

UConn Early College Experience
MAGAZINE
A PUBLICATION FOR THE UCONN ECE COMMUNITY



*Navigating
the Waters*

WINTER 2024 -2025 • VOLUME 14



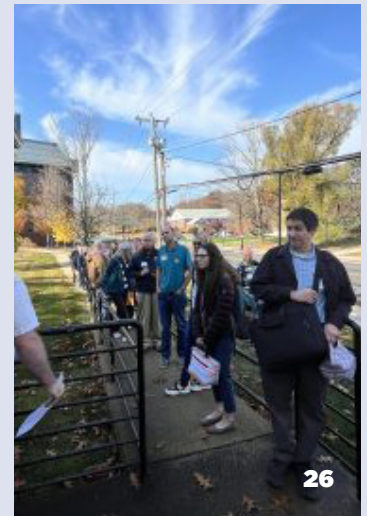
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The Director's Thoughts

Members of the UConn ECE Community,

As we navigate the waters of a new academic year, we do so in the aftermath of one of the more contentious election cycles in modern history. As an educational community, this moment presents a unique opportunity for reflection and growth. The politicized discourse that has shaped our nation's dialogue reminds each of us about the complexity and diversity of perspectives that define our communities. In reflecting on the role of community, each of us within the UConn Early College Experience (ECE) community are uniquely positioned to support and empower students with the skills necessary to navigate the challenges and opportunities that lie ahead. By working to foster classroom and school environments where respectful dialogue and intellectual curiosity thrive, we equip students with the tools they need to understand differing viewpoints, find underlying commonalities, and move forward to make meaningful contributions to their communities.



During the academic year, the UConn ECE community plays a critical role in providing the stability and support necessary to ensure student success. In times of uncertainty, the partnerships and unity between UConn faculty, staff, educators, students and families becomes increasingly necessary. Our commitment to providing access to high-quality, meaningful college coursework, taught by an incredible cadre of instructors serves as a critical foundation for students statewide. Through each of you and our partnerships with schools, the program's UConn course offerings provide a pathway for personal growth, academic resilience, and opportunity to embrace a passion for learning.

The winter edition of our UConn ECE Magazine recognizes program-wide efforts to embrace the opportunities for growth, to build community and to cultivate a program culture that prioritizes knowledge, collaboration and interconnectedness. As you read stories of student events, programmatic offerings and collective efforts to support student success, we recognize that none of this would be possible without the commitment and dedication each of you bring to your role. Thank you for being a critical and necessary member of the UConn ECE community.

With gratitude,

A handwritten signature in black ink that reads "Chris - Todd". The signature is written in a cursive, slightly informal style.

Christopher M. Todd
Executive Director

— Promising Practices —

By Christopher Todd

Recently, an October 2024 edition of “*Education-Week*” focused primarily on what the magazine referred to as “The High School Handoff”, highlighting what happens to students after high school and what some schools and districts across the nation are doing to invest in new pathways, grading and innovative teaching approaches. Not surprisingly, within the volume readers will find numerous references to, and highlights of, Dual Credit and career-based opportunities. With nearly 2.5 million students engaged in dual credit programs nationwide, dual credit programming has become an increasingly recognized and integral component of the changing educational landscape.

As both Dual Enrollment (high school students on college campus) and Concurrent Enrollment (high school instructors teaching college courses) begin to accelerate within national educational discourse, concurrent enrollment is not new, nor obscure to Connecticut, whose UConn’s Early College Experi-

ence (ECE) program is nationally recognized as the oldest program in the nation¹. Educators and school leaders across the state know that these programs bridge the gap between high school and college, offering students a head start on higher education and fostering a smoother transition to postsecondary success. Additionally, UConn coursework through the ECE program allows students to explore career pathways, build critical foundations of content and knowledge and enter the postsecondary space better prepared to meet the challenges ahead.

To maximize the potential of UConn ECE, stakeholders—including our educators, school leaders, and university faculty and staff—play critical roles in ensuring program quality, accessibility, and effectiveness. Focused on Expanding Access, Seamless Registration and Celebrating Success, the following excerpts highlight 3 partner schools working to enhance their connection to the UConn Early College Experience.



Expanding Access: Norwich Free Academy

Stephani Jones, Director of Curriculum and Instruction

Since 1856, Norwich Free Academy (NFA) has adhered to its mission to “return to our hamlets and our homes its priceless freight of youthful minds, enriched by learning... and prepared for the highest usefulness and the purest happiness.” With over 2000 students from a multitude of towns and nations, we celebrate our diversity and endeavor in the creation of opportunities to fulfill our historic mission.

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¹ Check out the incredible article, “Formative Threads in the Tapestry of College Credit in High School: An Early History of the Development of Concurrent Enrollment and a Case Study of the Country’s Oldest Program” written by ECE Staff and Community members, Carissa Rutkauskas and Kathrine Grant in the first edition of the Concurrent Enrollment Review (CER): <https://surface.syr.edu/cer/vol1/iss1/3/>

The intent behind the expansion of our dual enrollment program was twofold: to increase both our course offerings and student access to the UConn ECE experience. With a robust course catalog and the support of the UConn ECE team, we were able to identify existing overlap between NFA and UConn ECE courses. This allowed us to target departments with fewer UConn ECE offerings while simultaneously increasing the numbers in other content areas. As a result, we added eleven new courses, including the high interest Intro to Allied Health Professions (AH 1100), Contemporary Social Issues in Sport (EDLR 2001), and Exercise and Wellness for Everyone (KINS 1100).

We begin our course selection process with an “Exploring Opportunities” event which provides students the opportunity to visit teachers, learn about classes, and have their questions answered by representatives from the UConn ECE team. During this time, we coach students, especially those who have received a Rigorous Coursework letter, to register for challenging courses like our UConn ECE offerings. This year we increased our outreach to ensure that all students and families have the necessary support for completing the UConn ECE registration process. The addition of new courses, the targeted coaching, outreach and support led to a 40% increase in students registered for UConn credits.



Seamless Registration Practices: Suffield High School

Gina Garfield, School Counselor/6-12 Team Leader

On September 16, 2024, Suffield High School held its second annual ECE Registration Day, with Todd Blodgett, Registration Coordinator for Early College Experience, joining us. The event was both informative and highly productive!

The day is carefully organized to run smoothly. A schedule is shared in advance with ECE teachers, informing them of the time their class will come to the Library Media Center and preparing them for the registration process. During the 7-period day, each class comes down

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UConn UNIVERSITY OF CONNECTICUT
EARLY COLLEGE EXPERIENCE

Dear Student, Parent or Guardian, August 2024

If you are scheduled for a UConn Early College Experience (ECE) course for the upcoming school year **You must enroll online and pay the course fee to be eligible for UConn ECE credit.**

Regardless of your student status (new or returning UConn ECE Student) you are required to complete the UConn DualEnroll.com registration process each year.

Below are the SIS UConn ECE courses offered for the 2024-2025 school year. If you are currently enrolled in one or more of these courses, please follow the necessary registration steps, paying close attention to registration deadlines. ECE courses (full-year, fall semester, and spring semester) all have the same registration dates.

