

STATE OF CONNECTICUT
OFFICE OF HIGHER EDUCATION
PRELIMINARY EVALUATION REPORT #3

INSTITUTION RESPONSE

Institution: Relay Graduate School of Education

Item: An application for the licensure of an institution and a Master of Arts in Teaching program leading to a Master of Arts in Teaching (MAT) degree, to be offered in a hybrid format

Date: June 24, 2016

Summary

Relay Graduate School of Education (Relay) is seeking licensure both to operate as a new institution in the state and to offer a new Master of Arts in Teaching program leading to a Master of Arts in Teaching (MAT) degree, to be offered in a hybrid format and leading to teacher certification in the following endorsement areas: Elementary, Secondary English, Secondary Math, and Secondary Science. After the Office of Higher Education (OHE) conducted a review of Relay's letter of intent, Relay submitted applications to both the OHE and the Connecticut State Department of Education (CSDE). The OHE shared its findings from the preliminary review with Relay on March 23, 2016, and Relay provided responses on April 6, 2016. On May 9, 2016 OHE shared its continued findings from Relay's response and Relay provided responses on May 18, 2016. Below are the original findings/ School's initial responses; OHE's findings/Relay's response followed by the outstanding issues.

Relay GSE has responded to each of the outstanding issues below.

Purposes and Objectives (10a-34-10)

Evaluation Findings

- The School fails to demonstrate compliance: 10a-34-10(a through b).
 - The application indicates that the School is “intended for aspiring, novice, and early career teachers,” but it also indicates that all students must be employed as non-certified instructional staff members in a K-12 public school. It is not clear how novice and early career teachers, who must be certified in K-12 public schools, will serve as non-certified staff members in those same schools. The School must provide evidence of clear and realistic purposes and objectives with reference to both educational outcomes and the clientele to be served.

Institutional Response:

Relay GSE enrolls part-time graduate students who are full-time, non-certified instructional staff members in K-12 public schools. These candidates primarily will be aspiring teachers. As noted in our application, these part-time graduate students are teaching residents who are part of an apprenticeship model that has a gradual, supportive on-ramp to the teaching profession.

Our application indicates that Relay GSE's MAT programs are intended for aspiring, novice, and early career teachers *across the country*. Our focus in Connecticut will be on aspiring teachers in our residency MAT and certification program. There may be some graduate students, however, enrolled in the program who hold a teaching permit (i.e., a Durational Shortage Area Permit) for whom Relay GSE's Masters of Arts in Teaching, which also leads to teaching certification, will be an option.

Outstanding Issues

- The School fails to demonstrate compliance: 10a-34-10(a through b).
 - The School indicates that it is intended primarily for aspiring teachers in the areas of elementary education, secondary English language arts, secondary science, and secondary math. The School will establish its campus within an existing middle school. It is not clear how the objectives of preparing elementary and secondary teachers align with the establishment of shared facilities with a middle school. The School must provide evidence of clear and realistic purposes and objectives with reference to both educational outcomes and the clientele to be served.

Institutional Response:

Relay Graduate School of Education (Relay GSE) enrolls part-time graduate students who are full-time, non-certified instructional staff members in K-12 public schools across Connecticut. Relay GSE campuses vary in their approach to facilities – some have office and classroom space in one facility, while others utilize their K-12 partners' classroom space for graduate student classes. Relay GSE Connecticut has obtained its main campus space at Elm City College Preparatory Middle School at 794 Dixwell Avenue in New Haven, Connecticut. The site was chosen based on many factors, including its security, accessibility, and convenient location within the state, situated near access to major highways and public transit for graduate students.

Relay GSE campuses are intentionally modest, thus allowing resources to be spent on academic programming, student services, and faculty, rather than on classroom space which can be secured at minimal cost through our K-12 partner schools and districts. Elm City College Prep will be one of our partner schools. In

addition, Relay GSE has MOUs in place with urban schools and districts that serve students in grades 1-12. Our location does not have any bearing on the specific graduate programs we intend to offer.

As noted in our application, Relay GSE's MAT programs are intended for aspiring, novice, and early career teachers across the country. Our focus in Connecticut will be on aspiring teachers in our MAT and certification Residency program. There may be some graduate students, however, enrolled in the program who hold a teaching permit (i.e., a Durational Shortage Area Permit) for whom Relay GSE's Masters of Arts in Teaching, which also leads to teaching certification, will be an option.

Continued Outstanding Issues (6/21/2016)

- The School fails to demonstrate compliance: 10a-34-10(a through b).
 - The School indicates that it is intended primarily for aspiring teachers in the areas of elementary education, secondary English language arts, secondary science, and secondary math. The School will establish its campus within an existing middle school and may serve students holding a teaching permit (e.g., DSAP). It is not clear how student teaching will occur within this setting, nor is it clear how students already teaching under a DSAP, which require that the holder be matriculated in an educator preparation program, would enroll in a second initial certification program.

Institutional Response:

Administration (10a-34-11)

Evaluation Findings

- The School fails to demonstrate compliance: 10a-34-11(b)(2).
 - The application indicates that no member of the governing board represents the public interest. The School must provide evidence that membership of the board includes individuals who represent the public interest.

Institutional Response:

All governing board members, except the ex-officio, represent the public interest. They are education leaders and philanthropists with a strong knowledge of the sector and K-12 schools. An updated governing board list can be found on the next page in Table 1.

In addition, Relay GSE is in the process of forming a Connecticut Advisory Board comprised of local leaders and members of the education community. We have had conversations with several individuals who have worked and taught in the state at the P-20 level for many years. This Advisory Board will serve as an additional resource and helpful partner to Relay GSE, offering guidance as Relay GSE launches its campus in the state and ensuring that Relay continues to represent the public interest. Relay GSE's Houston campus, for example, has a very successful Advisory Board and will serve as a model in this regard.

Table 1: Board Members

Name	Date of First Appointment	Appointment Term (years)	Occupation	Annual Compensation as Board Member (if any)	Represent Public Interest (y/n)
Mr. Norman Atkins	Ex officio	Ex officio	Co-Founder and President, Relay Graduate School of Education	None (salary drawn is for position as President)	N
Mr. David Levin	2/8/11	6.0	Co-Founder, Knowledge is Power Program (KIPP)	None	Y
Dr. Julie Mikuta	7/1/11	5.0	Senior Director of Education at the Schusterman Family Foundation	None	Y
Mr. Larry Robbins <i>(Chair)</i>	2/8/11	5.0	CEO, Glenview Capital Management	None	Y
Mr. David Saltzman <i>(Vice Chair & Treasurer)</i>	2/8/11	5.0	Executive Director, Robin Hood Foundation	None	Y
Ms. Dacia Toll	2/8/11	6.0	President & Co-CEO, Achievement First	None	Y

Outstanding Issues

- The School fails to demonstrate compliance: 10a-34-11(b)(2).
 - The School indicates that all governing board members (except the ex-officio) represent the public interest. The School's application indicated that no member of the governing board represents the public interest. The School must account for this discrepancy, describing how each member representing the public interest does so without any business or financial ties to the School.

Institutional Response:

As indicated in Relay GSE's April 6th, 2016 response, all governing board members, except the ex-officio, represent the public interest. Our initial application provided incorrect information regarding this information and we apologize if this caused any confusion. Relay GSE's confirms that each member of its board, except Mr. Norman Atkins, represents the public interest in his/her role as a board member. As outlined in 10a-34-11(b)(2), no member of our board, excluding Relay GSE's president, who operates in an ex-officio capacity on the board, derives financial gain from the operation of the institution.

Additionally, Relay GSE has added one additional board member this spring. Dr. David Steiner was voted onto the board on March 2, 2016 for a term of three years. Dr. David Steiner is the Executive Director of Johns Hopkins Institute for Education Policy and a Professor at Johns Hopkins School of Education. He also represents the public interest in his capacity as a Relay GSE board member.

Continued Outstanding Issues (6/21/2016)

- The School fails to demonstrate compliance: 10a-34-11(b)(2).
 - The School affirmed that the application provided incorrect information, indicating that no member of Relay's board, excluding Relay GSE's president, who operates in an ex-officio capacity on the board, derives financial gain from the operation of the institution.

