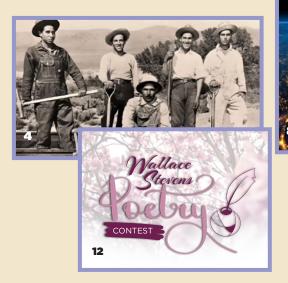
UCON Early College Experience MAGGAZZINE A PUBLICATION FOR THE UCONN ECE COMMUNITY

Finding Joy, Finding Beauty, Finding Purpose.





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The Director's Thoughts

Welcome to the Summer 2021 edition of the UConn ECE Magazine - *Finding Joy, Finding Beauty, Finding Purpose.*

I hope the UConn ECE Magazine finds you in all three states of being (joy, beauty, and purpose), enjoying the summer and the much-needed break after this intense school year. We have made it through a year that has tried our souls, tested our mettle, and hopefully can be used to unite us and give ourselves, as individuals, greater purpose. The COVID-19 pandemic has disrupted our norms and exposed societal issues which we need to address. It shocked us with our vulnerability and forced us to adapt in ways we

probably didn't think were possible. We hope that the worst is behind us, but as we move forward, I think we sense that there will be continued adaption to come. Despite the moniker that Connecticut is *The Land of* Steady Habits, the State motto is, Qui Transtulit Sustinet—the one who transplants sustains—or, in other words, the one who adapts is the one who survives. In the animal kingdom, adaptation is what humans are especially good at, even if that is not always our first preference. When I was in school I was told by my 8th grade teacher that because Nutmeggers come from a climate that is both hot in the summer, cold in the winter, and in any season the temperature is liable to change up to 30-degrees overnight, that during World War II, soldiers from our state were seen as being more adaptable than those from other regions of the country. Nutmeggers are adaptable by our nature, which makes us strong and capable. And when you think about it, the concepts of Qui Transtulit Sustinet and the Land of Steady Habits are not antithetical to one another. If you have steady habits, you are thoughtful, deliberate, and you find purpose in your actions – large and small. Scientists continue to study the power of purpose and have found that having what they call "strong life purpose" is the single most important factors in life expectancy (Gordon, 2019). Indeed, more so than even the negative effects of drinking, smoking, and not exercising regularly, having a weak or strong life purpose influences your longevity the most. With strong life purpose you are happier, more driven, more satisfied with yourself, can overcome adversity, and can find fulfillment. That said, what is the theoretical connection between adaptability and purpose? In this time of great disruption, adaptability and purpose have a direct relationship. Any economist will tell you that with disruption there are great opportunities where previously there were none. You just need to be willing to look and sometimes know where to look. No matter your age or profession (student, professional, retiree), now (and continually) is the time to explore your passions and interests. Take time to slow yourself down and consider the concept of strong life purpose in this disrupted environment. If you are interested in doing good for others and making a difference, there are a number of worthy issues that need your investment—reach out and ask someone in those areas how you can be a part. When individuals work on a problem together, vaccines can be created, society can be influenced, and adversity can be overcome. The hardest part, many times, is discovering where your passions lie. This edition of the UConn ECE Magazine will not solve those grand questions for you. What you will find, though, are a collection of articles that talk about opportunities, interests, renewal, and purpose. If there is wisdom that I have learned, which I can offer, it is to educate yourself on a diversity of topics—because intuition comes from the processing of diverse information and luck favors the prepared—and follow your intuition, heart, and passions, because it is better to live your purposeful life as you define it, rather than to live a life curated by someone else's.

Thank you for your engagement and commitment to UConn ECE. Enjoy your summer and the new opportunities ahead.

Brian A. Boecherer, Ph.D. Executive Director

UConn's Dr. Anne Gebelein presents to UConn ECE High Schools:

Mass Deportation -By Carissa Rutkauskas

"I am lucky to have such a dedicated group of teachers in Latin American Studies – I learn as much from them as they do from me."

- Dr. Gebelein

At a recent combined UConn ECE Instructor Professional Development Workshop between American Studies, Latino and Latin American Studies (LLAS), and US History, Dr. Anne Gebelein (Professor and UConn ECE Faculty Coordinator of Latin American Studies) presented Mass Deportation - A Nation Controls Its Identity. She offered a deep dive into mass deportation, and the ethnic politics of moving a lot of people where they don't want to go. The presentation was well- received, and many Instructors found it extremely relevant to their current UConn courses. Hoping to share the information with her UConn ECE Students at New Fairfield High School, UConn ECE American Studies Instructor Karon McGovern reached out to Dr. Gebelein with a request - would she offer the live online presentation to her class? Dr. Gebelein was pleased to offer it not only to Karon's students at New Fairfield, but also to students at Manchester, E.O. Smith, and The Grove School. This past year, she offered lectures on cyclical violence in Central America, human rights at the US/Mexico border, and on her most recent lecture, Latino and Puerto Rican activism and social organizing.

"I am lucky to have such a dedicated group of teachers in Latin American Studies - I learn as much from them as they do from me," said Dr. Gebelein. "As we are a small group, it is possible for me to guest lecture at least once a year in each classroom and model for teachers what I consider a solid college-level lecture. Given that I also have the pleasure of observing them in action in the

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A Nation Controls Its Identity

classroom, as they model their own creative approaches to the history, culture and literature of Latin America, it is a wonderful exchange of teaching knowledge. I feel privileged to be able to be inside the classroom of so many talented instructors."