REGISTRATION DATES: September 16, 2024 – October 16, 2024 (11:59 PM)
For Fall, Spring, and Full-year courses

UCE Course	UCE Teacher Name	Credits	YR/S	Price	UConn Course
UCE English IV ECE	Rylee Casillo-Bent	4.0	YR	\$200	ENGL 1001: Seminar and Studies in Academic Writing and Multicultural Composition
UCE ENG and FAM DEV W/UCare	Kate McChesney	3.0	YR	\$150	ENGL 1070: Individual & Family Development
UCE 642 Environmental Science	TRD	3.0	YR	\$150	NEE 1000E: Environmental Science
UCE ECE Popular Music and Diversity in America	Anthony Ferreira	3.0	YR	\$150	MSL 1003: Popular Music and Diversity in American Society
UCE Floral Art W/UCare	Laura LaFlamme	2.0	SI	\$100	SP10 2520: Floral Art
UCE Advanced Floral Art Design W/UCare	Laura LaFlamme	2.0	SI	\$100	SP10 3530: Advanced Floral Design
UCE Animal Behavior and Training W/UCare	Bethany Pergams	3.0	SI, SE2	\$150	ANSC 1403: Behavior and Training of Domestic Animals
UCE Intro to Horticulture	Kayla Barto	3.0	SI	\$150	SP10 1110: Introduction to Horticulture
UCE Intro to Companion Animals	Bethany Pergams	3.0	SI	\$150	ANSC 1470: Introduction to Companion Animals

[Student Registration Steps](#)

Dropping your ECE course after you have registered between 9/16/24-10/16/24
Withdrawing from your ECE Course after 10/16/24

If you have any questions regarding the registration process please contact your school counselor and we will be happy to assist you.

Respectfully,
The SIS School Counseling Team
Gina Garfield 6-12 Team Leader - ECE Coordinator
Victoria Deming
Brittany Buchanan
Robert St. Amant

Promising Practices

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at their scheduled time with their ECE teacher. Some periods have more than one class, so it's important to have additional school counselors available to support the process. Students are greeted by the four school counselors and Todd, and we walk them through the registration process step by step, troubleshooting as needed. Additionally, second-semester students are registered by scheduling them during a period as well, making sure all ECE students are included in the process.

On registration day, we cross-reference printed class rosters with the ECE rosters in the registration system as students come in to confirm that all students who need to be registered are accounted for. We also leave 7th period open to catch any students who missed their session—whether due to lateness or another reason—and call them to the Library Media Center for registration.

By the end of ECE Registration Day, 95% of students were successfully registered, with only seven requiring follow-up due to absences. Having Todd on-site was invaluable, as it allowed counselors to refine troubleshooting techniques and resolve issues on the spot. We were able to meet with the remaining students the next day, achieving 100% registration by 9/17. Students also provided positive feedback, with many saying the process was much more efficient and helpful for them.

We look forward to using the same process next year, as it has really helped organize our registration programming, resolve issues on the spot, and strengthen our positive collaboration with UConn, all in support of our students!



Celebrating Student Success: New Britain High School

As New Britain High School works to expand student access to dual credit opportunities, including 17 UConn courses, a key building strategy has been intentionally

focused on the celebration of student success. UConn ECE Site Representative Eileen Marquez collaborated with New Britain High School Guidance Counselor Stacy Rosado and her team to lead school staff in implementing several promising practices to celebrate the work and dedication of their students, starting with a first ever college credit ceremony held last May. The ceremony celebrated the efforts of more than a hundred students who participated in dual credit coursework through one of New Britain's various higher education partnerships, including UConn ECE.

In reflecting on the event, Todd Blodgett said "It was a great evening attending the first New Britain High School College Credit Recognition Ceremony. I was able to talk with many of the graduating students who took UConn Early College Experience courses while at

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New Britain and hear about their future plans. The school and counseling office put on a wonderful event for families to come honor their students who have challenged themselves to take college credit courses while at New Britain High School.”

In addition to the first annual celebration, New Britain High School has also worked to leverage their UConn ECE Student Ambassadors to celebrate dual and concurrent enrolled students through various social media

platforms, including their @nbhs_uconnce Instagram account.

Eileen wrote “Our student ambassadors have been doing an excellent job showcasing the course highlights, interviewing students, and posting individual student accomplishments. They receive support from the social media managers for our high school and district pages who always showcase what they post on the @nbhs_uconnce Instagram as well.” ■

These promising practices to intentionally expand access, streamline student registration, and celebrate student success represent just a small sample of the incredible initiatives taking place across the UConn ECE community. These exemplary practices expand on our May 2024 Site Representative Conference highlights of the incredible initiatives happening in Glastonbury, Rockville, East Lyme, and at University High School of Science and Engineering where each partner school is intentionally focused on building programming that best supports student success and postsecondary aspirations.



2024

UConn ECE At the Avery Point Campus | September 20, 2024

Cardboard Boat Race:

Chariots Afloat

By Jessica Dunn | Photos by Michael Illuzzi



2024 EARLY COLLEGE EXPERIENCE STUDENT EVENTS

On Friday, September 20, 2024 UConn ECE hosted our annual UConn ECE Cardboard Boat Race at the UConn Avery Point Campus drawing just over 400 attendees including students and instructors from 12 different UConn ECE high school partners from across the state. We were also joined by UConn Avery Point and Storrs Administrators, faculty, and staff, and a very special Guest of Honor, Jonathan XV!

With an energetic crowd and a packed agenda of academic presentations, the event was a true celebration of both scholarship and creativity. We are grateful for the unwavering support of our UConn ECE partners and colleagues who make this event possible year after year.

The day began with a warm welcome from Chris Todd, Executive Director of the Office of Early College Programs, and Dan Mercier, Director of Academic Affairs at UConn Avery Point. Their inspiring remarks set the tone for the

day and encouraged students to embrace the opportunities to collaborate with their peers and engage in collegiate experiences.

After the welcome, students transitioned from the beautiful Gazebo Lawn, overlooking the mouth of the Thames River, to the classroom where they heard from distinguished UConn Faculty. Presentations covered a variety of topics related to the event, such as engineering, politics, history, and archaeology. The morning sessions featured:

- **Professor Kroum Batchvarov** – Black Sea MAP Project
- **Professor Matthew McKenzie** – Navigating the Past: A Seafarer’s Approach to Studying History
- **Professor Frank Griggs** – Maritime Politics: Making Waves of Progress?
- **Professor David Giblin** – Engineering a Cardboard Race Boat: A detailed look at the mechanics, constraints, trade-offs, and decision-making.

These sessions helped students dive deep into the academic topics related to maritime studies, engineering, and more setting them up for the afternoon’s hands-on competition.

The theme for this year’s race was “Chariots Afloat”, in honor of the Paris 2024 Olympics and as a fun nod to the iconic movie *Chariots of Fire*. Students arrived prepared,

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UConn ECE Cardboard Boat Race

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having carefully designed and built boats made solely of cardboard and duct tape. They also came up with creative boat names to fit the theme. Just as we had hoped, the students came to the event well-prepared and determined to persevere in the infamous Cardboard Boat Race.

Among the twelve participating high schools, 24 boats competed for the coveted Cardboard Trophy. The Morgan School had proudly displayed the trophy for the past two years hoping to bring it back home for the third year in a row. Although the competition was tight, and The Morgan School placed in two of the four heats, Daniel Hand High School broke their streak and brought home the Cardboard Trophy as the winners of the Championship Race! Daniel Hand High School's Usain Boat set the record for the fastest completion time during the initial heats, and then took first in the Championship race as well. They will display the Cardboard Trophy until next year, when a plaque with their school and boat name will be affixed to the trophy, and then be passed along to the 2025 Champions!

