Academy sponsored 24 of their students who enrolled in a course of their choice including, Pre-Med: Musculoskeletal Injury and Pathology, Robotics Engineering, and Animation Studio.

Noble School’s Summer of a Lifetime program provides funding to over 1,000 Noble students every year who participate in various pre-college programs across the country. Last summer 29 students enrolled in UConn PCS courses. We have been working with Summer of a Lifetime since 2019 and have had close to 100 students join us since. We hope to continue our collaboration for years to come.

In 2021, Cody Olsen, HESA GA for PCS proposed to pilot an access initiative, the Life Transformative Education Access Initiative, which has provided financial assistance to 14 participants over the last two summers - five in 2021 and nine in 2022.

Without these partnerships, we would not have been able to provide access to so many students. Thank you to everyone that has taken a role in making this possible. If you are interested in partnering with Pre-College Summer, please reach out to us at [pcs.uconn.edu](https://pcs.uconn.edu). ■

# UConn

PRE-COLLEGE SUMMER

## An Academic & Residential Experience at UConn for High School Students



### Explore



### Create



### Pursue



[pcs.uconn.edu](https://pcs.uconn.edu) | [pcs@uconn.edu](mailto:pcs@uconn.edu)





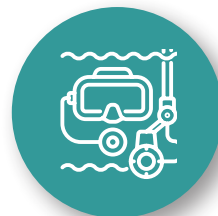
## PROFESSIONAL Development Workshops

*By Stefanie Malinoski*

This fall, the Early College Experience program has been fortunate to be able to return to hosting some of our professional development workshops in person on the Storrs and Avery Point campuses. During the fall semester more than twenty events occurred with another almost twenty-five slated to occur during the winter intersession and spring semester.



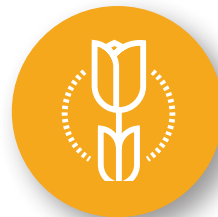
UConn ECE **Marine Science** Instructors were not only able to meet in person but were able to set sail on the Long Island Sound as a part of their workshop day. The group discussed Winslow Homer's "Fog Warning" and then experienced the fog first-hand from dories on the water.



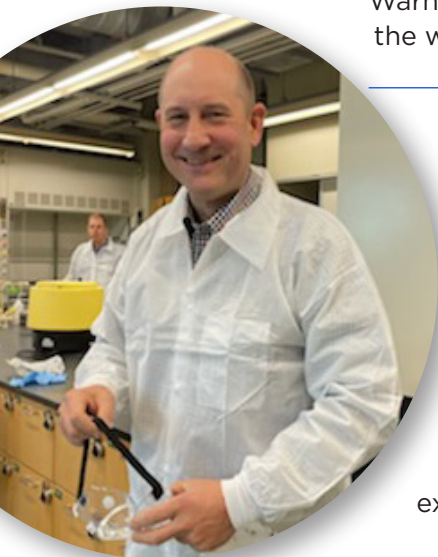
After being introduced to molecular photoswitches by Dr. Michael Kienzler, from UConn's Chemistry Department and the ECE **Chemistry** Instructors engaged in a hands-on laboratory demonstration "Synthesis and Photoswitching of Azobenzene".



**Sustainable Plant and Soil Science** Instructors met with UConn's Dr. Yi Ma from the Department of Plant Science and Landscape Architecture for a pGLO Bacterial Transformation exercise.



Guest speaker, S. Garnett Russell, Associate Professor of International and Comparative Education at Teachers College, Columbia University joined the UConn ECE **Human Rights** workshop and shared a presentation and discussed her book, "Becoming Rwandan", and lead a conversation focused on teaching about the aftermath of the Rwandan Genocide.



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At the **European History** Workshop, ECE History Faculty Coordinator, Tom Maulucci spoke to the group about ideas for fitting Eastern Europe into HIST 1400 and discussed a recorded lecture “As Ukraine Goes, So Goes the World:

Thoughts on propaganda, violence, and democracy” given by Timothy Snyder, Richard C. Levin Professor of History and Global Affairs at Yale University. Later in the day, Professor, Sarah Silverstein, from UConn’s History Department presented to the group on “Eastern Europe’s Invention of the West”. Later, two of UConn’s Student Success Librarian’s, Zach Claybaugh and Kelsey Brown, gave an overview of library resources available to Instructors (with a special focus on Ukraine).