Dr. Gebelein's presentation on mass deportation provided an overview of deportation in general, vocabulary around deportation, consequences of deportation, within a critical race theory framework. The primary focus was of the deportation of Mexican and Mexican-Americans during the Great Depression and during "Operation Wetback" of 1954. An examination of the history leading up to these removals of Mexican-looking peoples reveals



a stage long set for drastic action, as the precedent of systemic racism was established in the Mexican-American War that ended in 1848. The following summarizes this prelude as well as the thrust of her presentation.

Abbreviated History

The Mexican American War (1846 to 1848) and subsequent Treaty of Guadalupe Hidalgo resulted in the US annexation of Texas and land that makes up all or parts of present-day Arizona, California, Colorado, Nevada, New Mexico, Utah and Wyoming. Mexicans did not cross the border, but rather, the US border crossed Mexico. Due to the shift in the political boundary, Mexicans who found themselves suddenly part of the US were considered a colonized people and their land open for repossession as part of spoils of war. After some debate, US officials decided to consider these new members of the nation "white" and to grant them federal citizenship to appease Mexican peace treaty negotiators and elicit their cooperation in fighting Indians. This move created a color shift in the evolution of

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Mass Deportation - A Nation Controls Its Identity

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distinct racial logistics, making lesser whites (Italians and Irish), "more white" in a nation trying to maintain itself as white and Protestant. This "whiteness" was in competition with strong populations of Black, Native American, and Chinese people, in addition to the Irish, Italian, and increasingly Mexican populations, the latter largely Catholic.¹

After the war, white settlers migrated west onto the newly acquired land, resulting in grand-scale disenfranchisement through tactics that included:

- Acquisition of water rights displacing entire communities
- Large-scale nationalization of thousands of acres of land
- Anglo cattle companies arriving and displacing Mexican landowners
- Squatting and Homestead Act of 1862 allowing Anglos to expropriate Mexican land
- Anglos litigating and charging fines to cheat Mexicans out of mining and ranch claims
- Raiding, killing and lynching of Mexicans without provocation
- "OK Corral" Clanton gang widely killing Mexicans
- Creating mining & agricultural wages different for Anglos & Mexicans; peonage, "Company Store," indentured servitude practices widespread
- TX Ranger massacre following De La Rosa movement for autonomy
- \bullet Women and men forcibly sterilized starting in $1907^{\rm 2}$

Emboldened by the success of their expansion and domination of Mexican land and peoples through violence, yet dependent on Mexican labor for food, transport, and wealth generation, US government officials began to debate the value of Mexicans as "lesser whites" who were disposable laborers, who could be sent to Mexico should their labor no longer be needed. The challenge was that many officials could not distinguish Mexican Americans from Mexicans.

Mass Deportation

Soon after the stock market crash of 1929 and the resulting Great Depression, the US began deporting "Mexican-looking" people in an effort to alleviate unemployment and welfare rolls and maintain "Jobs for real Americans." These efforts included coercion tactics leading to "self-deportation" and raids, resulting in relocating Mexican citizens back to their country, and the mistaken deportation of over a million US citizens.³

Not even 25 years later, the US began Operation Wetback (1954), a deportation strategy primarily targeting the Bracero Program (1942-1964). The



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Bracero Program, a federal program designed to provide necessary male manual labor during World War II, welcomed 4.6 million Mexican workers to the US. Over the years, unsponsored wives and children joined their husbands, as did undocumented brothers, cousin, and friends. Texas's refusal to participate in the program added to additional undocumented workers. The US launched a campaign of stereotypes and propaganda visualizing Mexicans as childlike to encourage communities to round them up for deportation. Ultimately 1.3 million workers and family members, many of them US citizens, were deported to Mexico.⁴

Dr. Gebelein then used the historical context of this harsh and callous treatment, and creation of policy and laws against Mexicans and Mexican Americans, to draw parallels to current topics of containment and racialization in the United States.

UConn ECE is grateful for Dr. Gebelein's expertise and willingness to extend her research to her Instructors. She is a shining example of how ECE Faculty Coordinators not only provide academic guidance to their discipline's UConn ECE courses, but are an invaluable resource in sharing their research and knowledge.

- ¹ summarized from Gebelein presentation
- ² quoted from Gebelein presentation
- ³ according to the research of Joseph Dunn, former CA state senator
- ⁴ summarized from Gebelein presentation

UConn ECE American Studies Instructor Karon McGovern reflected on the lecture's impact on her students:

I teach AMST1201 at New Fairfield High School through the lens of race and gender issues in America spanning the 20th and 21st centuries and, within the context of race, I am constantly striving to recognize the many different people who have been, and continue to be 'othered' in our country. I 'met' Anne when I attended an UConn ECE professional development session when she delivered a history of the treatment of Lantix people in America. From the title slide, "Mass Deportation" I was captivated, as I use the text Michelle Alexander's The New Jim Crow, a commentary on mass incarceration in America. I approached Anne to speak at our school, virtually, and she enthusiastically accepted. To say my students were stunned to learn this part of the history of their country, would be an understatement. I feel Anne should do a roadshow around Connecticut schools, delivering this important information, to educate students and beyond, that 'walls do not a tolerant society make'.

Dr. Gebelein concluded. "UConn ECE Instructors' work is more important than ever, in a country in which we have recently seen legislation introduced in multiple states to bar teachers from teaching slavery and from critically theorizing about race.