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UConn ECE Cardboard Boat Race

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Thank you to all our UConn ECE partners for your support in making this event a success year after year. Kicking off the school year with over 400 UConn ECE Students on our UConn Avery Point Campus is a true testament to the strength of our community and to the dedicated and passionate students we serve. Congratulations to all participating schools and teams! ■

Heat 1 Trophies

- #1 The Narwheel - Bethel High School
- #2 Fish N' Chips - Ledyard High School
- #3 ROB (Recycled Olympic [village] Bed) - Daniel Hand High School

Heat 2 Trophies

- #1 Gold Medal Cruiser - The Morgan School
- #2 Banana Keel - Ellington High School
- #3 Seiugis - Bethel High School

Heat 3 Trophies

- #1 The Floating Scotsman - Ellington High School
- #2 LeBoat James - Manchester High School
- #3 Steeple Chasers - East Granby High School

Heat 4 Trophies

- #1 Usain Boat - Daniel Hand High School
- #2 Socra-Seas (SS) - Bethel High School
- #3 Poseidon's Champion - The Morgan School

Championship Race

Usain Boat - Daniel Hand High School

Best Visual Design Award

Rowe v Wave - Daniel Hand High School

Best Boat Name Award

Sorcra-Seas (SS) - Bethel High School

Interdisciplinary Collaboration Award

Daniel Hand High School

People's Choice Award

Trident's Point - University High School



2024

UConn ECE Italian *Immersion Day* & Quiz Bowl

By Jessica Dunn
Photos by Michael Illuzzi

On October 24, the University of Connecticut's Early College Experience (ECE) Program Office along with UConn ECE Italian Faculty Coordinator, Dr. Tina Chiappetta-Miller, hosted the highly anticipated 3rd annual Italian Immersion Day & Quiz Bowl. The event, which took place at UConn's Storrs campus in the Student Union Theatre, set a record for participation. Over 100 students from six high schools across Connecticut came together for a day of competitive fun, language immersion, and cultural celebration.

At this year's event we welcomed students from Bristol Central High School, Newington High School, Plainville High School, Holy Cross High School, Torrington High School, and Southington High School. After the welcoming remarks, the students broke up into several small groups to sit in on Italian language classes with UConn graduate teaching assistants. This unique opportunity to experience college learning in an authentic college environment is a highlight of the partnership between UConn's ECE program and Connecticut high schools.

After lunch, the head-to-head showdown of the Quiz Bowl took center stage in the theatre, where the atmosphere was electric. Excitement among the students was clear as teams answered questions covering everything from grammar and vocabulary to Italian history and geography. The competition was tight and in the end a tiebreaker was needed to separate 2nd and 3rd place.



Holy Cross High School finished in first place, Bristol Central High School in second, and third place went to Plainville High School. The MVP round was also quite lively, with Luis Hysenllari of Plainville High School taking home the medal.

UConn ECE Italian Immersion Day & Quiz Bowl serves as an important opportunity for high school students to deepen their understanding of the culture while strengthening their language skills in Italian. With about 15 high schools in Connecticut offering ECE Italian as part of their curriculum

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UConn ECE Italian Immersion Day & Quiz Bowl

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this year, it was inspiring to see so many students and instructors in attendance, celebrating their shared passion for the language.

We are so pleased that this event continues to grow in popularity. As part of our mission to foster a strong community of students and educators dedicated to advancing their understanding of Italian language and culture, we look forward to bringing it to

you every year. The experience is not only an academic challenge but also an unforgettable cultural exchange that leaves participants with lasting memories and a deeper appreciation of Italian.

Congratulations to the 2024 winners and many thanks to all this year's participants. ■



2024

UConn ECE French

*Immersion Day**& Quiz Bowl*

By Jessica Dunn

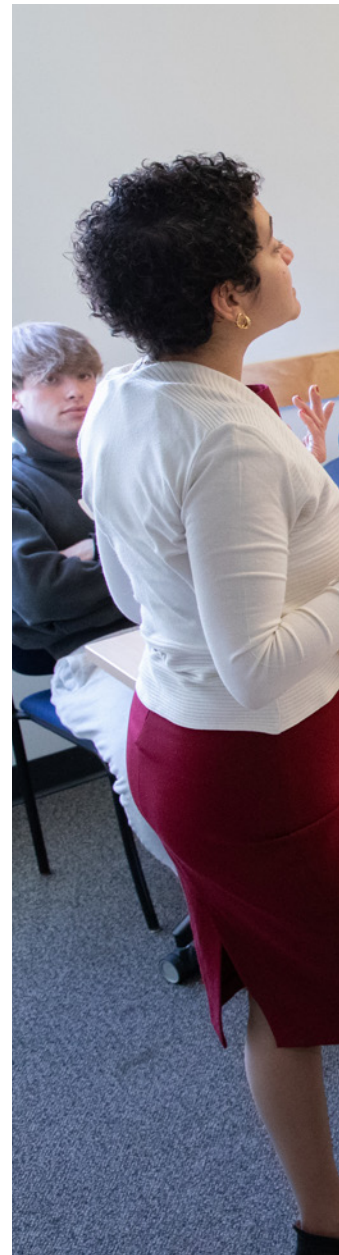
Photos by Michael Illuzzi

On November 14, 2024, the University of Connecticut's Early College Experience (ECE) Program Office along with UConn ECE French Faculty Coordinator, Dr. Florence Marsal, hosted the annual French Immersion Day & Quiz Bowl on the UConn Storrs Campus. This year's event had over 120 students attend representing nine different UConn ECE partner high schools across Connecticut. We welcomed students from Coventry High School, Daniel Hand High School, Glastonbury High School, Lewis S. Mills High School, New Fairfield High School, Wilton High School, Bristol Eastern High School, Jonathan Law High School, and Norwich Free Academy.

Students started the day in the Student Union Theatre where they heard from OECF Executive Director, Christopher Todd; the Literatures, Cultures, and Languages Department Head, Dr. Jennifer Terni; and the UConn ECE French Faculty Coordinator and host, Dr. Florence Marsal. Chris welcomed students and instructors to Storrs with a brief commentary on the intertwined histories of the United States and France, particularly the shared revolutionary ideals of the late 18th Century, and the significant cultural, political, and intellectual exchanges which have shaped their paths as modern democracies. Dr. Terni spoke about Technopole, the UConn dual degree in French and engineering that offers great opportunities to travel and internship in France, while Dr. Marsal individually welcomed each participating high school, and provided them with

guidance on how the event would unfold. Students were encouraged to take advantage of the opportunity to interact with the UConn French Teaching Assistants during the morning immersion sessions, to collaborate with their peers from across the state, and to bring their best to the afternoon's Quiz Bowl competition.

It was evident students were excited to be at the event, and to share their passion for learning the French language. After the morning immersion sessions where students discussed a wide variety of topics, such as comedy, paintings, BookTubers, European travel, the Breton regional identity, and fairy tales, they mentally prepared themselves for the jeopardy-style Quiz Bowl Competition in the afternoon. To accommodate

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UConn ECE French Immersion Day & Quiz Bowl

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the higher number of teams who entered the competition than in years past, Dr. Marsal shifted the format of the competition. Instead of single elimination rounds, each team competed a minimum of two times this year. The teams who achieved the highest number of correct answers advanced to the next round.

This format allowed all teams to be on stage and in the spotlight at least twice, which was a great improvement from years past, but it did create very close competition! After the first rounds, five teams were tied for the most correct answers and one team with over double that number of correct answers. Norwich Free

Academy was deemed the Champion with the most correct answers after the first rounds. The competition then continued with single representatives from each of the five high schools coming to center stage to battle for second and third place.

Teams were eliminated one by one as rounds progressed, leaving Bristol Eastern High School and Glastonbury High School battling for their positions. In the last minutes of the competition, Bristol Eastern came out on top, taking home 2nd place and Glastonbury High School took home 3rd place. ■



2024

UConn ECE German

*Immersion Day**& Quiz Bowl*

By Jessica Dunn

Photos by Michael Illuzzi

On November 20th, the UConn ECE Program Office, in collaboration with Dr. Anke Finger, the UConn ECE German Faculty Coordinator, hosted an exciting and educational student event: the UConn ECE German Immersion Day & Quiz Bowl. This event marked the culmination of UConn ECE's Fall 2024 Language Days series, offering students a unique opportunity to enhance their language skills in Italian, French, and German, while also celebrating the rich cultural traditions associated with each language.