The school did not address whether any member of the board representing the public interest does so without any business ties to the school. Please describe how each member representing the public interest does so without any business ties to the School.

Institutional Response:

Evaluation Findings

- The School fails to demonstrate compliance: 10a-34-11(3)(i).
 - o The application indicates that the program director does not hold a terminal degree nor has she previously directed a collegiate program. The School must provide evidence that a qualified full-time administrator or faculty member located in Connecticut is directly responsible for the day-to-day operation of the program.

Institutional Response:

As defined in Section 10a-34-13(b), “a faculty member shall have [the] appropriate degree...or in accordance with constituent unit or institutional policy they shall demonstrate an equivalent level of competence in the specific subject areas they are assigned to teach.” As it happens, most of Relay GSE’s instructional faculty have “the appropriate degree,” but some members of Relay GSE’s current and future faculty come with an “equivalent level of competence,” meaning that they have particular special expertise in successful teaching of urban students, teaching and preparing teachers to lead their students to exceptional annual achievement gains, participating in cutting edge scholarship, and training and teaching graduate students. To be more explicit about how Relay GSE defines “equivalent qualification,” here are the characteristics Relay GSE looks for in faculty who teach graduate students:

- **Demonstrates exceptional P-12 classroom performance:** With unique access, mission alignment, and history, Relay GSE will recruit and hire faculty who are among the highest performing teachers in the region, if not the entire nation. These are former teachers, principals, and instructional leaders who have significant experience preparing low-income students for college, have closed the achievement gap in their classrooms and schools, and have been part of learning communities that represent a model for the graduate students at Relay GSE. As these faculty members have themselves shown value-added and high achievement results in P-12 classrooms and schools, they have unique credibility in pushing graduate students to meet accountability standards, and they have experience and insights that can help their graduate students meet their goals. These faculty members will have been rated highly effective by their schools and the wider education community based on concepts and strategies that are aligned with the Relay GSE program.
- **Shows evidence of contemporary experience in and commitment to urban education:** Relay GSE faculty will have relevant, contemporary professional experience in, and deep commitment to, urban schools and the coaching and support of urban teachers. They will have worked in, regularly visit, and are intensely familiar with the very schools where Relay GSE graduate students are teaching. They will be familiar with the culture, systems, student profiles, and curricula of those schools. This will uniquely position them to be able to respond to the specific needs of Relay GSE graduate students and to share

strategies and practices likely to be effective in these particular settings. This is an important, differential dimension of what Relay GSE faculty offer, in that graduate students in urban education schools across the country often complain that their professors are disconnected from the experience of 21st century urban classrooms.

- **Participates in cutting edge scholarship:** Relay GSE faculty participate in ongoing scholarship, including but not limited to publications, conference presentations, and service.
- **Demonstrates experience teaching and training teachers:** Relay GSE faculty regularly lead professional development and training sessions for schools, school networks, and teacher preparation organizations and institutions, which allows them to stay abreast of best practices actively used in P-12 schools. Relay GSE's full-time and part-time faculty demonstrate outstanding teaching practices focused on student learning, student achievement, differentiation, and rigorous content. Faculty members often lead professional development training, school-based and district-based workshops, and create curriculum for charter school networks that include between 10-20 schools and associated faculty members.
- **Demonstrates training and experience in teaching graduate students:** In addition to their unique P-12 training and experience, Relay GSE's full-time and part-time faculty have on average three years (six semesters or more) of experience in teaching or coaching graduate students. They have learned and met standards of objective setting, lesson planning, group work, presentations, visual anchors, teaching time ratios, use of video, and giving feedback. They have been involved in curriculum planning and execution. They have been trained to model the most effective teaching practices and to narrate those practices for the benefit of their graduate students. They have been videotaped by Relay GSE for assessment purposes, they have received feedback on their instruction of graduate students from academic administrators, and they have been regularly observed, analyzed, and supported with guidance on a regular basis.

Ms. Rebecca Good is Relay GSE's Program Lead in Connecticut. Ms. Good holds a Bachelor of Arts in Sociology from the University of California, Berkeley and a Master of Arts in Educational Leadership from Teachers College, Columbia University.

Ms. Good has been an exceptional teacher and leader in Miami and New Haven schools for over a decade, most recently as the Principal of Elm City College Preparatory in New Haven. Ms. Good began her career as a reading instructor at Miami Central Senior High School, where she was recognized in her first year of teaching for the highest learning gains in reading amongst 9th and 10th grade students on state exams. She then taught at The 500 Role Model Academy of

Excellence in Miami, where she again led students to exceptional growth and was awarded Teacher of the Year for her school and was a finalist for the Miami region. During both tenures she led professional development for her colleagues.

Ms. Good then moved to teach in New Haven at Elm City and achieved the highest percentage of students who scored at advanced on the state exam (CMT) in writing for the entire district during her first year at the school. She moved into the Dean of Students role the following year, coaching teachers, implementing management pilots, and ensuring 98% student and staff attendance. For the last six years, prior to transitioning to Relay GSE, Ms. Good led Elm City College Preparatory as its Principal, coaching teachers, leading professional development, ensuring student success through analyzing data and implementing changes, and actively partnering with the community.

Through this experience, Ms. Good has demonstrated equivalent qualifications as defined by the unit and as required by section 10a-34-13(b).

Outstanding Issues

- The School fails to demonstrate compliance: 10a-34-11(3)(i).
 - o The School indicates that the program director has an equivalent level of competence to administer a graduate-level collegiate program despite neither holding a terminal degree nor having experience directing a collegiate program. The School must provide evidence that a qualified full-time administrator or faculty member located in Connecticut is directly responsible for the day-to-day operation of the program.

Institutional Response:

Section 10a-34-11(3)(i) indicates that there “shall be at least one qualified full-time administrator or faculty member directly responsible for the day-to-day operation for the program.” Ms. Rebecca Good, as the administrator of Relay Connecticut’s programs, meets Relay GSE’s definition of equivalent level of competence for faculty, which section 10a-34-13(b) outlines. Relay GSE has explicitly defined equivalent qualifications for its other campuses and remains committed to its institutional policy. In the seven other states in which Relay GSE operates an MAT program, faculty members have been deemed to either hold the appropriate degree and/or demonstrate an equivalent level of competence as defined by the institution. We strongly believe that graduate students and their future K-12 students will be well served by Ms. Good’s leadership in Connecticut.

To further outline Ms. Good’s qualifications as program director of Relay GSE’s Connecticut programs, we’d like to highlight her experience in four of the

characteristics Relay GSE looks for in faculty who teach graduate students and lead faculty:

Demonstrates exceptional P-12 classroom performance and shows evidence of contemporary experience in and commitment to urban education: Ms. Good has been an exceptional teacher and leader in Miami and New Haven schools for over a decade, most recently as the Principal of Elm City College Preparatory in New Haven. Ms. Good began her career as a reading instructor at Miami Central Senior High School, where she was recognized in her first year of teaching for the highest learning gains in reading amongst 9th and 10th grade students on state exams. She then taught at The 500 Role Model Academy of Excellence in Miami, where she again led students to exceptional growth and was awarded Teacher of the Year for her school and was a finalist for the Miami region. During both tenures she led professional development for her colleagues.

Ms. Good then moved to teach in New Haven at Elm City and achieved the highest percentage of students who scored at advanced on the state exam (CMT) in writing for the entire district during her first year at the school. She moved into the Dean of Students role the following year, coaching teachers, implementing management pilots, and ensuring 98% student and staff attendance. For the last six years, prior to transitioning to Relay GSE, Ms. Good led Elm City College Preparatory as its Principal, coaching teachers, leading professional development, ensuring student success through analyzing data and implementing changes, and actively partnering with the community. Elm City's CMT test scores (just one measure of success) are exceptional, indicating the success she was able to cultivate with the teachers and students in her building. For instance, from 2009 through 2013, with Ms. Good at the helm, 8th graders at her school consistently outperformed the state averages – not just New Haven district averages – in Mathematics, Reading, and Writing CMT results for percentage of students at or above goal or proficiency. In Reading, where students in 2009 did start significantly behind state averages, they had caught up by 2013, the most recent year with data. (Statistics pulled from <http://www.ctreports.com/>.)