We have to be brave enough to tell the truth about hard history, as it teaches students to recognize the harm that comes from reproducing old ethnic divides, as well as the value of building ethnic coalitions."

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UCONN GEOSCIENCE EARTH'S DYNAMIC PLANET



By Robert Thorson, Ph.D., Department Head and Faculty Coordinator, Earth Science

We know that high school and college students are manifestly anxious about the current climate crisis. But how many also know that Earth isn't fragile? That climate comes from underground? That ecology is only one part of earthly operations? That radioactive decay keeps our planet habitable? That petroleum is no less natural than water? That oxygen was originally an exhaust gas pollutant? That humanity's most expensive mistakes involve ignoring the deep time of planetary history?

It's an ongoing and societally expensive tragedy that few U.S. citizens know how the Earth works as the whole pie, rather than pieces carved up into arbitrary disciplines. Typically, they were taught only nuggets of old-school geology in grades 8-10, rather than the mother lode of new school geoscience that remains undiscovered for most. I call this new school "whole earth environmentalism", the idea that understanding how the planet works as a beautifully coherent integrated system is a prerequisite to best-practice management of the specific environmental problems that capture media attention.

UConn ECE is now offering an opportunity for students to learn about how it all works with a

course that educates and also puts them on a pathway to important careers that will make a difference.

Meghan Kinkaid, UConn ECE Instructor from CREC's Academy of Aerospace and Engineering, is a pioneer. This past year, she was the first instructor in Connecticut to offer UConn's popular introductory geoscience course <u>Earth's Dynamic</u> <u>Planet (GSCI 1051)</u>. Her students now know that they are "impacted by geosciences daily and that this course gives us an opportunity to make them aware, take interest, and possibly plan a career around it."

They've also learned that good jobs, high salaries, and rewarding careers are increasingly available, given the near-future shortfall of 175,000 geoscientists estimated by the American Geosciences Institute. Beginning with this UConn course offered through UConn ECE, the vast majority of <u>UConn's geoscience majors</u> following one of three tracks (Earth, Environmental, Atmosphere) go on to successful scientific careers: mitigating natural hazards, improving risk assessments, restoring landscapes, accessing clean water, obtaining mineral resources, developing geothermal energy resources, science communication, and education.

The other high school teachers in Meghan's pioneering cohort of UConn ECE-certified Instructors—Lewis from the Hartford Magnet Trinity College Academy and both Christopher Tait and Harold Condosta from Ridgefield High School were ready for takeoff last fall, but the chaos of the Covid-19 pandemic forced their administrations to delay. Five high schools, including New London High School and Plainfield High School, have certified instructors. Next year, four schools are scheduled to offer GSCI 1051. With school returning to in-person for the fall, Meghan McNichol (New London High School) quipped, "we won't have to work twice as hard to accomplish half as much."

Though Meghan Kinkaid is our pioneer, Kim Glazier, a science teacher from Plainfield, is our visionary. "Going forward," she wrote, she "would like to see all of our AP classes replaced with ECE options." AP or Advance Placement courses are those which high school students master content to "test out" of a college course during a grueling three-hour exam, provided the college accepts them, and NASA Image of Earth from the International Space Station. Reid Weisman, Sept. 4, 2014.

they get a high score. UConn courses taught through UConn Early College Experience are those where the students experience the actual college course being taught in the comfort of their own school by a familiar teacher being supervised by a caring university or college faculty member. Kim's vision aligns with our growing awareness that sit-down standardized testing is less accessible to under-represented groups, and less accurately reflects the diversity of approaches needed for STEM science careers. When reviewing the GSCI 1051 course description, Kim realized that UConn's Earth's Dynamic Planet "would meet the requirements of our required Integrated Science class and thought it would be awesome to offer a course that can lead to college credits for something the students have to take anyway."

During our inaugural UConn ECE workshop of May 26, 2021, six of us—Meghan, Meghan, Jared, Harold, and me (with Kim included later)—bonded as a team dedicated to increasing the quality of geoscience education in Connecticut high schools. We invite you to join us by reviewing the GSCI 1051 course that unites us and contacting any of us for more information. As UConn's ECE Coordinator for Geosciences, I'm a good first contact. I look forward to hearing from you. ■



School Counselors Leading the Way:

Helping to assist students in their school adjustment, academic performance, and mental health in a post-pandemic school setting

By Clewiston Challenger, Ph.D. School Counseling Program, Neag School of Education

The Centers for Disease Control (CDC) recently issued updated guidelines for schools for the upcoming academic year. They recommend schools to fully open and students to return to in-person learning. The updated guidelines signal a return to a new normal as it pertains to learning in a school building. These recommendations are in contract to those of the pandemic which forced a national lockdown. disrupting students' learning, and turning homes into classrooms. Though the transition back will not come without challenges, school administrators can ease the transition by utilizing school counselors to advise them on ways to reopen their doors safely and effectively to welcome students back. You see, school counselors and other student support services (i.e. social workers, school nurses, school psychologists, school-based community organizations) are trained to provide counseling services to support students' mental health, wellness, and personal-social development to increase academic performance. As schools emerge from the effects of the national lockdown due to COVID-19, school counselors are poised to serve as consultants and collaborators who can inform the rebuilding process of the school culture while planning for future crisis.