The German day began with a warm welcome from Dr. Anke Finger, who introduced the event's format and expressed her excitement for the day's activities. She welcomed all the participating high schools from across the state to UConn. The event brought in a diverse group of students, with the closest attendees from neighboring E.O. Smith High School, followed by East Lyme High School, and schools from the southwest corner of the state, including Staples High School and Wilton High School.

Dr. Finger's opening remarks were followed by an eye-opening keynote address from Isabel Sterett, a senior in UConn's Materials Science and Engineering (MSE) program, who shared her personal experience studying abroad in Germany. Isabel, who had never studied German before coming to UConn, recounted her transformative journey as part of UConn's EUROTECH program. She spoke about her time in Germany, where she studied both German and engineering, participated in an internship, and explored German culture through activities like attending Oktoberfest, skiing in the Swiss Alps, and visiting landmarks in Berlin. Her internship at BMW's additive manufacturing campus in Munich also provided invaluable international experience, emphasizing the benefits of pursuing degrees and careers with a global perspective.

Following the keynote, students participated in smaller immersion sessions led by Graduate Assistants in the UConn German Department. Students explored get-to-know games in German and learned about some of the teaching approaches in the program. Dr. Finger then led a short career session, highlighting over 150 German companies in Connecticut eager to offer internships and hire program graduates.

Just as the career discussion wrapped up, a surprise visit from Jonathan XIV and Jonathan XV brought excitement to the event. The dogs, on their daily walk through campus, stopped by the theater to greet attendees, creating the perfect transition before the afternoon's head-to-head competition.

The highlight of the day was the highly anticipated Quiz Bowl, where teams of students tested their knowledge of German language, history, and culture. The Quiz Bowl consisted of six rounds of

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UConn ECE German Immersion Day & Quiz Bowl

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competition where each team played against each other twice. Teams from East Lyme High School, Staples High School, and Wilton High School competed fiercely, vying for the top spots.

In the championship round, Staples High School emerged victoriously, earning 1st place with 14 points. Wilton High School secured 2nd place with 9 points, while East Lyme High School rounded out the top three with 3rd place and 4 points. The event not only celebrated academic achievements, but also fostered a sense of community and cultural exchange among students from different regions of Connecticut.

The UConn ECE German Immersion Day & Quiz Bowl exemplified UConn's dedication to enriching students' educational experiences and encouraging global awareness. Through engaging activities like the Quiz Bowl and inspiring presentations like Isabel's keynote, students gained valuable insights into the importance of language learning and the benefits of an international perspective. ■



2025 DATES TO REMEMBER

January 2 - January 31
Fall course evaluations open

January 7 - February 15
Spring Syllabus Collection Period

January 17 - March 7, 2025
Student Scholarship Applications

January 25, 2025
Deadline for Wallace Stevens Poetry Contest

January 31 - March 7, 2025
Nominations for Professional Recognition Awards

February 3-7, 2025
Spring Course Adjustment Period

February 8 - May 1, 2025
Spring course withdrawals

February 25, 2025
Deadline for Fall Semester Grades

March 25, 2025
Chinese Talent Show

March 25, 2025
CT History Day

April 25, 2025
Professional Recognition Awards

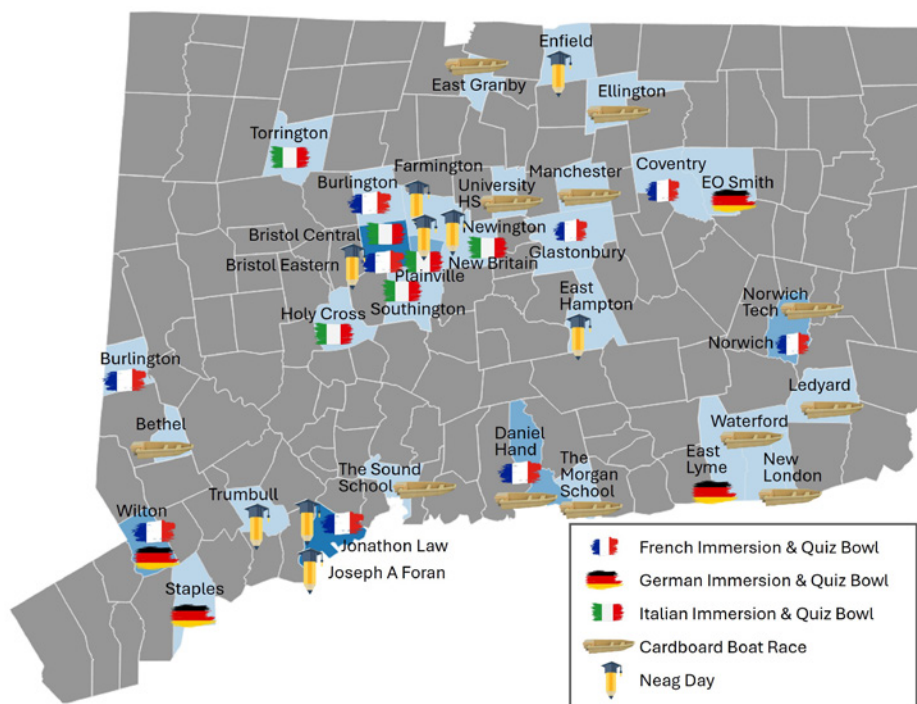
May 1 - May 31, 2025
Spring course evaluations open

May 19, 2025
New Instructor Orientation

June 25, 2025
UConn ECE Spring grade submissions deadline

UConn ECE Student Events during the Fall 2024 Semester

This map of Connecticut highlights the high schools that participated in UConn ECE student events during the Fall 2024 semester. Each marker represents a school that sent students to a specific event, providing a visual representation of regional participation across the state. The map also reflects the diverse range of schools involved, from urban centers to rural areas, illustrating the broad engagement in these student events offered so far this year. The widespread participation is a testament to the dedication of UConn ECE Instructors and Students and their commitment to excellence and growth. We look forward to expanding our reach and encourage all high schools to take advantage of the valuable opportunities available to students across various disciplines.



History Day Judging

Contest

Fairfield Regional
New Haven Regional
Norwich Regional

Date (all Saturdays)

March 1
March 8
March 8

Contest

Torrington Regional
Mansfield Regional
CT State Contest

Date (all Saturdays)

March 22
March 29
May 3



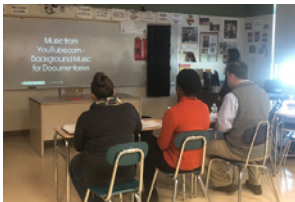
Deep Dive Into a Vetted Rubric

- In-depth judge training for criteria and process.
- Gain confidence in evaluating student work.



Improve your feedback

- Target feedback to further students' analysis and application of their research.
- Bring awareness to personal biases and how to keep them in-check. Leave students excited to participate again.



View Projects with Real-World Application

- Choice of project type encourages students to work toward personal strengths and interests.
- Projects represent students from a range of academic levels and backgrounds.



Collaborate & Network

- Consensus judging allows for discussion and interpretation. Opportunities to learn about implementing HD from other educators. Business and community leaders highlight real world possibilities. Great for pre-service teachers!



Interact with Passionate Students

- Be open to learning something from the students—they are the experts!
- Gain insight to new tools/techniques used in the making of their project.