These statistics underscore the fact that Ms. Good was referred to Relay GSE as one of the best instructors and administrators in the state. As Relay GSE began to contemplate expansion to Connecticut, we discussed the need for an exceptional leader at the helm. Ms. Good came highly recommended. This past year at Relay GSE, she has led conversations with multiple urban districts who have signed MOUs with Relay GSE Connecticut because they too recognize and have confidence in Ms. Good's ability to successfully teach at the graduate level. The information outlined below offers further proof of her ability to translate classroom and school accomplishments into success leading adult learners.

Demonstrates experience teaching and training teachers: Ms. Good was a school leader for six years prior to joining Relay GSE. Since joining the Relay GSE

faculty, Ms. Good has had multiple opportunities to lead coaching and trainings for both new and experienced teachers, including the following:

- o *Effective ELA Instruction and FCAT Preparation (2004, 2005) Effective Strategies of Delivering ELA instruction (2005)*
- o *Diversity and Inclusiveness Training (2007, 2008, 2009)*
- o *As principal of Elm City College Prep (2009-2015), led sessions related to:*
 - *Responding to Academic Data*
 - *Developing Data Driven Plans*
 - *Classroom Management*
 - *Instructional Delivery Strategies*
 - *Observation Cycles and Feedback*
 - *Close Reading*
 - *Independent Reading*
 - *Building Relationships with Student and Families*
 - *Writing Text Dependent Questions*
 - *Responding to Trauma*
 - *Grading Practices*
 - *Transitioning from the CMT into the SBAC*
 - *Common Core Basics for Educators, Families, and Students*
 - *Diversity & Inclusiveness*
 - *Community Partnership*
- o *Guest Speaker - Introduction to Education Undergraduate Course, Southern Connecticut State University, Professor of Education Justin Elicker (2013, 2014, 2015)*
- o *Guest Speaker - Emotional Intelligence Workshop (2014)*
- o *Instructional Strategies: Checking for Understanding, Relay K – 12 Symposium & Waterbury Public Schools New Teacher PD (2015)*
- o *Observation and Feedback: Yale Education Leadership Conference (2016)*

Demonstrates training and experience in teaching graduate students: During the current School Year, Ms. Good has had the opportunity to participate in the following opportunities directly related to her ability to teach graduate students, under the tutelage of an experienced and successful Dean:

- *Attend courses as a participant, shadowing Deans in multiple campuses*
- *Shadow Deans during observations, project meetings, and during a typical day*
- *Co-teach and lead teach in person courses and deliberate practice sessions (with Dean and/or Faculty supervision)*
- *Receive feedback on live teaching*
- *Lead professional development sessions*

- Record professional development sessions and submit for feedback from Dean
- Grade sample student work and, later in the year, actual student work (both were verified by Dean)

Continues Outstanding Issues (6/21/2016)

- The School fails to demonstrate compliance: 10a-34-11(3)(i).
 - o The application indicates that the program director does not hold a terminal degree nor has she previously directed a collegiate program. The School must provide evidence that a qualified full-time administrator or faculty member located in Connecticut is directly responsible for the day-to-day operation of the program. This is a master’s degree program, and the program director must hold a terminal degree in order to comply with the standards. The proposal of equivalency is not accepted. Serving as an exemplary principal does not equal, demonstrate, or serve as a substitute for collegiate level experience, which the proposed faculty member lacks.

Institutional Response:

Adequacy of Resources (10a-34-12)

Evaluation Findings

- The School fails to demonstrate compliance: 10a-34-12(a).
 - o The application indicates that the School depends on philanthropy to meet total expenses for each of the first five years. In the first two years, the School will rely on philanthropy to cover approximately 75% of the budget. The School must provide evidence that adequate resources exist should those pledges go unfulfilled.

Institutional Response:

Relay GSE is one 501c(3) that operates multiple campuses across the country. The institution relies on earned revenue and philanthropy to cover national and local expenses. In the previous fiscal year (FY15), about half of organizational revenue was generated through tuition, and half via philanthropy.

If Relay GSE is unable to successfully secure local philanthropy in support of a Connecticut campus, the institution would rely on institutional general operating funds to cover the difference. Relay GSE has a strong fundraising record and receives multi-year support from a diverse base of donors.

Outstanding Issues

- The School fails to demonstrate compliance: 10a-34-12(a).
 - o The School indicates that if the philanthropy it relies upon to cover operational expenses is insufficient, it will instead rely on institutional general operating funds to cover the difference for the new campus. The School must provide evidence that a sufficient and stable source of funding is available to support operational costs associated with establishing the institution before tuition revenues adequately contribute to institutional general operating funds.

Institutional Response:

Over the last five years, Relay has consistently and successfully leveraged philanthropy to develop new initiatives and campuses, while also steadily growing earned income. Growth in earned income (75% Compound Annual Growth Rate - CAGR - between FY12 and FY15) has significantly outpaced growth in philanthropy (10% CAGR, same period). We have also earned a Generally Accepted Accounting Principles (GAAP) surplus of at least \$3M for each year we've been operating.

Next year, we expect to receive approximately \$21M in earned income and \$17M in philanthropy. Relay has a strong base of consistent private supporters and primarily relies on philanthropy to support new initiatives. We may choose to leverage operating gifts and/or earned revenue to offset any gaps between revenue and direct costs in the Connecticut campus, which would not exceed \$50,000 in the next fiscal year, which represents only 0.13% of Relay's FY17 institutional budget.

Continued Outstanding Issues (6/21/2016)

- The School fails to demonstrate compliance: 10a-34-12(a).
 - o The School indicates that it has a strong base of consistent private supporters and that it primarily relies on philanthropy to support new initiatives. It also indicates that it may leverage operating gifts, earned revenue, or both in order to offset any gaps between revenue and direct costs in the Connecticut program. This is a promise, not a guarantee. A letter of credit or restricted funds are examples of instruments that demonstrate real collateral for a new institution.

Institutional Response:

Faculty (10a-34-13)

Evaluation Findings

- The School fails to demonstrate compliance: 10a-34-13(b).
 - The application indicates that three out of the five faculty members teaching in the program lack terminal degrees. The School must provide evidence that each faculty member has a terminal degree in an appropriate field of study.

Institutional Response:

As defined in Section 10a-34-13(b), “a faculty member shall have [the] appropriate degree...or in accordance with constituent unit or institutional policy they shall demonstrate an equivalent level of competence in the specific subject areas they are assigned to teach.” Two of Relay GSE’s instructional faculty have “the appropriate degree,” and two of the remaining three faculty members who have not yet earned a terminal degree will do so by the end of the calendar year.

Several members of Relay GSE’s current and future faculty come with an “equivalent level of competence,” meaning that they have particular special expertise in successful teaching of urban students, teaching and preparing teachers to lead their students to exceptional annual achievement gains, participating in cutting edge scholarship, and training and teaching graduate students. To be more explicit about how Relay GSE defines “equivalent qualification,” here are the characteristics Relay GSE looks for in faculty who teach graduate students:

- **Demonstrates exceptional P-12 classroom performance:** With unique access, mission alignment, and history, Relay GSE will recruit and hire faculty who are among the highest performing teachers in the region, if not the entire nation. These are former teachers, principals, and instructional leaders who have significant experience preparing low-income students for college, have closed the achievement gap in their classrooms and schools, and have been part of learning communities that represent a model for the graduate students at Relay GSE. As these faculty members have themselves shown value-added and high achievement results in P-12 classrooms and schools, they have unique credibility in pushing graduate students to meet accountability standards, and they have experience and insights that can help their graduate students meet their goals. These faculty members will have been rated highly effective by their schools and the wider education community based on concepts and strategies that are aligned with the Relay GSE program.
- **Shows evidence of contemporary experience in and commitment to urban education:** Relay GSE faculty will have relevant, contemporary professional experience in, and deep commitment to, urban schools and the coaching and support of urban teachers. They will have worked in, regularly visit, and are intensely familiar with the very schools where Relay GSE graduate students

are teaching. They will be familiar with the culture, systems, student profiles, and curricula of those schools. This will uniquely position them to be able to respond to the specific needs of Relay GSE graduate students and to share strategies and practices likely to be effective in these particular settings. This is an important, differential dimension of what Relay GSE faculty offer, in that graduate students in urban education schools across the country often complain that their professors are disconnected from the experience of 21st century urban classrooms.