The opportunity within the opportunity

School counselors are boots on the ground-types of practitioners. These practitioners are usually in the halls, moving about the school, mingling with students and staff, all to be in tune with the school climate. This approach of having boots on the ground, creates roots in the ground by skillfully forming collaborative relationships with students, staff, and families. This type of relationship-building approach can help students—and staff—root themselves back into the school culture to feel welcomed and more involved. Counselors and other student support personnel should focus their efforts on students' sense of belonging, resiliency, and their motivation towards school and academics. The opportunity has arrived for school counselors to sit at the table with administrators to offer their ideas on how to redesign the school environment and student achievement.

School counselors need to innovate to motivate

Transitioning to remote learning, for many, was cumbersome and inconvenient. Constant adjustments were needed to enable remote instruction to moderately garner student engagement, and school counselors were not exempt from this "clunky" transition. Like other educational professionals, school counselors had little to no guidance on how to effectively provide counseling services virtually. So, as in-person learning returns, school counselors need to creatively think about how to motivate students to return to school. A newly designed comprehensive school counseling curriculum should be *G*Flowers...are a proud assertion that a ray of beauty out values all the utilities in the world.

Ralph Waldo Emerson

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school-wide, relevant and responsive, as well as inclusive. One that allows students to feel heard and cared for and stimulates academic engagement. It is also important that turf wars between student support services ends, replacing it with a vision of unified services. School counselors should collaboratively work with other disciplines as futurist planning for potential crises and how to deliver services without delay or disruption.

Putting it into perspective

First, it must be acknowledged that communities of color were deeply impacted by the effects of the pandemic and the lockdown in comparison to their White counterparts. Communities of color saw greater rates of illness, death, and financial hardship due to the COVID-19 virus and the effects of the lockdown. School counselors would benefit from continuing their education around cultural competency as well as diversity training to successfully serve this population. In addition, school counselors should consider focusing on the noncognitive needs of their students which could lead to positive student adjustment, behavior, retention, and graduation rates in a post-pandemic era. More students having a positive outlook in these areas could lead to higher involvement in the school, community, and their homes.

So, as we return to the classroom in the fall for in-person learning, importance should be placed

on providing support for students' mental health and wellness as they reengage in the traditional learning process. School counselors can use the lessons learned from the pandemic to introduce new ideas to create an engaging and inclusive learning environment. We can agree that COVID-19 has changed the landscape of education and has caused us to consider new ways on how to instruct, counsel, and engage our students. There may be long-lasting traumatic effects from the lockdown and remote learning that could have a negative impact how students and staff return to the in-person setting. Research has shown that students have better academic performance and social interactions with peers when they have stable mental health and their noncognitive needs are met. It would benefit school counselors to prioritize addressing these areas to help students adjust to being in the building again. Additionally, school counselors have the opportunity to take on leadership roles in their schools, district, and community to use their influential voice for their innovative ideas on how to increase student involvement in the school and student motivation. These practitioners are best positioned to efficaciously implement these ambitious initiatives due to their specialized training and skillset, cultural competency, and collaborative approach to student and family service. Counselors, let's go to work!

CONTEST

By Sean Frederick Forbes, Ph.D., Director, Creative Writing Program, UConn English Department

As my fellow judges and I read through the submission packets for this year's UConn ECE Wallace Stevens Poetry Contest, we were impressed by the varying subjects and topics that students chose to write about. What the three of us discovered was that many of the poems moved us to think about why one chooses to write poetry and what does one hope to convey in poetic verse? We considered why poetry, if not the written word in all genres, matters as we continue to live through a devastating global pandemic. As I write this, I'm reminded of the last two lines of the poem "The Summer Day" by the late Mary Oliver, in which the speaker invites the reader to ponder this direct and undemanding, yet highly philosophical, question: "Tell me, what is it you plan to do / with your one wild and precious life?" If one is a writer, especially a poet, the theme of "Finding Joy, Finding Beauty, Finding Purpose" might very well be an earnest and awe-inspiring response. It's a theme that best conveys how I'd like to introduce the first, second, and third prize-winning poems, respectively.

allace Stevens

In Rachel Brooks' "R at the Whaling Exhibition," written in ten couplets, one notices the tight economy of language employed in each line and the careful execution of alliteration, consonance, and internal rhyme that surprises and thrills, especially when read aloud, with phrases such as "billowing, bloody worry" and "fragmented fabric." Brooks captures evocatively the wondrous memory of visiting a New England whaling exhibition with a friend named Raven in this beautifully crafted poem.

Charlotte Watts' "After 'Chinese Satellite' by Phoebe Bridgers" is an ekphrastic, usually a poem that describes, or is inspired by, or speaks to another work of art, typically visual art, but here we have a poem based on a song by a 2021 Grammy-nominated musician. A reader's first impulse might be to listen to Bridgers' song, but the splendor of this poem is in engaging with the images and phrases, and also the myriad narratives Watts creates throughout in lines such as: "maybe I would sleep easier if / there were ufos over my street."

Zara Williamson's "To Find God in Me" is a spoken word poem that acts as a homily for a speaker who confronts and analyzes how body image, the mother/daughter relationship, and religion affect a teenage girl's life. Williamson uses the pivotal refrain "But Momma says" three times in the poem to convey that despite any misunderstandings, tensions, and upheavals that the speaker may have in her teenage life, her mother listens to understand, thus allowing the speaker to write confidently with lines such as: "I talk to the sky sometimes / I imagine She listens with her ears open as my heart / Loud as my voice ringing in the Church bathroom."