Having the ability to be back on campus and in person has allowed ECE to provide interesting and engaging professional development opportunities to our certified Instructors. Many disciplines are also opting to continue offering virtual events which allows us to more easily invite speakers from across the country to meet with our Instructors.



At the virtual **American Studies** and **U.S. History** Workshop in October guests included Chris Vials, Professor, English, and Director of American Studies at UConn who gave his talk “Fascism and American Studies” and provided resources

to help facilitate teaching the topics. In addition, Aya Marczyk, Curriculum Development Fellow from Yale University’s Fortunoff Video Archive for Holocaust Testimony engaged with Instructors on the topic of Race and Citizenship and provided a curriculum overview. After the workshop an ECE Instructor commented “The speakers were informative, engaging, thought-provoking, and provided practical resources to assist in teaching. Both were the perfect blend of providing intellectually stimulating content within a relevant pedagogical context. I will take the materials that they provided and absolutely incorporate them into my class.”



UConn ECE **Economics** Instructors heard dynamic presentations from economists from across the country during their virtual workshop. Presentation topics included:

- “5 Key Economic Concepts that Popular Media Can Teach” delivered by Dr. Kim Holder, Director, UWG Center for Economic Education and Financial Literacy, Senior Lecturer of Economics, Richards College of Business, Director of Financial Literacy, University of West Georgia (UWG).
- “Building Human Capital – College and Career Exploration”, Princeton Williams, Senior Outreach Advisor of the Federal Reserve Bank of Atlanta.
- “4 Tools to Make Your Teaching Stick” was delivered by Matt Hill, Curriculum Designer at the Marginal Revolution University.
- “The Vibrant History of Black-Owned Banks” given by Tim Todd, Executive Writer and Historian of the Federal Reserve Bank of Kansas City.

Much more information and pictures from the many professional development workshops hosted this fall can be located on “UConn ECE PD Blog” on the Early College Experience website. Dates for spring workshops will be posted to the ECE website’s “Dates to Remember” section as soon as details are finalized. We look forward to continuing to utilize the winter months with additional virtual workshop opportunities and welcome our community members to campus in the spring for additional professional development events. ■





# Digital Media and Design

## SPOTLIGHT

*By Kenneth Thompson, DMD Assistant Professor In-Residence & UConn ECE DMD Faculty Coordinator  
And Jennifer Sinski New Canaan High School DMD Instructor*

Digital skills and design thinking are critical in a world filled to the brim with multimedia. Classes are now available in the Digital Media and Design program in the School of Fine Arts. We offer rigorous film, game development, illustration, animation, and graphic design studies. But most importantly, we emphasize communicating ideas to solve unique problems. Whether it's a 20-foot tall interactive game wall in the Boston Children's Hospital or historic VR tours of King Charles the IV's crowning ceremony, our students make works of art by thinking collaboratively.

Collaboration and critique are valuable skills in new media, corporate, and academic environments. Our program accommodates most professional and open-source software, and we work with teachers who need initial support converting courses. Students in our program intern and work at companies like Adobe, Disney, Epic Games, ESPN, and Pixar.

For teachers looking to apply, please check the requirements of the portfolio on the UConn ECE DMD course page.

- DMD 1002: Foundations in Digital Media II - is our storytelling through various mediums.
- DMD 1101: Design Lab I - this is where students begin to explore digital image manipulation.
- DMD 1102: Design Lab II - takes those skills further to focus on time-based mediums.
- DMD 2210: Film and Video Editing I - get students thinking through the lens of a camera and how to craft a story.
- DMD 2500: Introduction to Game Design teaches students the art, business, code, and design of interactive media and the 180 billion-dollar video game industry.