- **Participates in cutting edge scholarship:** Relay GSE faculty participate in ongoing scholarship, including but not limited to publications, conference presentations, and service.
- **Demonstrates experience teaching and training teachers:** Relay GSE faculty regularly lead professional development and training sessions for schools, school networks, and teacher preparation organizations and institutions, which allows them to stay abreast of best practices actively used in P-12 schools. Relay GSE's full-time and part-time faculty demonstrate outstanding teaching practices focused on student learning, student achievement, differentiation, and rigorous content. Faculty members often lead professional development training, school-based and district-based workshops, and create curriculum for charter school networks that include between 10-20 schools and associated faculty members.
- **Demonstrates training and experience in teaching graduate students:** In addition to their unique P-12 training and experience, Relay GSE's full-time and part-time faculty have on average three years (six semesters or more) of experience in teaching or coaching graduate students. They have learned and met standards of objective setting, lesson planning, group work, presentations, visual anchors, teaching time ratios, use of video, and giving feedback. They have been involved in curriculum planning and execution. They have been trained to model the most effective teaching practices and to narrate those practices for the benefit of their graduate students. They have been videotaped by Relay GSE for assessment purposes, they have received feedback on their instruction of graduate students from academic administrators, and they have been regularly observed, analyzed, and supported with guidance on a regular basis.

All of Relay GSE's Connecticut faculty have the appropriate qualifications as defined by the unit and as required by section 10a-34-13(b).

Outstanding Issues

- The School fails to demonstrate compliance: 10a-34-13(b).
 - The School indicates that two out of the five faculty members teaching in the program are qualified on account of their equivalent level of competence to those possessing terminal degrees. The School must provide evidence that each faculty member has a terminal degree in an appropriate field of study.

Institutional Response:

Relay GSE has explicitly defined equivalent qualifications for Relay GSE Connecticut and its other campuses and remains committed to upholding its institutional policy. In Connecticut, that means ensuring Relay GSE meets faculty qualifications as defined by Section 10a-34-13(b), “a faculty member shall have [the] appropriate degree...or in accordance with constituent unit or institutional policy they shall demonstrate an equivalent level of competence in the specific subject areas they are assigned to teach.” As indicated in our application and previous response, two of Relay GSE’s instructional faculty have “the appropriate degree,” and two of the remaining three faculty members who have not yet earned a terminal degree will do so by the end of the calendar year.

Given Connecticut’s language around appropriate degree or equivalent level of competence as defined by institutional policy, we are confident that our current and future faculty either hold the appropriate degree, or demonstrate the equivalent qualifications outlined by our policy:

- *Demonstrates exceptional P-12 classroom performance*
- *Shows evidence of contemporary experience in and commitment to urban education*
- *Participates in cutting edge scholarship*
- *Demonstrates experience teaching and training teachers*
- *Demonstrates training and experience in teaching graduate students*

Continued Outstanding Issues (6/21/2016)

- The School fails to demonstrate compliance: 10a-34-13(b).
 - The School indicates that two out of the five faculty members teaching in the program are qualified on account of their equivalent level of competence to those possessing terminal degrees. The School must provide evidence that each faculty member has a terminal degree in an appropriate field of study. As a new institution in Connecticut with 40% of

its faculty exempt from meeting the standard, the School does not meet the standard.

Institutional Response:

Continued Outstanding Issues (6/21/2016)

- The School fails to demonstrate compliance: 10a-34-13(b).
 - The School indicates that the Program Director will advise all 50 students during the first year of the program. The School must provide evidence that a sufficient number of full-time faculty are available to teach and advise graduate students.

Institutional Response:

Evaluations Findings

- The School fails to demonstrate compliance: 10a-34-13(a).
 - The application indicates that the first Professor/Professor of Practice will not be hired until AY 2017 – 18. The School must provide evidence of a reasonable ratio of full-time and part-time and adjunct faculty for the program.

Institutional Response:

Due to the initial modest size of the proposed graduate degree program in Connecticut, Relay GSE anticipates hiring two local full-time faculty: Ms. Rebecca Good, the Program Lead, and an Instructional Fellow. Additionally, as noted in Table 4: Faculty in the initial application, six additional full-time faculty members will have instructional, administrative, and research responsibilities for Relay GSE Connecticut. Finally, four part-time adjunct faculty members will be hired for content-specific coursework instruction.

With a proposed enrollment of 50 graduate students in Relay GSE's first year and utilizing the formula provided by the Common Data Set Initiative¹ (used by U.S. News and World Reports in their college ranking system), Relay's 2016-2017 student to faculty ratio is 8:1, which is lower than many other area universities. This is expected for a new program that intends to grow over time. We expect this ratio to continue to be competitive with other area universities.

¹ Student-to-Faculty Ratio = [SF + SP/3] / [FFI + (FFN + FPI)/3], where SF = the number of full-time enrolled students, SP = the number of part-time enrolled students, FFI = the number of full-time instructional faculty, FFN = the number of full-time non-instructional faculty who teach part-time, and FPI = the number of part-time instructional faculty.

Connecticut's section 10a-34-13(a) requires a reasonable ratio of full-time and part-time and adjunct faculty for each program. In school year 2016-2017, there will be eight full-time and four part-time faculty members. A substantial portion of instruction will be provided by full-time faculty to assure continuity in instruction. In this case, approximately two-thirds, or 67%, of all courses will be taught by full-time faculty (exact percentage varies by certification/subject area).

Outstanding Issues

- The School fails to demonstrate compliance: 10a-34-13(a).
 - The School indicates that two full-time faculty members will be hired for the first year of operations. Because one of the full-time faculty members is not dedicated to instruction, only one, an "Instructional Fellow," will be fully dedicated to teaching students in the first-year. The School must provide evidence that a sufficient number of appropriately qualified, full-time faculty members are dedicated to teaching at the initiation of the program.

Institutional Response:

Relay GSE will begin in Connecticut with a modestly sized program of approximately 50 graduate students. Due to this size, Relay GSE has hired two local full-time faculty members: Ms. Rebecca Good, the Program Lead, and an Instructional Fellow. Both local faculty members are dedicated to teaching students in the first year of the program. In addition, as noted in Table 4: Faculty and Table 5: Relay GSE Connecticut Faculty To Be Hired, in the initial application, eight total full-time faculty members will have instructional, administrative, and research responsibilities for Relay GSE Connecticut. Finally, four part-time adjunct faculty members will be hired for content-specific coursework instruction. Our low student-to-faculty ratios (8:1) and reasonable ratio of full-time and part-time and adjunct faculty for each program are reflective of these numbers.

Continued Outstanding Issues (6/21/2016)

- The School fails to demonstrate compliance: 10a-34-13(a).
 - The School must provide evidence that a sufficient number of appropriately qualified, full-time faculty members are dedicated to teaching at the initiation of the program. Ms. Good, as the proposed program director, will have sufficient administrative responsibilities to reduce her full-time faculty status. Therefore, the School will have only one full-time faculty member; at best, the program director will be dedicated to teaching at only 30% to 50% of her time. Launching a new institution with inexperienced collegiate level faculty with a projected

enrollment of 50 students does not meet the standard of a reasonable ratio of full-time to part-time faculty. A new institution requires not only experienced, qualified faculty but full-time faculty to develop a firm foundation on which to implement and grow the institution. The standard is not met.

Institutional Response:

Evaluation Findings

- The School fails to demonstrate compliance: 10a-34-15(a).
 - The application indicates that the curriculum is “centrally developed,” with no indication of significant faculty contribution. The School must provide evidence that the curriculum reflects systematic planning by faculty.