Neag School Hosts Early College Experience Day for 116 High School Students

By Mikala Kane, Director of Communications & Digital Strategy,
UConn Neag School of Education

Eight Districts Bring EDCI 1100, EPSY 1100, and EDLR 2001 Students to Storrs

In October, the UConn Neag School of Education hosted nine high schools that offer its Early College Experience courses in Storrs for a day. The 116 high schoolers in attendance learned more about the University, the Neag School, and potential careers in education and sport management.

“Expanding our Early College Experience courses offered through the Neag School has been a priority for me,” Dean Jason G. Irizarry says. “In 2023-2024, our four courses provided the opportunity to earn college credits to 669 high schoolers in 25 districts. I’m thrilled Neag School faculty and staff organized an ECE Day for some of the students currently enrolled in our courses.”

Irizarry kicked off the day’s program, welcoming students and teachers from Bristol, East Hampton, Enfield, Farmington, Milford, New Britain, Plainville, and Trumbull. All either teach or take EDCI 1100: If You Love It, Teach It; EDLR 2001: Contemporary Issues in Sport; or EPSY 1100: Introduction to Special Education.

The group then heard an overview of the Neag School from ECE faculty coordinators and professors, as well as Assistant Director of Student Support Dominique Battle-Lawson and Academic Advisor Sydnee Jones.

“The Neag School continues to prioritize Early College Experience as an opportunity to connect with high school students,” says assistant professor in residence Danielle DeRosa, who is also one of the School’s ECE faculty coordinators. “We wanted the opportunity to bring ECE students who are taking our courses to campus so they could get a taste for campus life and learn more about the Neag School.”

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Around midmorning, students enjoyed tours of campus and the athletics facilities before attending one of two panels: either about the Integrated Bachelor's/Master's Teacher Education Program or the Sport Management Program.

Both panels were organized and led by current Neag School students. Cece Echevarria '25 (ED), '26 MA; Anneliese Ide '26 (ED), '27 MA; Eben Hikade '25 (ED), '26 MA; Brynn Madonna '25 (ED), '26 MA; and Logan McCallum Laval '24 (ED), '25 MA spoke on the teacher education panel, while Paige Bjerke '26 (ED), Teddi Ferraro '25 (ED), Jake Steinberg '26 (ED), Donte' Carter '26 (ED), and Ava Inesta '26 (ED) offered insight as part of the sport management panel.

"The students asked insightful questions that allowed current Neag School students to share their advice and experiences of what to expect from both the University and our programs specifically," says McCallum Laval, who also helped coordinate and host the day's activities. "We hope to continue this event for years to come."

"We hope the high school students and their teachers were able to learn more about UConn, the Neag School, and our programs, faculty, staff, and current students," says Ann Traynor, assistant dean and certification officer for the Neag School.

"Neag Day was an invaluable experience for my students," says Molly Anderson, an educator from Jonathan Law High School in Milford. "The visit sparked an excitement about life after high school, and my students are still talking about it. It's undoubtedly one of the highlights of being part of the Neag School's ECE community." ■



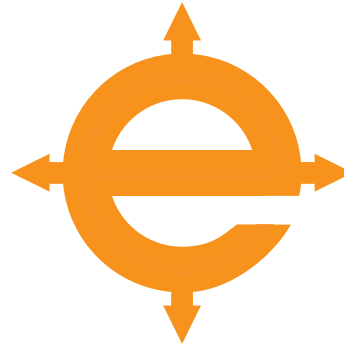
Each year, UConn PCS is dedicated to helping students discover their passions and reach their full potential. By immersing students in UConn's campus and academic community, we've created a supportive environment for students to grow, explore and discover the possibilities of tomorrow.



Seeds of Success:

Nurturing students potential through UConn PCS growth

By
Abigail Piotrowicz



UConn Pre-College Summer
Program Assistant

Deciding what comes next after high school can be a daunting task. With so many potential paths to take, from college to careers to personal passions, the choices often feel endless. With ten years under our belt since we first opened our doors to students, we at UConn Pre-College Summer, (PCS) understand the challenges these questions pose when students are considering their future. That's why we offer a unique opportunity for high school students from around the world to experience college life, explore new interests, and connect with a vibrant academic community all on the Storrs campus.

At UConn PCS, our mission is to provide students with an exploratory experience that helps them engage with college life while

reflecting on which path might be right for them. To support this mission, in the last year we have focused on implementing additional program resources for students and families that are committed to providing a range of opportunities to guide students on their journey toward success.



One measure of how we aim to provide our students the greatest number of resources is by offering the most courses our program has offered in its history. This past summer, we offered a total of 29 different courses spanning over several topics and subjects

ranging from Agriculture, Health, & Natural Resources, Fine Arts and Digital Media, Engineering, Liberal Arts and Sciences, Pharmacy and Pre-Med.

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Seeds of Success: Nurturing students potential through UConn PCS growth

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Alongside the vast number of courses offered last summer, UConn PCS offers exploratory workshops for students to engage in during the week to further explore and navigate academic, extracurricular and leadership sources. A few examples of workshop topics offered were “Breaking Down Barriers: You CAN Study Abroad!”, “Leading the Way to Getting an A”, “Promoting Mental Health”, “Nutrition for

former summer residential staff to better understand what participating in the program would encompass.

Open House began with a brief presentation for families about the program in Lawrence D. Mchugh Hall, followed by a community Q&A session where participants could submit questions for our team to answer. Afterward, families were invited to have lunch at Israel Putnam Refractory to experience the dining halls where students dine during the summer. Finally, we concluded with a guided tour of the UConn campus, so families could get an insider perspective at the spaces students utilize during their time in the program.

In conjunction with our open house event, we were pleased to debut our Career Fair, which brought together program participants, UConn staff, faculty, and professionals from a wide range of fields. This event provided students with valuable career insights, expert advice, and the opportunity to engage directly with industry leaders. It also allowed students to explore potential career paths and gain a clearer understanding of the professional landscape across various disciplines. By interacting with professionals from diverse industries, students acquired practical knowledge and guidance that

will support their career development.

Each year, UConn PCS is dedicated to helping students discover their passions and reach their full potential. By immersing students in UConn’s campus and academic community, we’ve created a supportive environment for students to grow, explore and discover the possibilities of tomorrow.

If you are interested in learning more about UConn Pre-College Summer visit pcs.uconn.edu, call our office at 860-486-0149 and or email us at pcs@uconn.edu. ■



College Students”, “Mirroring in Communication”, “The Art of Crafting a Compelling College Essay”, “Professor! I Need to Get an A in My Class!”, “Personal Leadership Plan”, “UConn Campus Tour and Information Session”, “Who Am I? The Power of Me?”, “Using Your Voice: Self-Advocacy in College”.

Prior to the start of the summer program, UConn PCS introduced its first-ever Open House event in March! Open House was designed to give prospective students and their families a closer look at the program and UConn campus. Attendees had the opportunity to interact directly with UConn PCS instructors, program administrators and

Empowering Student Leaders: The Growth of the UConn ECE Ambassador Program

By *Christ-Anne Jean-Francois, UConn Student Administrative Assistant*

Since its inception 9 years ago, the UConn ECE Ambassador Program has grown significantly. This extracurricular opportunity plays a crucial role within the UConn Early College Experience Program, where ambassadors actively assist with ECE marketing and administration, support fellow students, and collaborate with Site Representatives at their high schools. In recent years, we've expanded their responsibilities to make them more interactive and present on the front lines of our social media platforms and publications.

provide a behind-the-scenes look at their daily lives as ECE students, sharing updates, advice, and glimpses into their classes and extracurricular activities.

Ambassadors are also involved in semester reports, providing updates on what's happening in their classrooms and UConn courses. During the fall term, they assist teachers with student registration, supporting a smooth enrollment process.