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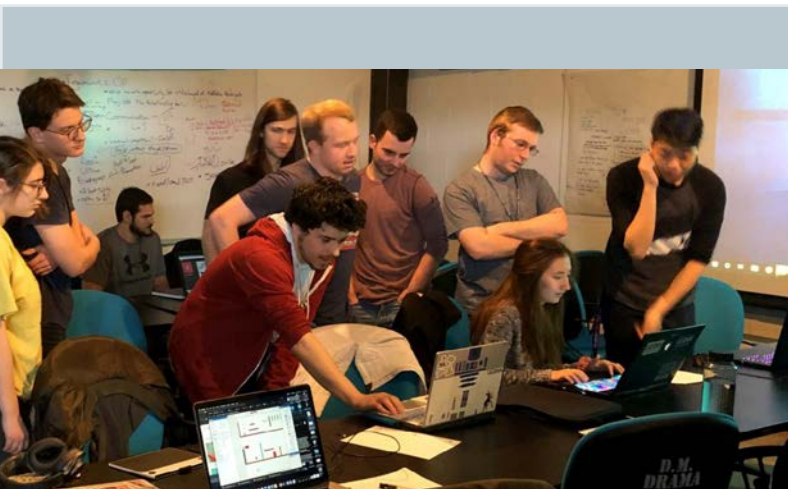


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Through lectures, discussions, projects, and critiques, students in all these classes develop, refine, and evaluate digital media and understand its artistic, social, and ethical ramifications. Students will address how culture visualizes screen-based communication through image, interaction, and type. Contact DMD Faculty Coordinator Kenneth Thompson at [ken@uconn.edu](mailto:ken@uconn.edu)



*This is the pilot year for New Canaan High School's UConn ECE Course, Advanced Film and Video Editing. Our course is designed to take our students through an exploration of storytelling with a focus on video production and non-linear editing with Adobe Premiere Pro. Project Management, sound design and time-based storytelling techniques are embedded into various projects and film screenings. NCHS Art teacher, Jennifer Sinski, has established this course for the student who is serious about building their creative film portfolio and knowledge of video editing. Student, Megan Brunner, describes the positive highlights of the course: "The people in the class but also the different projects we have already done. For example, the first movie I made was able to make a film about one of the most important things in my life, I was able to use a more professional editing software and it made it look more professional and I made something I was truly proud of." ■*





# 2022

Congratulations to the following UConn ECE Instructors who were selected as their district's teacher of the year.

## Recognizing Excellence

### Teacher of the Year

Ms. Werner

*Bolton High School*

Mr. Miller III

*Bunnell High School*

Ms. DeMeo

*Cheshire High School*

Dr. Johnson

*CREC Academy of Computer Science and Engineering*

Ms. Scott

*Daniel Hand High School*

Ms. DesJarlais\*

*E.O. Smith High School*

Ms. McKay

*Nonnewaug High School*

Mr. Allen\*\*

*Putnam High School*

Dr. Romanova

*Sacred Heart Academy*

Mr. Aitkenhead\*

*Staples High School*

Mrs. Abel\*\*

*Simsbury High School*

Mrs. Churchill

*The Woodstock Academy*



The Connecticut Teacher of the Year Program began in 1952 and is sponsored by the Connecticut State Department of Education (CSDE) Talent Office and the Connecticut Teacher of the Year Council

\*Indicates CT Teacher of the Year Semifinalist

\*\*Indicates CT Teacher of the Year Finalist

# Student Scholarship Applications

UConn Early College Experience recognizes outstanding UConn ECE Students each year with six \$1000 scholarships, which can be used at any institution.

Applications for the 2022-2023 academic year open **January 19, 2023** and close **March 9, 2023**. If you have any questions, please contact **The UConn ECE Program Office** at [ece@uconn.edu](mailto:ece@uconn.edu). For more details *visit <https://ece.uconn.edu/students-parents/student-scholarships/>*

## **Excellence in the Arts, Humanities, or Social Sciences**

Applicants for this award must be a high school senior and have taken or be currently taking at least one UConn Early College Experience course. Applicants must demonstrate academic achievement and a potential for future academic and professional accomplishments in a field focusing on the Arts, Humanities, and/or Social Sciences. Applications are scored across multiple indicators including evidence of academic performance, future career aspirations, and financial need. Typically, two awards are given annually.