A reader will find joy, beauty, and purpose in these three poems since the personalities and voices of each speaker convey so acutely what it means to live and write in the 21st century.

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The 2022 Wallace Stevens Poetry Contest will open in January 2022 and is open to UConn ECE Students in any discipline. Look for e-mail correspondence sent directly to your school.

R at the Whaling Exhibition

Stop and stare at this morbidity, Raven. Look, an unsteady ship,

muted in the ankle of an easterly hail, men on boats, barques keeling

over, the head of a sleek sperm whale—billowing, bloody worry

boldly thumping as its tail emerges, reddish and unrefined. Raven,

when the whale falls to the floor with the fit and crack of old

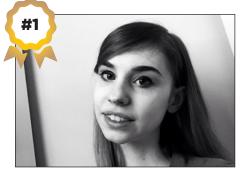
harpoon, can you carry the force on your back? The fragmented fabric,

the fray. The sadness of your dress hides in the blubber of the night's

callous hook. See the vertebrae, the rostrum, the beak? Artifacts of

fortitude, these sloping relics of permanence. Roots. Oh, the square

of a whale's blue back, the squall, the squirm, the small of steady lack.



Biography:

Rachel Brooks is a high school senior at Christian Heritage School in Trumbull, Connecticut. She is a 2021 U.S. Presidential Scholar and a 2020 National Student Poets Program Semifinalist. She is the first author of a medical research study appearing in Rheumatology (Oxford University Press). She will attend Princeton University this fall.

Context of poem:

I've grown up spending summers on the North Shore of Massachusetts. I wanted to capture that New England spirit whales, unwelcome winds, everything they're worth in the waiting and the wanting.

after "chinese satellite" by phoebe bridgers

maybe i wouldn't cry like i do if i thought someone could hold me close, whisper the sky was carved, the mountains whittled, the plains roped out; all for you.

if they could forgive me (when i was twelve and my genes were poisonous fifteen and couldn't look at a boy while i broke his heart seventeen and speeding serotonin out of myself)

if they could know everything bad in my bones and love me still.

i wish 'want' would turn over easy to 'belief' but i was never skilled at self-persuasion

maybe i would sleep easier if there were ufos over my street grand government conspiracies or just a lonely cryptid making his way through a distant forest, anomaly eyes locked on the same moon. i want to be made by more than

coincidence, to have some code built within my bones, saying

here is what you do. here is what is all means.

i knew you the whole time.



Biography:

Charlotte Watts is an 18-year-old writer from Windsor, Connecticut. She has read at Sunken Garden and was a finalist for the 2020 Smith College High School Poetry Award. She is going to Lesley University in the fall to major in Creative Writing.

Context of Poem:

As a lifelong agnostic Quaker, my relationship with faith is complex and fluid. In this poem, I wrestle with the emotional consequences of non-belief, as well as the longing to know a higher meaning.

To Find the God in Me

I wear this body like my Sunday morning Church dress Like this mahogany skin does not sit right on my bones This hair -- tight coils that dance along my scalp--fits like a bright pink bonnet Too tight and too much But momma says I'm pretty My reflection looks a lot like stained glass these days Where my face is a puzzle of pieces that is almost unrecognizable most of the time But momma says she sees God in me I suppose these hands are like my Church gloves Palms white and soft as silk These are praver hands, you see I talk to the sky sometimes I imagine She listens with her ears open as my heart Loud as my voice ringing in the Church bathroom Asking what I will be But momma says God hears me So I earthquake the Church floorboards into pixie dust Momma, God and I dance on top of clouds and my Church dress fits just riaht I peer into the stained glass windows And my reflection looks like someone



Biography:

I know

Zara Williamson is a rising senior at Westhill High School and has had a special interest in English and poetry from a young age. She has been involved in various community service programs, including her role in organizing a local poetry slam in honor of Juneteenth.

Context of Poem:

This poem explores the stressors of the teenage experience, including the developing and nonlinear journey towards positive self-image. It analyzes the role of religion and motherhood in soothing stressors, specifically that of imposter syndrome and body dysmorphia.

Next Generation of Student Registration

By Jessica Dunn

The UConn Early College Experience (ECE) Office is very excited and proud to announce that we will be launching a "new to UConn" student registration system, DualEnroll.com, this fall. DualEnroll.com helps Concurrent Enrollment programs, such as UConn ECE, streamline and automate the enrollment of high school students in college courses. This improvement from a 5-step process has been a long time in the making. Our vision of a seamless online registration system and process is now a reality many thanks to the hard work and dedication of the UConn ECE community. We would like to extend a special thank you to University departments including the Office of the Registrar, Office of the Bursar, and UConn's Information Technology Services as well as our high schools who instilled in us their trust and patience to improve the overall student experience.

2021 REGISTRATION UConn.DualEnroll.com

We would be remiss if we did not recognize and show our appreciation for the countless hours our high school Site Representatives and Instructors have dedicated to the student registration process in the past. Without their commitment to navigate the old registration system and assist students through the 5-step process, thousands of students could have missed out on the opportunity to participate in UConn courses while in high school.