This year, we have 35 ECE Ambassadors representing 27 schools across Connecticut. Our ambassadors are primarily seniors, with 30 seniors, 3 juniors, and 2 sophomores making up this year's cohort.

Some of the initiatives that ambassadors have contributed to recently—and will continue to participate in this year—include the ECE Student Advice Column, where ambassadors share tips and insights for success in the program. They also participate in Ambassador Spotlights, allowing each ambassador to highlight their personal achievements and goals, and showcase their experiences with ECE. Additionally, ECE Instagram Takeovers give students a chance to

The UConn ECE Ambassador Program is an excellent leadership opportunity, and it's rewarding to see the impact on our students' futures. Through our intake process, we've learned that all of our ambassadors plan to attend a four-year university after high school. This program not only cultivates leadership skills but also serves as an inspiring pathway for other students who share similar values and aspirations to get involved in their schools and the UConn ECE Program. ■



PROFESSIONAL Development Workshops

By Caroline Lynch, UConn ECE Graduate Assistant, Master's Student, UConn, Higher Education and Student Affairs

It's been a busy semester for our certified ECE instructors; as of today (November 8, 2024) we have already had the pleasure of hosting 15 professional development events, both on- and off-campus, in-person and virtual. Instructors from Philosophy, American Studies, Maritime Studies, U. S. History, Medieval Studies, Civil Engineering, Environmental Sciences, Biology, Chinese, Marine Sciences, Music, Economics, Physics, Sustainable Plant and Soil Systems, Sociology, and English, along with our ECE Library Media Specialists, have had the opportunity to connect with their colleagues, faculty coordinators, and the ECE program staff so far this school year! We would like to take the time to highlight some of these incredible events and thank all attendees and organizers for their efforts this semester.



September 27, 2024: AMST/MAST/U.S. History at Mystic Seaport

Late September marked the beginning of a new initiative for Early College Experience: interdisciplinary professional development experiences. Approximately 75 instructors from Maritime Studies, American Studies, and U.S. History convened at Mystic Seaport Museum, where they had the opportunity to explore the Seaport's current featured exhibit, *Entwined: Freedom, Sovereignty, and the Sea*, following a discussion by the exhibit's curator, Dr. Akeia de Barros Gomes. Additionally, instructors engaged in several hands-on sessions around the museum property. These included a rope-making activity, a tour of the oldest commercial ship still afloat in the U.S., as well as a visit to the museum's library, where instructors engaged with primary sources which highlighted Connecticut's rich whaling and maritime history.



October 4, 2024: Medieval Studies (HIST 1300) Workshop

To kick off our October events, instructors from Medieval Studies convened on the UConn Storrs campus, to engage in conversation surrounding the Mali Empire in Western Africa with guest speaker Professor Christine Cooper-Rompato, of Utah State University. Attendees were asked to grapple with their personal connections to the continent, and interacted with a variety of resources (maps, articles, historical documents, videos, etc.) to enhance understanding.



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October 15, 2024: Environmental Sciences at CAES

Our Environmental Sciences instructors traveled to New Haven, CT for their professional development experience this year. Under the guidance of Associate Professor Morty Ortega, the group explored the Connecticut Agricultural Experiment Station, and received several informative lectures from resident scientists, including Dr. Scott Williams and Dr. Megan Linske, who both received their Ph.D.'s from the University of Connecticut! Lecture topics included integrated tick management research from Dr. Williams, "Diversity and Disease: Assessing Backyards for Tick Bite Prevention and Awareness" from Dr. Linske, and Monarch butterfly biology and conservation courtesy of Dr. Kelsey Fisher.



October 18, 2024: Chinese via Webex

Our first virtual PD of the year. Chinese instructors met on Friday, 10/18, and thanks to the virtual modality, they were given the opportunity to hear from Professor Zhiying Qian out of Florida State University. Professor Qian delivered a fascinating lecture on the emerging relationship between Artificial Intelligence (AI) and Chinese language instruction.



October 23, 2024: Economics Workshop

The UConn Storrs campus hosted our Economics instructors on Wednesday, 10/23, in collaboration with faculty coordinator Natalia Smirnova, Associate Professor in Residence. The event began with some exciting stories of ECE student successes (congratulations to Cheshire High School for placing 3rd in their Future Business Leaders of America competition!), and brainstorming classroom activities. Several guest speakers joined us in the afternoon, including Ariel Slonim, curriculum designer for Marginal RevolutionUniversi-



ty, a nonprofit dedicated to providing everyone with a "world-class economic education", and Mary Claire Peate, a Senior Economic Education Specialist from the Federal Reserve Bank of St. Louis.

October 29, 2024: SPSS Workshop with CIPWG



SPSS instructors were given the opportunity to attend the 12th biennial Symposium for the Connecticut Invasive Plant Working Group (CIPWG), thanks to faculty coordinator Professor Julia Kuzovkina. CIPWG is an organization committed to mitigating the negative environmental impact of invasive plant species, through educating themselves and others on identification and management of invasive plants, as well as replacement of invasive with native species. The theme of the Symposium was "Real Talk: Making an Impact in Invasive Plant Management", and attendees were treated to a variety of discussions emphasizing the critical role of education in conservation and rooting the discussion of eradicating invasive plant species in local case studies. The day even finished up with a raffle for a collection of potted plants native to the area!



October 30, 2024: Physics Workshop and Planetarium Visit



Our annual physics workshop offered a variety of enrichment opportunities for our attendees. First, instructors engaged in valuable discussion on exam format and grading techniques, followed by our main event: a demonstration in the newly renovated Cynthia Wyeth Peterson planetarium. Our workshop marked one of the first uses of the new facility, and we extend thanks to Dr. Matt Guthrie and PhD student Kelcey Davis for allowing us into the facility, and for providing a fantastic show! Beginning in 2025, regular public shows

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February 26
Political Science

March 7
Digital Media and Design

March 11
Animal Science

March 12
European History
(HIST 1400)

March 14
French Instructor

March 17
Earth Science
Instructor

March 18
Allied Health

March 25
Educational Psychology

March 25
German

April 4
Italian

May 19
New Instructor
Orientation



Scan QR code to visit the ECE Events page for additional information about 2025 Workshops.

PROFESSIONAL Development Workshops



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are set to begin, and several of our attendees left the event excited by the opportunity to bring their students back to campus for a show sometime soon.

November 1, 2024: Annual English Conference



Marking our largest event so far this year, we welcomed just over 100 ECE English instructors to the UConn Storrs campus on Friday, November 1, for a conference entitled “Collaborative Circulation: A Recursive Roadmap”. Attendees attended four breakout sessions in small groups, followed by a panel discussion hosted by UConn English Department faculty and guests. Session descriptions were as follows:

1. Circulation for Brainstorming and Ideation
2. Circulation of Feedback
3. Circulation as a Rhetorical Device/Context
4. Interconnected Circulation: an Activity

What an exciting few months we’ve had! Not to mention, we still have events for Communication, Chemistry, Human Rights, Anthropology, and Math to look forward to before the Fall Semester comes to a close. To find more information and photographs from these and the rest of our professional development events, please feel free to visit the “ECE PD Blog” on our website. Planning for Spring 2025 workshops is well underway, and we plan to post details and dates on the ECE website’s “Dates to Remember” page as soon as possible. Thank you again to all who have attended an ECE event so far this year; it is always a pleasure to connect with our instructors across Connecticut. And to those we haven’t seen yet this year, keep an eye on your email inbox! We look forward to connecting with you and your colleagues very soon. ■

News To Know

By Carissa Rutkauskas

Welcome Woodhouse Academy and a Warm Welcome Back to 6 Returning Partners!