## **Excellence in Science, Technology, Engineering, or Mathematics**

Applicants for this award must be a high school senior and have taken or be currently taking at least one UConn Early College Experience course. Applicants must demonstrate academic achievement and a potential for future academic

and professional accomplishments in the fields of Science, Technology, Engineering, and/or Mathematics. Applications are scored across multiple indicators including evidence of academic performance, future career aspirations, and financial need. Typically, two awards are given annually.

## **Excellence in Civic and Community Engagement**

This award is to recognize a current high school senior that is academically successful and is already making a positive difference in their town or neighborhood and is inspiring others to do the same. The student chosen for this award must be a UConn ECE student that demonstrates ambition and self-drive evidenced by outstanding achievement in both school and their community. Applications are scored across multiple indicators including evidence of academic performance, future career aspirations, and financial need.

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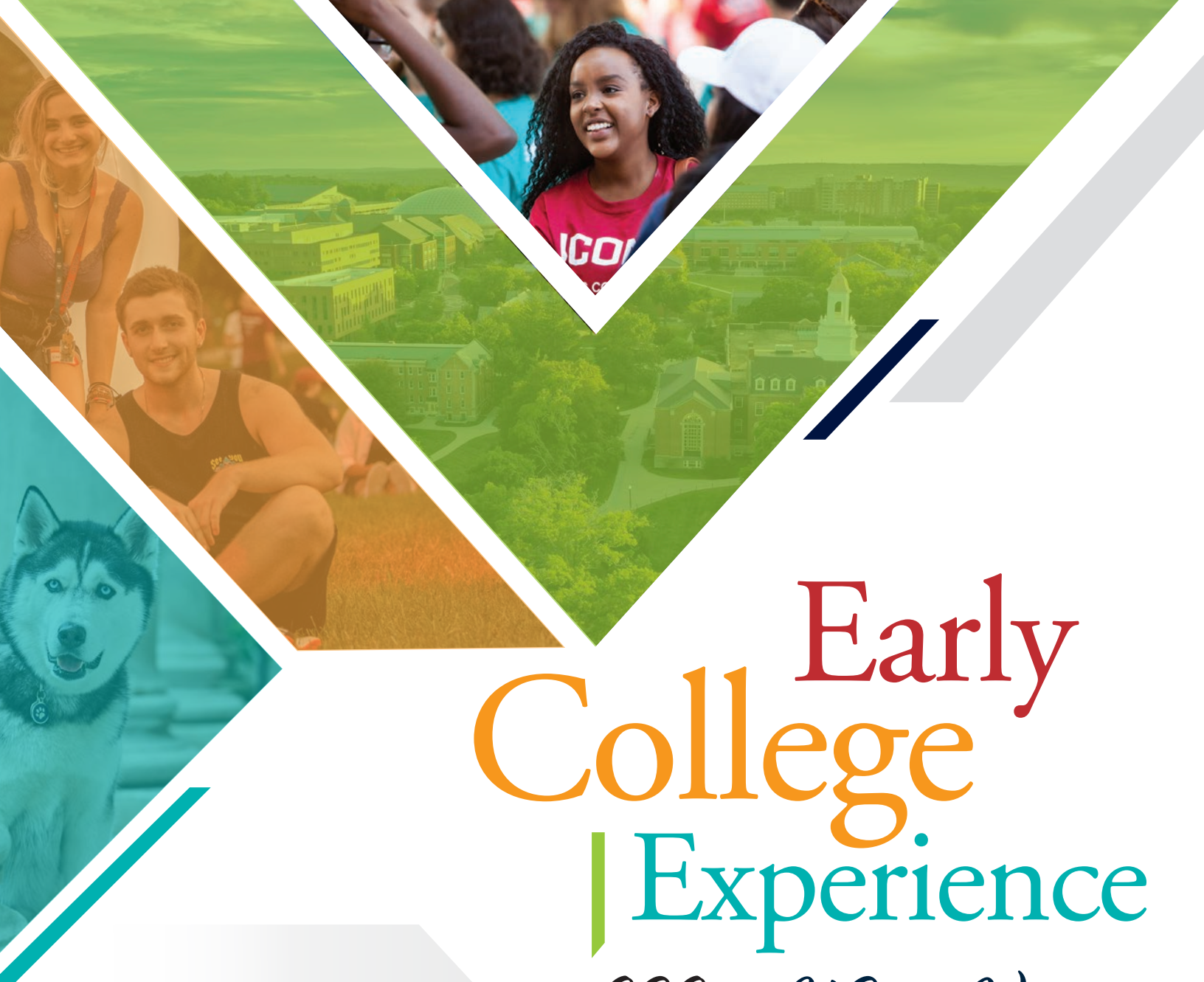
# Professional Recognition Awards