In researching new registration systems, we were looking for a few very important features and found them all in DualEnroll.com. We are happy to be implementing the following major positive changes:

- 2021-2022 Student registration for Fall, Spring and Full-year courses will occur in the Fall between August 17 and October 6. Students' schedules should be finalized by that time, and registration should only take 5 minutes.
- Students will Apply & Enroll at the same time.
- Paper Consent Forms will be eliminated. There will be no need to collect or upload paper forms.
- NetID's will not be used during registration. The NetID is an important interface for engaging in the academic resources of the University, and that is what it will continue to be used for.
- Student fee bills will be generated at the time of registration and program fee waivers will be processed automatically before payment is requested.

DualEnroll.com will provide broader access to the high school students in Connecticut by eliminating the 5-step process that inadvertently lost students along the way, as well as provide a true college experience where students can easily register and then focus on the course material rather than the enrollment process. We are proud to implement a tool that will be true to our mission statement of providing access to, and preparation, for higher education.

We look forward to continuing to work with the UConn ECE Community to successfully launch DualEnroll.com and appreciate the support as we navigate the new system together!

What is UConn Early College Experience?

Whoweare: UConn Early College Experience (UConn ECE) is a concurrent enrollment program that allows motivated high school students to take UConn courses at their high schools for both high school and college credit. Every course taken through UConn ECE is equivalent to the same course at the University of Connecticut. Students benefit by taking college courses in a setting that is both familiar and conducive to learning.



Our mission: UConn Early College Experience is committed to providing access to, and preparation for, post-secondary education programs through its ability to offer University of Connecticut courses to high school students. UConn Early College Experience is committed to excellence in education by fostering a relationship between higher education and partner high schools to create an effective transition for students who have made college a goal.

Contact your high school to enroll for the 2021-2022 academic year. <u>ece.uconn.edu</u>



The annual Marine Sciences Symposium took place again this year, even though it looked a bit different than in the past. The symposium featured student research that had been conducted over the academic year. This year over 80 students from six high schools joined in WebEx to present their work. The students who presented at the symposium are currently enrolled in MARN1003: Introduction to Oceanography with Laboratory or MARN 1001E: The Sea Around Us. The MARN 1003 students demonstrated the true experiential nature of the course by applying the

fundamentals of oceanography to their field work and laboratory experiments. In addition, one Marine Science Magnet High School of Southeastern CT student enrolled in MARN 1001E presented on human interactions with the marine environment. The high involvement in this event was a testament to the dedication and creativity of high school teachers and the commitment of their students to find ways to meet and "do" science.

While some teachers, such as Mrs. Emily Lisy from the Morgan School and Mr. Kirk Shadle from The Bridgeport Aquaculture School were able to meet with their students regularly, others had to get creative. There was a presentation on methods for disrupting harmful algal blooms, as well as a study on shark behavior and how to entice bivalves to consume starch based microplastics. The Morgan School took advantage of their proximity to the water and went on field trips to conduct field sampling and analyses on Long Island Sound ecosystem quality. Ledyard High School students conducted thoughtful sampling on the Thames River and the shoreline for microplastics.

UConn ECE Marine Sciences Symposium

By Claudia Koerting, UConn ECE Faculty Coordinator, Marine Sciences

Even though they had to analyze their samples either at home or safely spaced apart in school, they were still able to yield very interesting and surprising results. Mrs. Laura Francis' Coginchaug High School students also presented very impressive research in the face of multiple hurdles throughout the year. What do basil and raising tilapia have in common? A Coginchaug High School student can tell you through his sophisticated hydroponics experiment he conducted at home! Lastly, Mrs. Kathy Howard's student from her MARN1001 course did an outstanding job

presenting on the state of plastics in the world's oceans.

After hearing all the great research that has gone on this year in the morning presentations, the day concluded with Mr. Mike O'Conner's Waterford High School students who introduced a community service component of their yearlong project with a 20-minute recording. The inspirational project showed students who

are working with the town of Waterford to develop signage for Alewife Cove in Waterford. The signage includes information on the ecology of the marsh, its importance, and threats to its existence. Students have also proposed a new kayak launch to help protect the marsh.

This year, presenting a group project virtually at the Symposium made the most of limited time the students could be together. Even with all the obstacles the students faced this year, their work was very impressive. We appreciate the flexibility and willingness of the instructors and students to make this virtual format a success, and we look forward to next year when we can once again spend the day at UConn's Avery Point campus together!



2021 UConn ECE Professional Recognition Award Winners



By Carissa Rutkauskas

UConn Early College Experience (ECE) and the University of Connecticut publicly recognize and thank outstanding instructors and administrators whose dedication and commitment help make UConn ECE successful. Those recognized have exceeded program expectations and excelled in preparing their high school's students for the next level in their education. The UConn ECE Professional Recognition Awards Show premiered on YouTube on Thursday, May 13 in front of a live virtual audience. Ten instructors and administrators were spotlighted in the production, as well as UConn's Associate Vice Provost, Peter Diplock, and many UConn undergraduate musicians. Congratulations to the recipients.

Thomas E. Recchio Faculty Coordinator Award for Academic Leadership Anthony Rizzie, Mathematics, University of Connecticut

> Principal Award for Program Support & Advocacy Frances DiFiore, Cromwell High School

Site Representative Award for Excellence in Program Administration Ka Man (Mandy) Cheung, Fairchild Wheeler Interdistrict Science Magnet School

Instructor Award for Excellence in Course Instruction

Dr. Thomas Vrabel, Sustainable Plant and Soil Sciences, Trumbull Regional Agriscience and Biotechnology Center Margaret Kimmett, Chemistry, Valley Regional High School Lalitha Kasturirangan, English, Eli Whitney Technical High School

> Library Media Specialist Award for Excellence in Enrichment and Collaboration Liza Zandonella, Newtown High School

"Rookie of the Year" Award for Excellence in First-Year Course Instruction Kelsey Kapalczynski, Statistics, Wethersfield High School Christopher Wisniewski, Biology, Berlin High School

> Jan Pikul, Award for Continued Excellence in Instruction Aaron Hull, Political Science, Greenwich High School

"Where flowers bloom so does hope."