Institutional Response:

Relay GSE’s curriculum is centrally developed by full-time curriculum designers who also serve as members of the teaching faculty.

Furthermore, as noted in the Relay GSE Faculty Handbook (Appendix 7 of the application), monthly faculty meetings involve both instructional and curriculum design faculty members. All full-time faculty members attend monthly curriculum “preview and review days” in which they work with the curriculum designers to revise the Relay GSE curriculum. In this formal channel, it is clear that revision of the curriculum is an iterative process, involving all faculty members. The faculty handbook further describes additional formal and informal opportunities to revise curriculum.

Teaching faculty members often adjust curriculum to meet the needs of the cohort of students they teach, and they utilize formal and informal opportunities to provide feedback on the curriculum. This provides an opportunity for Relay GSE campuses to learn from one another, allowing a continuing evolution of curriculum and a sharing of ideas across faculty members.

Relay GSE also utilizes multiple data sources to make improvements to individual modules in its curriculum. After completing a module, all graduate students must provide content feedback on a module-level survey. The institution’s Research team reviews candidate rubric scores on individual modules in order to determine trends. School leaders are surveyed three times per year and have an opportunity to share high-level preparedness data, which is used to influence module content. The Relay GSE Curriculum Design Team then responds to these data and

prioritizes modules for revision on an ongoing basis. Modules are revised annually accordingly.

The Relay GSE Connecticut Program Lead will have a weekly check-in with all Connecticut faculty members to share observations and feedback, review student satisfaction surveys, and evaluate student success indicators (such as rubric score averages and graduation rates). This provides an additional touch point for curricular conversations.

Outstanding Issues

- The School fails to demonstrate compliance: 10a-34-15(a).
 - The School indicates that full-time faculty members will have the opportunity to revise the “centrally developed” curriculum in conjunction with curriculum designers. It is not clear how the School’s faculty members design, review, and approve the curriculum. The School must provide evidence that the curriculum reflects systematic planning by faculty.

Institutional Response:

Relay GSE’s curriculum is centrally developed by full-time faculty members whose roles involve teaching and designing curriculum. Other full-time faculty members, whose various duties include administration, teaching, curriculum design, and research, all have multiple opportunities to assist with the planning, design, review, and approval of the curriculum, as well as continual revisions.

Relay GSE’s curriculum is unique. During their two years at Relay GSE, graduate students complete about 50 modules that span the four elements of effective instruction: Content; Classroom Culture; Self and Other People; and Teaching Cycle.. These modules vary in length, and they spiral throughout the program to strengthen our graduate students’ understanding of and ability to apply each lesson. The elements of effective instruction serve as Relay GSE’s version of the traditional graduate-level course.

Planning

Relay GSE, particularly campus teaching faculty, partners closely with traditional school districts and public charter schools. To that end, we are always working at the campus level to determine the need for new programs, as well as to solicit feedback on current program effectiveness.

For an individual module, curriculum design faculty work together with campus teaching faculty to determine what best practices and research exist to choose the best content for the module. They investigate major research, consult with experts in the field, and evaluate feedback or data from past versions of the module or

similar modules. Then, curriculum design faculty drafts a module “pitch” – with objectives, assessment, content, and resources to present to Deans and teaching faculty in order to move forward with design.

Design

To design new modules or a new program (such as Relay GSE Advanced Certificate in Special Education, launched in Relay New York in 2014), faculty with curriculum design expertise ascertain how much of a course or program will be new versus existing content, whether the development of new content is within their realm of expertise, or whether additional support will be needed to complete the design portion of this work. The Provost and National Dean, part of the leadership team, are involved in conversations with campus teaching faculty and administration regarding the need for additional teaching faculty to provide instruction for these new courses or programs. The local context of the campus, including state standards, is paramount in the design of new coursework or a new program.

Specifically for a module, a module plan is put together, informed by regional deans and teaching faculty. This plan consists of objectives, an assessment, a rubric, content, key learning experiences, and media. Session agendas are then created so that the media team can begin to acquire all necessary classroom footage. Readings are chosen by faculty members and assessments are designed and vetted. Regional deans and teaching faculty give feedback during this process as well. Finally, session plans are created, which means all online and in-person session activities, supporting materials, faculty-facing resources, and media are complete. Teaching faculty and deans are paramount to this process.

Review and Approval

Once a new program is operationally feasible, in demand at the campus level, and aligned with Relay GSE’s strategic priorities, the curriculum design faculty begins to outline the program. Throughout the program design process for a brand new program, curriculum design faculty members receive feedback from Deans, campus faculty and administration, and the Provost. Additionally, Relay GSE may ask for feedback from outside researchers, scholars, and/or partner schools, districts, and organizations. A final draft of the program is reviewed by the leadership team and, after adjustments, approved as a core program. The Board, and in particular the Academic Committee, is informed of additional programs and development status during the course of its development. They also have the opportunity to weigh in during these conversations.

For an individual module, a full module review is conducted to ensure the module is ready to go public. Faculty with curriculum design expertise unveil their module to leadership and teaching faculty, who have provided feedback throughout the design and review process.

Ongoing Revisions

Teaching faculty members often adjust curriculum within a term or individual module to meet the needs of the cohort of students they teach. Interim assessment data is one measure utilized to adjust course within a module or term. Additionally, Relay GSE's hybrid model, 60% in-person and 40% online, allows a faculty member to utilize graduate student data prior to in-person sessions, therefore focusing on areas of the module in which students need the most support. Furthermore, the Relay GSE Connecticut Program Lead will have a weekly check-in with all Connecticut faculty members to share observations and feedback, review student satisfaction surveys, and evaluate student success indicators (such as rubric score averages and graduation rates). This provides an additional touch point for curricular conversations.

Relay GSE utilizes multiple data sources to make improvements to individual modules in its curriculum. After completing a module, all graduate students must provide content feedback on a module-level survey. The institution's research faculty reviews graduate student rubric scores on individual modules in order to determine trends. School leaders are surveyed three times per year and have an opportunity to share high-level preparedness data, which is used to influence module content. The Relay GSE curriculum design faculty then responds to these data and prioritizes modules for revision on an ongoing basis. Modules are revised annually accordingly.

Furthermore, as noted in the Relay GSE Faculty Handbook (Appendix 7 of the application), monthly faculty meetings involve both instructional and curriculum design faculty members. All full-time faculty members attend monthly curriculum "preview and review days" in which they work with the curriculum designers to revise the Relay GSE curriculum. In this formal channel, it is clear that revision of the curriculum is an iterative process, involving all faculty members. The faculty handbook further describes additional formal and informal opportunities to revise curriculum.

Continued Outstanding Issues (6/21/2016)

- The School fails to demonstrate compliance: 10a-34-15(a).
 - o The School indicates in its responses that a very clear distinction exists between "faculty with curriculum design experience" and "teaching faculty." The faculty with curriculum design experience evaluate the program assessments and develop the modules used by the teaching faculty. The School must clarify these roles, describing the role of instructional faculty in developing assessments and the relationship of "faculty with curriculum design expertise" to the instructional faculty.

Institutional Response:

Admissions and Enrollment (10a-34-14)

- The School fails to demonstrate compliance: 10a-34-16(a) and 10a-34-11(3)(f).
 - The application indicates that the School may award its students credit toward the degree for the completion of a state-approved Alternate Route to Certification (ARC) program. The School must provide evidence of a system for the evaluation of prior learning and the establishment of contracts with ARC providers.

Institutional Response:

At all Relay GSE campuses candidates for Relay GSE's MAT with certification program who have already completed an Alternate Route to Certification program must complete a supplementary application. This supplementary application provides evidence of:

1. Teaching experience
2. Teacher preparation background
3. Effectiveness in the classroom, as demonstrated by
 - a. Teaching video submission
 - b. Observation by Relay GSE faculty
 - c. Evaluation from an instructional leader

Relay GSE will create an appropriate supplemental application upon approval in the state of Connecticut. We intend to fully review alternate routes within the state in order to create a suitable supplemental application and ensure correct credit is awarded.