UConn ECE is proud to announce Woodhouse Academy in Milford has joined our network of partners this year, offering KINS1100: Exercise and Wellness for Everyone to their students. In addition, we are thrilled to welcome back six previous partners—Bassick High School, Darien High School, Eli Whitney Technical High School, Vinal Technical High School, Wilbur Cross High School, and Weaver High School—who will continue to provide their students with access to UConn courses through the ECE program.

An update on By the Numbers

One of the most anticipated features of the *UConn ECE Magazine* Winter edition has been our By the Numbers article, which highlights key statistics including student enrollment, course sections, instructors, and the highly anticipated Top Ten lists. This year, for the first time, this data will be included in the Spring edition of the magazine. Beginning in the 2023-24 academic year, UConn ECE incorporated a Spring Course Adjustment Period in which students can add or drop a Spring course, thus allowing for a more accurate snapshot of enrollment by March.

Although numbers aren't finalized yet, we are, however, happy to share that student enrollment continues to increase, breaking our all-time record of the number of students enrolled in a UConn course in their high school.

Amy Bigelow of Franklin Academy Attends Computer Science Teachers Association of New England Conference

Ms. Bigelow is certified to teach UConn CSE1010: Introduction to Computing for Engineers, MATH1030Q: Elementary Discrete Mathematics, MATH1131Q: Calculus I, MATH1132Q: Calculus II, MATH2110Q: Multivariable Calculus, STAT1100Q: Elementary Concepts of Statistics



Yet again, I am so appreciative of the UConn ECE program's incredible support of teachers' professional development. I attended my first-ever Computer Science Teachers Association of New England conference in Boston, and it was a wonderful experience! The presentations and workshops focused on AI as a technical skill set (instead of a consumer skillset) and teaching machine learning were particularly valuable. They were full of so many engaging and relevant activities that applied the foundational concepts of functions and if-else statements from CSE 1010. The discussions on the ethical use of AI were rich and thought-provoking. As a first-year CSE teacher working to build our school's computer science offerings, I also found the panel discussion of "Strengthening the Computer Science Pathway from High School to College" especially helpful. Overall, the entire event was incred-

ibly positive and supportive! It was a fantastic way to spend a Saturday, and I feel energized and confident to return to the classroom knowing what to stress and with many more connections and ideas for extensions. Thank you for supporting this opportunity!

Andrew Morehouse of The Woodstock Academy Attends American Council for the Teaching of Foreign Languages

Mr. Morehouse is certified to teach UConn CAMS3102: Topics in Advanced Latin

I had an enriching experience at the American Council for the Teaching of Foreign Languages (ACTFL) convention held in Philadelphia, PA, where I connected with similarly enthusiastic educators from across the country. The event was a fantastic opportunity to exchange ideas and build relationships with colleagues dedicated to advancing language education. I attended engaging sessions focused



on equitable practices in language teaching, gaining valuable insights into creating more inclusive and accessible learning environments for students of diverse backgrounds. A standout moment for me was a thought-provoking presentation on integrating AI in the classroom. It highlighted how we as teachers can integrate AI into our curricular planning to create evergreen lessons

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that reduce the cognitive load and the workload of teachers. The experience reinforced the importance of collaboration and staying current with evolving methodologies in language education and I thoroughly enjoyed it.

Jessica Chapman of Norwich Free Academy Awarded 2024 Milken Educator Award for Connecticut

Ms. Chapman is certified to teach UConn SOCI1001: Introduction to Sociology

Congratulations to Ms. Chapman for being selected as the recipient of the Milken Educator Award, awarded to “early-to-mid career education professionals for their already impressive achievements and, more significantly, for the promise of what they will accomplish in the future” (Milken webpage, 2024). To read more about Ms. Chapman’s accomplishments, visit the Connecticut Education Association (CEA) website’s article, Norwich Free Academy Teacher Surprised with \$25,000 Award (CEA, 2024).

UConn ECE Data Dashboard is Now Live!

We are excited to announce that UConn ECE data is now publicly accessible through two interactive dashboards available in the Data & Research section on ece.uconn.edu:

- 1. UConn ECE High School Partner Profiles** – Featuring data for the 2023-24 school year, including student, course, and school information.
- 2. Ten-Year Trends** – Showing student and course data over the past decade, with the ability to drill down by county, school size, city/town, and year-over-year growth.

These dashboards, created by Business Analytics & Project Management graduate student Siva Sekhar Medisetty, offer an in-depth look at UConn ECE’s reach and impact. Please note that data included in the UConn ECE data dashboards captures only UConn Early College Experience data and differs from Connecticut State Department of Education’s Ed Sight UConn *Dual Credit Courses Completed* data. Ed Sight’s dashboard differs from the UConn ECE in that UConn ECE includes private schools and does not include other credit-bearing opportunities offered to high school students.

The two UConn ECE data dashboards will be updated with the 2024-25 data in April 2025, and we are excited to share that UConn ECE data will be included nationally, in the 2025 IP-EDS report on Dual Enrollment.

New Courses

ME 3295: Special Topics in Mechanical Engineering (3 credits)

- SolidWorks for Industrial Design option
- AutoCAD for Industrial Design option

NUSC 1165: Fundamentals of Nutrition (3 credits)

- An introduction to the principles and concepts of nutrition with emphasis on the nature and function of carbohydrates, fats, proteins, minerals and vitamins, and their application to the human organism.

Concurrent Enrollment Review

Volume 2 of Concurrent Enrollment Review, the first independent, open

access, peer reviewed journal dedicated to research in the field of dual/concurrent enrollment is now available at surface.syr.edu/cer.

NACEP 2024 Conference, Orlando

The 2024 National Alliance of Concurrent Enrollment Partnerships (NACEP) national conference was held in Orlando, Florida this year from October 27 through October 29, 2024. The theme of the conference was Spotlighting the Student Experience. The Office of Early College Program’s Early College Experience’s Christopher Todd, Jessica Dunn, and Carissa Rutkauskas had the oppor-



tunity to engage in workshops, hear insightful presentations, network with colleagues from around the country, and of course, hear from dual and concurrent enrollment (DE/CE) students from programs from several counties around Orlando. Though new data on DE/CE finds enrollment topping 2.3 million students, a student on the panel encouraged that practitioners continue to spread the word about these opportunities, as students often miss the opportunity to participate in programs that will benefit their futures.

Chris had the opportunity to complete and be recognized for his

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News To Know

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work with the NACEP Leadership Academy and present his capstone project, “Navigating the Tide: Dual and Concurrent Enrollment Instructor Certification in an Era of Teacher Uncertainty”. Chris’s project will result in a forthcoming NACEP Policy Brief and NACEP Webinar on strategies for State, District and Educator Preparation Program leaders to mitigate the impacts of teacher shortages on dual credit access. Regarding the conference, he states, “NACEP is an incredible opportunity for practitioners from across the nation to come together and explore best practices in the Dual and Concurrent Enrollment space. While UConn’s Office of Early College Programs is recognized as a national leader, the team and I always walk away feeling inspired and re-imagining ways to better support our partner schools, students and instructors.”

Jessica was excited to return to the NACEP Conference this year and honored to attend along with 1,200 other partners. The last time Jess was able to attend, the participant count was in the 800s, but this year’s record-breaking registration of 1,200 secondary partners, DE/CE programs, district administrators, and consultants is a true testament to how the country has embraced these programs and their partners’ commitment to improvement to elevate the student experience. Jess notes, “it was eye opening and encouraging to engage in conversations focused on students

and their experiences with dual and concurrent enrollment programs. It was particularly interesting to learn new student advising practices in the field, and I am excited to work on implementing new practices and resources for our UConn ECE Students.”

