December 9, 2020

TO: Members of the Board of Trustees

FROM: Carl W. Lejuez, Ph.D.
Provost and Executive Vice President for Academic Affairs

RE: Early College Experience

Beginning in Spring 2021, the UConn Early College Experience program has been invited to be an inaugural institution in the National Education Equity Lab National Consortium of Colleges and Universities to deliver College-in-High School courses at scale. Funding for the programming will be supported by the National Education Equity Lab. Students from Title 1 high schools will be able to participate in the program. High school students will earn widely-transferrable UConn credits (as is the case for Connecticut students who participate in regular Early College Experience programming). Students from outside of Connecticut who participate in the program will learn about UConn and can build a connection to the University, and the University will gain recruiting access to talented, high-striving Title 1 high-school students from across the country.

This programming is specific to the funded model supported through the National Education Equity Lab National Consortium of Colleges and Universities. It does not constitute a wider expansion of Early College Experience programming outside the state. If such expansion is to occur, these changes would be bought to the Board of Trustees. The model for this program is limited, supported by significant funding, and offers significant benefits for the students involved and for UConn.
The National Education Equity Lab (Ed Equity Lab) is a nonprofit supported by the Bill & Melinda Gates Foundation — working with top colleges and universities, the Common App, Carnegie Corporation of New York, and other major institutions — that aims to advance economic and social mobility opportunities for low-income students and students of color at scale. In collaboration with academic, nonprofit, and philanthropic partners, the Ed Equity Lab is creating a new pathway for low-income students and students of color to advance and demonstrate college readiness.

The Ed Equity Lab does this by offering talented students from underserved high schools nationwide, college credit-bearing courses into teacher-led high school classrooms, at no cost to students.

COLLEGE & UNIVERSITY CONSORTIUM
The Ed Equity Lab is working with a National Consortium of Colleges and Universities from across the country to deliver College-in-High School courses at scale. The inaugural institutions include Cornell University, Howard University, Yale University, University of Connecticut, Arizona State University, and Harvard University (inaugural pilot course). Additional members will be announced later this year. Consortium members commit to offering at least one college-level course to Title 1 high school students through the Ed Equity Lab’s College-in-High School model at cost. Members are committed to using this opportunity to expand education equity and access and to identify and engage top talent from Title 1 high schools across the nation for their campuses.

OVERVIEW
The National Education Equity Lab is excited to invite the University of Connecticut to expand its role in the Consortium by offering University of Connecticut college credit-bearing courses to Title 1 high school students across the country. By offering a rigorous and engaging college-credit bearing course with the Ed Equity Lab, the University of Connecticut will be sharing knowledge and research gained from its well established and powerful Early College Experience to students and schools throughout the state of Connecticut and beyond.

OUTCOMES
- Students from Title 1 high schools across the country earn widely-transferable University of Connecticut college credits while advancing their college readiness and knowledge about college options.
- Students from Title 1 high schools learn about the University of Connecticut and build a connection to the University and university professors.
- The University of Connecticut gains recruiting access to talented, high-striving Title 1 high school students from across the country.
DRAFTED TIMELINE

| Spring 2021 | ● Partner with Yale University to deliver Professor Laurie Santos’ course and award University of Connecticut credits to participating students  
|             | ● Identify one or two University of Connecticut courses/professors to deliver a course in Fall 2021 - Spring 2022 school year  
|             | ● Begin development of first University of Connecticut College-in-High School course  
| Fall 2021   | ● Pilot first University of Connecticut College-in-High School course with 5 - 10 Title 1 high schools in select cities and states  
| Spring 2022 | ● Scale first University of Connecticut College-in-High School to 20 - 30 Title 1 high schools in select cities and states  
| Fall 2022 and Beyond | ● Scale University of Connecticut College-in-High School course(s) to over 100 Title 1 High Schools across the country |

THE ROLE OF THE NATIONAL EDUCATION EQUITY LAB

The National Education Equity Lab facilitates deep collaboration between high schools, universities, nonprofits, and philanthropy. The Ed Equity Lab plays the leading role in six key functions:

● Recruit & support schools and school districts;  
● Select, convert, and coordinate delivery of credit-bearing college courses into high school classrooms;  
● Award scholarships to teachers & students to enable pilot participation;  
● Offer a network of partners & supports to schools;  
● Create & convene national learning communities among our students, teachers, and principals; and  
● Conduct ongoing evaluation & continuous improvement.

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ADDITIONAL INFORMATION ABOUT THE COLLEGE-IN-HIGH SCHOOL MODEL
SAMPLE INFORMATION FROM PRIOR COURSES

IMPORTANT PEOPLE & THEIR ROLES

University Professor(s): The College or University Professor provides all course lectures and assignments virtually. Lectures are recorded so that students can watch them on their own time asynchronously. Professors also engage with students through virtual “Meet the Professor” events and occasional classroom visits.

University Teaching Assistants (TA): TAs are graduate students at the university or college offering the College-in-High School course. TAs support students through College-in-High School courses just as a traditional Teaching Assistant would support college students. TAs do all of the grading and they host synchronous Zoom sections with
students. Zoom sections support students in deepening their learning and in building relationships with university team members.

**Supervising Classroom Teacher:** The Supervising Classroom Teacher is a teacher at each participating school that meets with students just as they would in a regular course. The teacher does not need to be a content expert but they do need to be open to learning alongside their students. Supervising Teachers lead in-person classroom discussions; check on students’ progress in the course; bring their own knowledge, interests, and expertise to the content; and support students in seeking and getting help.

**COURSE MODEL**

**Dual-enrollment:** Students taking the College-in-High School courses will earn 3 widely-transferable college credits and a college transcript upon successful completion of the course. We also recommend that students earn high school credit for the course as well.

**Asynchronous + Some Synchronous Course Delivery:** The course content will primarily be delivered online, asynchronously. Each week students will receive lectures, readings, and assignments to complete within the online course. They can complete the weekly course assignments at their own pace each week but they must make the weekly deadline. We suggest students watch all lectures and read all readings out of school time so that when students are at school they can engage in discussion with their peers and the Supervising Teacher. The University Teaching Assistants assigned to your students will also host synchronous Zoom sessions with your students, this will support students in deepening their learning and building relationships with university team members.

**STUDENT ACCESS TO TECHNOLOGY**

While we know many schools and districts have been working hard to ensure students have all the technology needed to succeed remotely, we also know that some students still may not have access to the technology needed to succeed in a virtual course. The team at the National Education Equity Lab is committed to ensuring all participating students have what they need to succeed.

**FALL 2020 PARTICIPATING CITIES**

- Los Angeles, CA
- San Diego, CA
- Meriden, CT
- Broward County, FL
- Baton Rouge, LA
- Lafayette, LA
- Lafitte, LA
- Opelousas, LA
- Flint, MI
- Pontiac, MI
- Gallup, NM
- Afton, NY
- Buffalo, NY
- New York City, NY
- San Antonio, TX