We plan to explore the possibility of creating formal partnerships and MOUs with ARC programs once we have established our campus in Connecticut. To do so, we will conduct a comprehensive curriculum review of any proposed partner prior to entering into an MOU. This will ensure that the program meets our rigorous standards and that we can accurately align content mastered in an ARC program with our curriculum.

Outstanding Issues

- The School fails to demonstrate compliance: 10a-34-16(a) and 10a-34-11(3)(f).
 - The School indicates all applicants who have completed an ARC program for non-collegiate credit must complete a supplementary application. It is not clear how this application will allow for the awarding of collegiate credit according the stipulations listed in 10a-34-16(b) of the state academic standards. No contracts with Connecticut ARCs have been established that would allow for this to occur. The School must provide

evidence of a system for the evaluation of prior learning and the establishment of contracts with ARC providers.

Institutional Response:

As indicated in our April 6th, 2016 response, applicants for Relay GSE's MAT with certification program who have already completed an Alternate Route to Certification program must complete a supplementary application. This supplementary application provides evidence of:

- 1. Teaching experience;*
- 2. Teacher preparation background;*
- 3. Effectiveness in the classroom as demonstrated by a(n)*
 - a. Teaching video submission*
 - b. Observation by Relay GSE faculty*
 - c. Evaluation from an instructional leader*

In Connecticut, according to Section 10a-34-16(b) of the regulations, credit for experiential learning must be awarded through "... (A) standardized tests, (B) nationally recognized evaluations for credit... (C) individualized written or oral tests... and (D) portfolio review, in accordance with subsection (b) (2) of Section 10a-24-16 of these regulations." Relay GSE's supplementary application is aligned with (D), the portfolio review.

Once it received approval as an Institution of Higher Education in Connecticut, Relay GSE intends to formalize a Connecticut-specific supplemental application process that combines best practices from our other campuses with the requirements of Connecticut's regulations, as outlined in 10a-34-16(b).

Once approval is received, Relay GSE intends to pursue contracts with at least two ARCs to enable certified teachers to pursue advanced degrees. By establishing contracts upon IHE approval, Relay GSE can verify that the curriculum and rigor at partner ARCs is equivalent in level and nature to learning acquired in our approved MAT programs (as outlined in 10a-34-16(b)(2)(D)).

Continued Outstanding Issues (6/21/2016)

- The School indicates that it has established a process to review experiential learning according to the requirements of 10a-34-16(b)(2). The School must provide its written procedures for the development and assessment of portfolios, describing how they satisfy subsections (B) through (E).

Institutional Response:

- The School indicates that it will accept ARC graduates into its initial certification programs. The School also indicated that it is intended for aspiring, non-certified, teachers. Because ARC graduates obtain certification upon completion of their program, it is not clear how proposed programs will accommodate them.

Institutional Response:

Evaluation Findings

- The School fails to demonstrate compliance: 10a-34-14(a).
 - The application indicates that students may be admitted with up to 15 remaining credit hours in their content area to be fulfilled before graduation. All students are full-time educators and part-time students. The School did not address how students will be capable of taking up to 15 collegiate credits in addition to their work and educational demands. The School must provide evidence that it will admit only those qualified to accomplish work at the level at which the program is offered.

Institutional Response:

Relay GSE is committed to ensuring all graduate students can be successful in their graduate coursework, and, most importantly, as certified teachers after graduation. To do so, we offer comprehensive support throughout their time at Relay GSE.

At the national level, Relay GSE has identified a need to support graduate students' successful completion of content-specific licensure exams, especially in the high-needs content areas of math and science. Relay GSE's Connecticut campus will benefit from the certification support groundwork laid by our campuses other states. In response to identified need in New York, for example, Relay GSE began to develop systems for remedial content support in several endorsement areas, especially in math and science.

Relay GSE reviews applicants' transcripts to identify potential credit or content deficiencies early in the application process. Graduate students who are deficient upon entry are directed to a set of resources to address these deficiencies and are monitored by Relay GSE staff and faculty. An overview of the transcript review process and a brief explanation of these resources can be found below.

Transcript Review

The Office of Enrollment Services (OES) at Relay GSE completes the transcript review process, in partnership with the Director of Operations at Relay GSE in Connecticut. OES reviews transcripts to verify that they are official and to determine conferred degrees, earned credits, and grade point averages. OES staff

members are professionally trained to review transcripts. During transcript review, OES compares degrees and transcript course titles with Connecticut State Department of Education standards to demonstrate content knowledge (a degree in the subject area or CSDE credit hour requirements). If the course title does not correlate with CSDE standards, OES will review the website of the institution that offered the course, request a syllabus for the course, and/or review guidelines for acceptable “cognate courses.” Candidates may also submit passing scores of approved assessments in order to demonstrate content knowledge.

Resources

If candidates have deficiencies after the transcript review stage, there are two possible next steps for a candidate: (1) complete CSDE-acceptable coursework offered by another institution; or (2) attend summer immersion offered at select Relay GSE campuses. For additional content support, they can also enroll in non-credit bearing modules at Relay GSE.

Immersion Coursework

The institution has a two-week intensive immersion course for teachers who need support developing additional content knowledge in math and science. Through immersion coursework that takes place in the spring before students enroll as Master of Arts in Teaching students, candidates have the opportunity to earn required additional credits in their content areas and prepare to take content-specific certification exams.

In response to a demonstrated need for additional mid-year content support, Relay GSE has also developed a series of content-specific workshops that are delivered on Saturdays, in addition to regular content coursework. In addition to these workshops, all graduate students are enrolled in coursework that focuses on pedagogical content knowledge and infuses content instruction into pedagogical coursework. As the need for additional support toward earning certification grows, Relay GSE is prepared to offer additional immersion coursework and content-specific workshops.

Finally, Relay GSE employs a national Director of Certification who, in partnership with regional Deans Offices, develops state-specific certification support for graduate students as needed.

Content Modules

Once enrolled, secondary teachers are offered a suite of non-credit bearing modules to refresh and refine their content knowledge. These are primarily utilized among science and math graduate students, but are provided for all secondary endorsement areas. Remedial content modules are designed to teach both content that is specific to a subject area and how to teach that content. Each module contains an optional assessment that graduate students can submit for ungraded review for self-assessment purposes.

Outcomes

Relay GSE has had three graduating cohorts across its multiple campuses. Overall retention data suggests that the majority of graduate students, including those with content deficiencies, successfully complete Relay GSE programs. The data suggests that graduate students who withdraw from the program do so because they have decided that the teaching profession is not the right fit for them. Table 2 below outlines persistence and graduation rates.

Table 2: Persistence and Graduate Rates, by Program

MAT (2-Year Programs) Persistence and Graduation Rates by Program					
Program	Cohort	Official Enrollment ¹ (as of 10/1)	Year 1 Completion Rate ²	Year 2 Graduation Rate ³	Overall Cohort Graduation Rate
NYC MAT CO2013 (Entering Summer 2011)	2013	209	79.4%	95.1%	74.2%
NYC MAT CO2014 (Entering Summer 2012)	2014	378	83.9%	96.5%	79.6%
New Orleans MAT CO2015 (Entering Summer 2013)	2015	30	93.3%	86.7%	86.7%
NYC MAT CO2015 (Entering Summer 2013)		417	84.7%	92.7%	76.3%
Relay MAT (2 Year Programs)	2013-2015	1034	83.6%	94.3%	77.4%

¹ Official enrollment is reported as of October 1st of the respective academic year. Students are excluded from this cohort analysis if the exited Relay before 10/1 or enroll after this date.

² This calculation accounts for the number of students who did not exit their program before September 1 in their first year.

³ This calculation accounts for the number of students who officially enrolled in Year 2 and graduated.

Outstanding Issues

- The School fails to demonstrate compliance: 10a-34-14(a).
 - o Approved assessments: The School indicates that applicants may be admitted with up to 15 remaining credit hours in their content area to be fulfilled before graduation. Students can satisfy this deficiency with passing scores on “approved assessments.” It is not clear what those assessments are, the passing scores on each, and how they have been assessed for the awarding of collegiate credit in the particular content area. The School must provide evidence that students admitted to the program demonstrate the ability to succeed in their content area.