Lady Bird Johnson



Nicole Bartlet Southington High School LLAS 1190: Introduction to Latin America and the Caribbean

When I need to disconnect from a connected society I spend time volunteering at my local dog pound. I have been a volunteer at the Wolcott Dog Pound for the past 8 years. I enjoy working fundraising events, fostering dogs, and meeting the everyday needs of those dogs who have entered the pound. They have been abused, abandoned and neglected. My goal is to help them trust again, be their voice, and find their forever home. In a time when we moved from in-person classes to virtual learning, "zoom" fatigue had increased. Take a look at how some of our students disconnect in our overly connected society.

> **Cam Begley** Suffield High School NRE 1000E: Environmental Science

Hiking is a great way to unplug from phones, TVs, and even other people. Instead, you can see, feel, and appreciate the natural beauty of our planet... and it's that much better barefoot! This picture is of me at the top of Croagh Patrick mountain in Ireland; I climbed it barefoot to participate in the tradition of making a centuries-old pilgrimage to the summit.



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Alexa Davidson Sacred Heart Academy FREN 3250: Global Culture I

My favorite way to disconnect from technology is by taking my dog on hikes. It is a fun and enjoyable way to spend some time in nature and bond with my fluffy friend!

Isabella Maglio Plainfield High School AMST 1201: Seminar in American Studies

This photo represents disconnecting in a connected society because nature photography is my escape. There is so many beautiful things that the world offers if we were just to take a break from social media and take it all in!



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Min Silva

Ledyard High School ANSC 1602: Behavior and Training of Domestic Animals

To disconnect from society, I like to ride horses and take in the calmness that they give off.



Olivia Olbrias

Windham Technical High School HIST 1502: United States History Since 1877

In today's society we are frequently stuck to our computers because of online classes. After a long day of sitting at my laptop I like to get outside and disconnect for a bit, I tie up my skates and play some music and get active! My picture represents disconnecting by showing a healthy activity that needs no technology at all!



Instructor Highlights

By Stefanie Malinoski

Robert Ford, a UConn Early **College Experience American** Studies (2013) and English (2007) Instructor at North Branford High School, was published in February in volume 43 of English Leadership Quarterly, the journal of the National Council of Teachers of English. His publication titled <u>Adventures</u> in Gamification and Personalized Learning: A Case Study in Game-Based Course Design is based on a gamification project he designed for his AMST 1201 course. You can connect with Rob on twitter at @robdford.

Katie Boland, a UConn Early College Experience Political Science Instructor (2011) at Trumbull High School, shared the success she and her students had as Connecticut State Champions at the *We the People: The Constitution and the Citizen* competition. She and her students then went on to rank 9th in the nation at the national competition in April.

Do you have accomplishments you'd like to share with the Early College Experience community in a future Magazine? We are always incredibly proud of our Instructors and their effort and the creativity they apply every day to their UConn courses and look forward to sharing more news of the successes of our Early College Experience community members.

Please share with us at <u>ece@uconn.edu</u>.



We asked UConn ECE Students how they're planning on spending their summer and UConn ECE Alumni on advice that they would give current students. Here is what they said:

Summer plans

Esther Deutsch, Bais Yaakov of Waterbury

Favorite UConn Class: ENGL 1011: Seminar in Writing through Literature

This summer I will be heading to Camp Kesher, a camp for children with special needs, where I will be a counselor for a child with special needs for four weeks. I view this a chance to give back, for so many people have helped me and guided me throughout my life; supporting me endlessly and caring and loving me. Now I will have a chance to help, support, and love a young child with special needs.

IsabellaMaglio, Plainfield High School Favorite UConn Class: MARN 1001E: The World Around Us

This summer I will be diving straight into Marine Science Books and SAT practices to continue to educate myself and get ready to get that perfect score I need for college! I will also be working hard at Gus's Pub to earn some money for college savings while continuing to cheer at East Celebrity Elite to keep my physical and mental health up to par for my busy schedule!

Alumni advice

Fizza Alam, Waterbury High School Class of 2017

Relax. Spend time with friends and family. College is a new chapter so just enjoy your present. Update your resume, personal statement, and cover letters before entering college, you may need these for work-study or programs your first year.

Andrew Connolly, Shelton High School Class of 2019

Take the time to network and gain experience. Try to secure a summer internship, shadow a professional in your field, or take specialized courses and certifications. Learning and growth are continuous processes, and the summer is the time to capitalize on this, where you have the flexibility to choose what you want to do.

Adam Kajzer, Berlin High School Class of 2020

Find an exciting summer job! I spent all my summers through high school working as a lifeguard, which taught me lots of skills that I have transferred outside of the pool and into my studies and professional development.