The Office of Early College Programs sponsors eight awards recognizing outstanding professional achievement in the UConn ECE community.

- Thomas E. Recchio Faculty Coordinator Award for Academic Leadership (formerly the Faculty Coordinator Award for Excellence in Curriculum and Adjunct Faculty Development) (one awarded)
- Site Representative Award for Excellence in Program Administration (one awarded)
- Instructor Award for Excellence in Course Instruction (three - five awarded)
- "Rookie of the Year" Award for Excellence in First-Year Course Instruction (two awarded)
- Principal Award for Program Support and Advocacy (one awarded)
- Award for Outstanding Research in the Field of Concurrent Enrollment (one awarded)
- Library Media Specialist Award for Excellence in Enrichment and Collaboration (one awarded)
- Additionally, an eighth award is given out by the discretion of the selection committee to an UConn ECE Instructor who has shown continued excellence over and over again: The Jan Pikul Award for Continued Excellence in Instruction (one awarded).

Nominations for awards may be made by UConn ECE Instructors, Site Representatives, Library Media Specialists, principals, Faculty Coordinators, and UConn ECE Students in February each year. Awards are determined by a selection committee made up of the Office of Early College Program Staff and former award winners. Awards are presented at a reception hosted by UConn Early College Experience in April each year. **Nominations for the 2022-2023 academic year open February 1, 2023 and close March 9, 2023.** For more details visit <https://ece.uconn.edu/professional-recognition-awards/>.





# Early College Experience

*ECE the UConn Way*

- ▶ Take UConn courses at your high school for a fraction of the cost
- ▶ Be assessed as a college student not by a 3-hour exam
- ▶ Build your collegiate resume with a UConn transcript
- ▶ Credits transfer 87% of the time
- ▶ Remember to complete the UConn ECE registration process in the late summer/ early fall

## UConn





## NEW ENGLAND ALLIANCE OF CONCURRENT ENROLLMENT PARTNERSHIPS

NEACEP is a regional chapter of the National Alliance for Concurrent Enrollment Partnerships (NACEP) with a mission of promoting the value, quality, and advocacy of concurrent enrollment partnerships in New England. NEACEP supports greater access to higher education consistent with the mission and goals of NACEP.

*NEACEP membership is open to Individuals, Partner Organizations, State Agencies/ System Offices, Secondary Institutions, and Post-Secondary Institutions.*



### UConn ECE Instructors and Site Reps

Want to become more involved with Concurrent Enrollment, network, and learn best practices?

Become a NEACEP member today! [nacep.org/neacep](http://nacep.org/neacep)

**UConn ECE has been a proud partner of NEACEP since 2015**

# Join the Group



To facilitate learning, knowledge, and opportunities by connecting UConn ECE Students with UConn ECE Alumni.



Join the UConn ECE Alumni Group on LinkedIn at [bit.ly/UConnECEAlumni](https://bit.ly/UConnECEAlumni)



# UConn

EARLY COLLEGE  
PROGRAMS

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UConn Early College Experience  
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## UConn ECE

# 67 YEARS STRONG

A circular seal with a blue border and a yellow center. The text 'UConn ECE' is at the top, 'EST. 1955' is in a blue banner across the middle, and 'NATION'S FIRST' is at the bottom. The seal is surrounded by yellow starburst lines.

UConn Early College Experience was founded in 1955 and is proud to have offered hundreds of thousands of Connecticut high school students the opportunity to take college courses in high school over the past 67 years. UConn ECE is the nation's longest running concurrent enrollment program.

## ECE.UCONN.EDU