Carissa had the opportunity to connect with the New England Alliance of Concurrent Enrollment Partnership (NEACEP) board members and work on the organization’s by-laws. The conference presentation on leveraging artificial (AI) was the highlight for her, where she learned about such tools as Adobe Firefly (prompt-based image generator) and Apple’s Pi (chatbot providing emotional and factual support), MicroSoft’s Co-Pilot (AI-powered productivity tool) and Google’s NotebookLM (which can produce podcasts from uploaded documents) from colleagues. She echoes one presenter’s comments that takeaways, connections, and ideas gathered from the NACEP conference is something that fills her cup for 6 months and then she spends the next 6 months looking forward to the next one!

2025 NAECEP Call for Proposals and Conference

The New England Alliance of Concurrent Enrollment Partnerships is preparing to open a call for proposals for their 2025 conference just after the new year. The one-day conference is traditionally held on a Friday and is anticipated to take place in the Boston area in the spring. To keep up to date with dates and deadlines, follow NEACEP on LinkedIn, become a NEACEP member at no cost, and/or join the NEACEP listserv. Additional information can be found at nacep.org/nacep.

Ramona Puchalski Piretti of Conard High School Presents at the National Council of Teachers of English Conference

Ms. Puchalski Piretti is certified to teach UConn ENGL1007: Seminar and Studio in Academic Writing and Multimodal Composition.

The conference is a vital event to engage with fellow English educators and supporters, particularly in a moment in history when the very work we do and the pathways we travel to do it are under attack. While at the conference I presented on the coursework I have created for my ECE course alongside two other brilliant fellow ECE educators who are also in the secondary classroom, Arri Weeks and Emily Genser. In addition, I attended

multiple presentations to further my own practice and engage my inquiry skills around



how to grow my skills and pedagogy. Beyond that, I also did three additional presentations each of which included coursework, mindsets and practices which are central to my ECE course; the work was well-received and provided some tremendous networking opportunities for the near and distant future. As an Asian educator, I value the opportunity to represent my heritage in the classroom and beyond it at events such as NCTE.

I want to also say “thank you” for the financial assistance to attend this important learning and networking event. ■



Student Perspectives:

Focus on American Studies and English

By Carissa Rutkauskas

AMST 1201: Introduction to American Studies

What is an American? A multi-disciplinary inquiry into the diversity of American societies and cultures.

Aleina from Granby Memorial High School

My decision to take ECE American Studies was one of the best decisions I ever made since it introduced me to the style of college level courses, a factor that helps me feel more relaxed about college. Further, taking this course helped me improve my paper writing skills while learning American History. Namely, this course made me open my eyes, and realize that American History is nuanced, with several decisions that seemed beneficial initially, but eventually failed to achieve the initial goal.

Dylan from Rockville High School

I participated in ECE American Studies this past year and found it to be not only developmental to myself as a student, but fun as well! We were taught straightforward concepts and information, but the way we were able to express this information creatively was the fun part. For example, we had to make a 15-minute long documentary about whether or not the founding fathers ideals were held up in society today. So, me and my friends made a video, and the concept was that the founding fathers had been revived and they were interviewing people to work in the government with them, so these people being interviewed gave examples of how their ideals were held up today to try and get the job. Being able to do projects creatively like that with friends while learning in the process led to my success and the fun I had doing this ECE course.

Fabio from John F. Kennedy High School

Attending UConn has been an incredibly rewarding experience. Although the coursework was sometimes challenging, my hard work and determination led to successful completion. This opportunity provided me with valuable college experience, which was essential for me as a European immigrant, given the significant differ-

ences in how college operates here compared to Europe. Overall, I thoroughly enjoyed the experience.

ENGL 1007: Seminar and Studio in Academic Writing and Multimodal Composition

College composition through multiple forms of literacy, including rhetorical, digital, and information literacies necessary for twenty-first-century contexts. The development of creatively intellectual inquiries through sustained engagement with texts, ideas, and problems. Emphasis on transfer of writing and rhetorical skills to academic and daily life. ENGL 1007 includes a built-in one-credit studio component.

Jayden from Berlin High School

Over the course of this school year in a UConn writing course, I have learned an immense amount of information on how to perfect my writing craft. From tone and diction, to critical thinking, I have improved in every aspect of my writing; thus, my confidence has skyrocketed over the course of the year.

Ian from Daniel Hand High School

This course treated me like a college student unlike any other AP class. I was able to truly get a feel for what college coursework was like and learned more about myself and my writing. I'll use what I learned this year to continue my education and athletics at the University of Missouri.

Andrew from Seymour High School

It was a great class that informed me more on how we need empathy for those who are struggling around us. The humans in education project was a success and taught me that those who are struggling with food need help from the community. ■

2024

Recognizing Excellence

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

Teacher of the Year



William Allik
Lyme-Old Lyme High School

Matthew DeBacco
Rocky Hill High School

Jennifer Ewart
Thomaston High School

Gretchen Hess*
Putnam High School

Robert Jendrewski
Parish Hill High School

Rachel Riendeau*
Windham Technical High School

Abigail Walston
The Morgan School

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

WALLACE STEVENS POETRY CONTEST

2024-2025
UConn ECE
STUDENTS

SUBMISSION GUIDELINES

Submit a 5-page packet of poems (cleanly typed, legible size 11 or 12 font, with only one poem per page).

Your packet must be submitted as a Word document (.doc or .docx) and you must attach the file directly to your email. We cannot access files hosted elsewhere (e.g. Google Docs, Google Drive, OneDrive, etc.).

Include a cover sheet that lists:

- Your name
- Titles of poems
- Home address
- Home telephone number
- UConn NetID (ex. abc12345)
- Preferred e-mail address

Your NetID should appear on every page, but your name should ONLY appear on the cover sheet!

Submit to:

ECEWSCONTEST@UConn.EDU



DEADLINE:
JANUARY
24TH, 2025

CASH PRIZES

FIRST PRIZE: \$500
SECOND PRIZE: \$300
THIRD PRIZE: \$200

ALL 2024-2025
UConn ECE
STUDENTS ARE
ELIGIBLE

Winners will be featured in the UConn ECE magazine

CONCORSO MULTIMEDIA PER
STUDENTI DI ECE ITALIANO

2025



Scelgi due dei tre componenti per creare un progetto multimedia che parla...

Il linguaggio... della NATURA

* Composizione Scritta: Composizione Audio: *

poesia, racconto, saggio musica/canto, soundscape, o brano di prosa video (incluso narrazione e/o dialogo), o recitazione

* Composizione Visiva: fotografia, collage, pittura, video reel (solo immagini), o composizione digitale (Procreate, Photoshop, etc.)



Premi di \$300, \$200 e \$100



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. Applicants must be a high school senior and have taken or be currently taking at least one UConn course through UConn ECE. Typically, two awards are given annually in each category.

Applications for the 2024-2025 academic year open **January 17, 2025** and close **March 7, 2025**.

Excellence in the Arts, Humanities, or Social Sciences

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.

Excellence in Science, Technology, Engineering, or Mathematics

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.

Excellence in Civic and Community Engagement

This award is to recognize an academically successful and UConn ECE Student who 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 demonstrate 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. ■

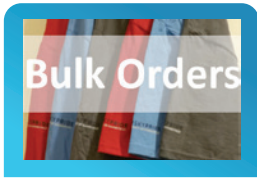
If you have any questions, please contact **The UConn ECE Program Office at ece@uconn.edu**. For more details *visit ece.uconn.edu/students-parents/student-scholarships/*

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 a 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 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 2024-2025 academic year open January 31, 2025 and close March 7, 2025. For more details visit ece.uconn.edu/professional-recognition-awards.*** ■



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