Institutional Response:

Relay GSE will accept undergraduate content credit earned through passing scores on the College Board’s College-Level Examination Program (CLEP)’s credit-by-examination program. There are six institutions of higher education within the state of Connecticut that offer CLEP testing to any student who registers and pays the administration fee. Passing scores and appropriate credit

awarded can be found on the CLEP website², under each institution's CLEP policy. Most importantly, these exams are recognized by the Connecticut State Department of Education as acceptable evidence of content knowledge.

Relay GSE will accept CLEP credits from these institutions.

- o Non-credit bearing modules: The School indicates that applicants may be admitted with up to 15 remaining credit hours in their content area to be fulfilled before graduation. Students can satisfy this deficiency through non-credit bearing modules. It is not clear how these modules have been assessed for the awarding of collegiate credit in the particular content area. The School must provide evidence that students admitted to the program demonstrate the ability to succeed in their content area.

Institutional Response:

Relay GSE offers a suite of non-credit bearing content modules to refresh and refine graduate students' content knowledge. These content modules are primarily utilized among science and math graduate students, but are provided for all secondary endorsement areas. These modules are designed to teach subject-specific content and how to teach that content. Each module contains an optional assessment that graduate students can submit for ungraded review for self-assessment purposes.

These modules do not offer students a chance to satisfy a deficiency in their collegiate credit; however they do offer students the opportunity to continue to advance their content knowledge and ensure their readiness for graduate level coursework in the MAT program.

- o Summer immersion: The School indicates that applicants may be admitted with up to 15 remaining credit hours in their content area to be fulfilled before graduation. Students can satisfy this deficiency through summer immersion at select campuses throughout the country. Summer immersion consists of two-week courses in either math or science offered in the spring before students enroll in the MAT. It is not clear how many two-week courses must be completed in order to earn 15. The School must provide evidence that students admitted to the program demonstrate the ability to succeed in their content area.

Institutional Response:

Relay GSE offers a two-week optional intensive immersion course for incoming graduate students who need additional content knowledge in math and science.

² **College and University Institution Search for CLEP Credit for Exams.**
<https://clep.collegeboard.org/> (Accessed 16 May 2016).

These immersion courses take place in the spring, prior to enrollment in Relay GSE's MAT program. Graduate students have the opportunity to earn up to six credits in their content area from another Relay GSE campus (in this case Relay GSE New York) to assist with credit deficiencies.

The intensive summer immersion course is just one of many options available to an incoming graduate student to ensure success in a content area.

Continued Outstanding Issues (6/21/2016)

- The School fails to demonstrate compliance: 10a-34-14(a).
 - o The School indicates that applicants may be admitted with up to 15 remaining credit hours in their content area to be fulfilled before graduation. Students may earn up to six graduate credits in two weeks through the School's immersion courses. It is not clear how matriculated students will be expected to earn the remaining nine credits while working full-time and enrolled part-time in the program.

Institutional Response:

- o Matriculation requirements: The School indicates that applicants may be admitted with up to 15 remaining credit hours in their content area to be fulfilled before graduation. Students can satisfy this deficiency through summer immersion at select campuses throughout the country. Summer immersion consists of two-week courses in either math or science offered in the spring before students enroll in the MAT. It is not clear what the admissions requirements are for enrolling in summer immersion courses prior to matriculation and how the courses satisfy matriculation requirements. The School must provide evidence that students admitted to the program demonstrate the ability to succeed in their content area.

Institutional Response:

To enroll in Relay GSE's summer immersion courses, an incoming graduate student must have been accepted to one of Relay GSE's programs and have a content credit deficiency. There is no additional admissions requirement. Upon successful completion of the immersion courses, Relay GSE New York would grant six content credits in Math or Science. Relay GSE Connecticut would then accept these content credits. As noted above, the summer immersion course is just one of many options available to an incoming graduate student to ensure success in a content area.

- o Out-of-state offerings: The School indicates that applicants may be admitted with up to 15 remaining credit hours in their content area to be

fulfilled before graduation. Students can satisfy this deficiency through summer immersion at select campuses throughout the country. Summer immersion consists of two-week courses in either math or science offered in the spring before students enroll in the MAT. It is not clear how students employed full-time will be expected to leave the state during the school year to enroll in the courses. The School must provide evidence that students admitted to the program demonstrate the ability to succeed in their content area.

Institutional Response:

Relay GSE offers a two-week intensive immersion course for graduate students who need additional content knowledge in math and science. These immersion courses take place in the spring, prior to beginning the Master of Arts in Teaching program. Incoming graduate students would have the opportunity to earn up to six credits in their content area from another Relay GSE campus (likely Relay GSE New York) to assist with credit deficiencies. Relay GSE New York is a convenient option for incoming Relay GSE Connecticut graduate students as most can commute on a daily basis.

Relay GSE offers these courses in June, when incoming graduate students may have ended their school year and not yet started graduate courses. The summer immersion course is just one of many options available to an incoming graduate student to ensure success in a content area.

Continued Outstanding Issues (6/21/2016)

- The School fails to demonstrate compliance: 10a-34-14(a).
 - The School indicates that immersion courses occur in the spring, prior to beginning the program. It is not clear whether there is Title IV funding for such coursework and how they will be expected to cover the additional costs required for travel and accommodations for two weeks. The School must provide evidence that the students admitted to the program demonstrate the ability to succeed in their content area and have the resources to meet program requirements.

Institutional Response:

- Content-area courses: The School indicates that applicants may be admitted with up to 15 remaining credit hours in their content area to be fulfilled before graduation. Students can satisfy this deficiency through summer immersion at select campuses throughout the country. Summer immersion consists of two-week courses in either math or science offered

in the spring before students enroll in the MAT. It is not clear what alternate immersion courses exist for those students seeking elementary and ELA certification. The School must provide evidence that students admitted to the program demonstrate the ability to succeed in their content area.

Institutional Response:

Relay GSE has typically found that incoming graduate students entering Elementary and ELA programs at our other campuses do not have significant credit deficiencies. The two-week intensive summer immersion course is just one of many options available to an incoming graduate student to ensure success in his/her content area. If transcript reviews indicate that many Elementary and ELA incoming graduate students do have credit deficiencies, Relay GSE would create the appropriate summer immersion courses for these content areas.

Continued Outstanding Issue (6/21/2016)

- The School fails to demonstrate compliance: 10a-34-14(a).
 - o The School indicates that it will create summer immersion courses that will provide six graduate-level credits for both Elementary and ELA content areas if incoming graduate students have credit deficiencies in those areas. It is not clear how the School will develop these pre-program courses after students are admitted to the program.

Institutional Response:

Curriculum and Instruction (10a-34-15)

Evaluation Findings

- The School fails to demonstrate compliance: 10a-34-15(a).
 - o The application indicates that a single Content course is offered for all four certification areas. The School must provide evidence that the curriculum consists of a carefully planned sequence of related courses and other appropriate instructional activities that effectively address the stated objectives of the program.

Institutional Response:

Relay GSE offers multiple courses in each content area. The complete list of content courses is contained in each subject area's scope and sequence, which was

submitted in Appendix 4B in the original application. Courses and credits are summarized below in Table 3.

Table 3: Courses and Credits in Each Content Area

Content Area	Number of Content Courses	Number of Credits
Elementary Education	17	13.1
Secondary ELA	12	12.98
Secondary Mathematics	11	12.42
Secondary Science	11	11.86

The general content course, CK-100: Content Resources, has multiple tracks within the course. Graduate students are instructed only to complete the coursework that aligns with their certification area. The curriculum has been designed such that CK-100 is an integral part of the larger content curriculum within an individual certification area.

Continued Outstanding Issues (6/21/2016)

- The School fails to demonstrate compliance: 10a-34-15(a).
 - The School has indicated that less than 15 credits are awarded in each of the four content areas. The School must demonstrate that its curriculum meets the content-related requirements for master’s degrees as stipulated by the Connecticut State Department of Education.