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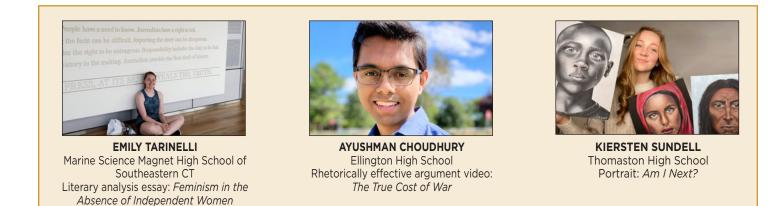
Congratulations to the UConn ECE Scholarship Winners

By Carissa Rutkauskas

UConn Early College Experience recognized 10 outstanding UConn ECE Students this year, awarding each a \$500 scholarship, which can be used at any institution. Winners are high school seniors, who have taken or are currently taking at least one UConn Early College Experience course, and have excelled in the area in which they submitted their project.

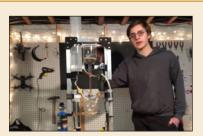
Excellence in the Arts, Humanities, or Social Sciences

Winners demonstrate academic achievement and a potential for future academic and professional accomplishments in a field focusing on the Arts, Humanities, and/or Social Sciences.



Excellence in Science, Technology, Engineering, and Mathematics

Winners demonstrate academic achievement and a potential for future academic and professional accomplishments in the fields of Science, Technology, Engineering, and/or Mathematics.



CONOR LAROCQUE Hamden High School Video: Autonomous Siphon Coffee Machine



GRACE PENDLETON The Morgan School Model: *Gothic Cathedral*



EMMA BATOR-BLANCHET Rockville High School Video: *How Soap Kills Cornavirus*

Excellence in Civic and Community Engagement

Winners are academically successful, are already making a positive difference in their town or neighborhood, and are inspiring others to do the same. The students chosen for this award are UConn ECE Students who demonstrate ambition and self-drive evidenced by outstanding achievement in both school and their community.



STEPHEN DUHAMEL Montville High School Development and promotion projects that strengthen peer interactions and wellness



LINDSAY HAUKOM Edwin O. Smith High School Quaraconcerts, free virtual harp concerts offered to anyone who wanted happiness and human connection



MATTHEW KEATING Holy Cross High School Co-founder of <u>Step by Step</u>, a nonprofit organization that helps the less fortunate in the community



ANIRUDH KRISHNA Ridgefield High School Founder of the Ridgefield Music Mentors program



Flowers don't worry about how they're going to bloom. They just open up and turn toward the light and that makes them beautiful.

Jim Carrey



NACEP Re-Accreditation – An Editorial Not a Description

By Brian Boecherer

By the time you read this article, the National Alliance of Concurrent Enrollment Partnerships (NACEP) Re-accreditation application will have been submitted. Almost 1200-pages of paired syllabi, assignments, statements of equivalency, analysis, documentation, and testimony from the four-corners of the program and the highest levels of the University. This has been my third time engaging in NACEP accreditation, with my first time in 2006 when UConn Early College Experience entered into its modern renaissance. When you complete a task as big as accreditation it feels important in many ways. No matter how experienced you are in the program, after leading an accreditation effort, you feel more knowledgeable than ever before. You have synthesized huge volumes of information, have lead many professionals in a very detailed way, and have created and edited hundreds of documents until you feel they are perfect. You are ready to lead the next chapter of the program, because you see how complete some areas are and where new opportunities should develop.

NACEP accreditation makes me very proud. Not only because we have the status of third-party review, but because our program shines in ways that few other programs do in the nation. As you have heard time and time again, UConn ECE is the oldest concurrent enrollment program in the nation. It is also really one of the best too. We are seen by others as an ivy league in terms of concurrent enrollment. Like the character of every person, our collective and constant efforts make us who we are. We are passionate and dedicated. We work hard and value the fruits of our labor. We care. This is not only true around accreditation time; it is true every year, all the time.

I remember when I started with the program full-time in 2005 (having really started with the program in 1999) and setting the development plan for the office through a process of visiting all the high schools in the program to learn what we did well and where we needed to improve. The high schools and the departments—our great community—put the issues on the table and we ran with them. NACEP was an important part of that story, because it helped us set goals, meet them, and then we aspired to surpass them. The drive to surpass them is part of our character and we should all be very proud to be part of that story.

As the director and the curator of the NA-CEP application, I know our re-accreditation package will be well-received. I also know that it took a community to create. It is the UConn ECE Community that creates the program, the accreditation package is a recording of your fine work. Thank you for all that you do, I am proud to be a part of this inspiring community.

Finding Joy, Finding Beauty, Finding Purpose.

By Elizabeth Kindt



The artist who photographed the cover of this summer's 2021 UConn ECE Magazine is ECE student Cindy Santiago from New Britain High School. Cindy's photograph titled "Tulips in the Springtime" was a photo taken during the month of May that reminded her of Copenhagen. In her submission Cindy writes that Copenhagen has, "the prettiest fields full of tulips which is what inspired me to take this photo. I made sure to angle it in a way that makes you look like you're inside the field in a way." Congratulations to our cover artist Cindy, and thank you for finding the joy and beauty in our Springtime Submission Contest.



p11, Brian Carson, Seymour High School



p12, Jada Vercosa, Southington High School



p17, Alessandra Sanchez, Montville High School



p25, Janeesa Libanori, E. C. Goodwin Technical High School



p28, Srilekha Kadimi, Amity Regional High School





PROGRAMS

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"If we could see the miracle of a single flower clearly, our whole life would change."

— Buddha

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