Institutional Response:

Outstanding Issues

- The School fails to demonstrate compliance: 10a-34-15(a).
 - The School indicates that the program includes 17 elementary content courses, 12 secondary ELA courses, 11 secondary math courses, and 11 secondary science courses. Credits awarded range from 13.1 to 11.86. The School awards 1 credit for 12.5 hours of direct instructional time. It is not clear how the School determines that there is an amount of student work for a credit hour that reasonably approximates not less than one hour of class and two hours of out-of-class student work per week over a semester for each semester hour.

Institutional Response:

While traditional graduate schools of education typically offer a sequence of courses, each course confined to a 15-week semester, Relay GSE has structured

its academic program differently. We organize coursework around four elements of effective instruction: Content; Classroom Culture; Self and Other People; and Teaching Cycle. During their two years at Relay GSE, MAT graduate students complete about 50 modules that span these four elements. These modules vary in length, which accounts for the difference in the number of modules, or courses, in each content area. In fact, modules can last anywhere from a few hours to an entire term. Relay GSE's academic program design makes curricular divisions according to what makes the most pedagogical sense for the graduate students in the program.

Relay GSE awards 1 credit for every 12.5 hours of direct instruction. Graduate students spend, at a minimum, two hours working outside of their Relay GSE class for each hour of direct instruction at Relay. This includes scholarly reading, writing reflections, reviewing footage of master teachers, and other assignments. All Relay faculty members design their courses to include at least a 1:2 ratio of in-class time to out-of-class work. This equates to, at minimum, 25 hours of supplementary assignments per semester hour of course credit. Thus, Relay GSE's credit hour measurement complies with Connecticut definitions of credit hours.

Continued Outstanding Issues (6/21/2016)

- The School fails to demonstrate compliance: 10a-34-15(a).
 - The School awards 1 graduate credit for every 12.5 hours of direct instruction. The School must demonstrate how this policy adheres to the federal credit hour definition.

Institutional Response:

Evaluation Findings

- The School fails to demonstrate compliance: 10a-34-17(c).
 - The application indicates that graduation requirements include evidence of academic gains among students taught, demonstration of “Foundational” level performance on all modules, and a cumulative 2.7 Rubric Score Average. The School must provide evidence of a summative assessment consisting of either a comprehensive exam or thesis.

Institutional Response:

All graduate students at Relay GSE compile a Master's Defense Portfolio and conduct an Oral Master's Defense as a final, culminating assessment. For the Portfolio, graduate students compile assignments they submitted throughout the

MAT program that showcase exemplary work in each of the four courses, or “elements of effective instruction” at Relay GSE. Graduate students will present the completed Portfolio through an Oral Defense of their learning and their K-12 students’ achievement.

All coursework that is part of the Student Growth & Achievement course prepares graduate students for the Master’s Defense. Through the Relay GSE Master’s Defense, graduate students must demonstrate their competency in each of the Relay GSE elements of effective teaching, both in writing and on video, and provide evidence of their ability to lead K-12 students to demonstrable achievement gains.

One of the Student Growth and Achievement modules, the Data Narrative, requires graduate students to demonstrate that, on average, all K-12 students in a graduate student’s classroom have learned at least a year’s worth of content in one school year. The Data Narrative involves comparing descriptive statistics and identifying their limitations, describing common mistakes associated with analyzing data, and evaluating research questions against criteria for quality. Graduate students learn to apply statistical techniques to discover trends in student performance, disaggregate student data, create displays of student achievement, and summarize their findings. Throughout the module, graduate students distill meaningful takeaways from the performances of all students at both the subgroup and the individual levels, and leverage these discoveries to tell the story of their achievements in a polished, written account

Outstanding Issues

- The School fails to demonstrate compliance: 10a-34-17(c).
 - o The School indicates that a master’s defense portfolio is required of all students. The portfolio does not provide evidence of research but is a compilation of assignments submitted throughout the program. The School must provide evidence of a summative assessment consisting of either a comprehensive exam or thesis.

Institutional Response:

The Master’s Defense serves as Relay GSE’s capstone project for its MAT programs. The capstone project is a graduation requirement for graduate students of these programs. The project assesses graduate students’ data literacy, knowledge of pedagogy, pedagogical content knowledge, and professional practices. As reported, this capstone project contains three core pieces: (1) graduate students use evidence of student learning and learning standards to set and measure yearlong academic and character goals, (2) graduate students prepare a data narrative that reports students’ progress towards these goals, analysis of subgroup trends and case study student analysis, and address a set of

research questions, and (3) in an oral defense, graduate students present a teaching portfolio before a panel of Relay GSE faculty and others. Below is a more detailed description of these components, which includes at least two research questions as defined below.

1. *Yearlong Academic and Character Goals*
 - a. *Graduate students must demonstrate a positive impact on student. Graduate students use historical and diagnostic evidence of student learning to set yearlong learning goals that are aligned to professional, state, or school standards and benchmarks. In general, this can be summarized as setting learning goals aligned to reading growth, writing growth, or standards mastery.*
 - b. *Graduate students must also demonstrate a positive impact by measuring students' growth in non-cognitive skills. Following coursework on character education, graduate students use evidence of students' character (e.g., student surveys or reflections) to select a character strength (see Duckworth, et al, 2011; Duckworth, et al, 2007; Duckworth & Quinn, 2009; Farrington, et al, 2012; Peterson & Seligman, 2004; Seider, 2012; Seider, et al, 2013 for a discussion of character strengths) to teach, develop, and measure.*

2. *Data Narrative*
 - a. *The data narrative must include:*
 - i. *A summary of academic growth and/or standards mastery, which reports class progress towards yearlong goals and trends within that progress;*
 - ii. *A summary of character growth data, which reports class progress towards yearlong goals and trends within that progress;*
 - iii. *An analysis of class, group, and individual student learning trends;*
 - iv. *A case study analysis of one student's learning over the course of the year;*
 - v. *An analysis of at least two research questions;*
 - vi. *A reflection of the graduate student's impact on student learning, including a discussion of instructional strengths and weaknesses related to lesson planning, classroom management, content knowledge, and responsiveness to data, among other factors; and*
 - vii. *A statement of the graduate students' professional development goals based on evidence of student learning.*

3. *Oral Defense*
 - a. *Graduate students submit a teaching portfolio that contains written and video-based evidence of graduate students instructional practices that supported students' learning outcomes*
 - i. *Graduate students create and document these materials for the purposes of the Master's Defense.*

- b. Present academic and character results, findings, and reflections from the analysis;
- a. Graduate students must visually represent their outcomes (e.g., graphs).
- b. Explain the link between these items and student performance.
- c. Based on this evidence, graduate students identify next steps.

Recently, Relay GSE made one change to its Master's Defense. Graduate students no longer curate a teaching portfolio that helps explain student outcomes retrospectively. Instead, graduate students must submit new institutional footage and materials that not only reflect their instructional practices but also synthesizes several elements of effective instruction. Relay GSE faculty decided to make this change based to better serve graduate students in their professional careers.

Continued Outstanding Issues (6/21/2016)

- The School fails to demonstrate compliance: 10a-34-17(c).
 - o The School indicates that student's compile a portfolio and conduct an oral defense through writing and video for their summative assessment. It is not clear by what criteria the committee will determine successful completion of the final project.

Institutional Response:

Evaluation Findings

- The School fails to demonstrate compliance: 10a-34-12(d).
 - o The application indicates that students who require remediation receive individualized plans that may include the revision and resubmission of modules. The School must provide evidence of the additional resources required for multiple courses offered simultaneously.

Institutional Response:

The Relay GSE Connecticut Program Lead, Ms. Rebecca Good, will advise most graduate students during the first year of operation. Relay GSE ensures that each student has a full-time faculty member assigned as an advisor. As such, advisors, local faculty, and the Program Lead work closely together on any individualized plan of remediation. Faculty expectations include student remediation support, including ensuring students can handle the content of multiple courses simultaneously.

Relay GSE offers online tutorial modules, which provide students with key points and summaries of previously learned content. This allows graduate students additional touchpoints for learning before revision and resubmission of material. These tutorial modules, coupled with study groups, extended office hours, additional faculty observations and feedback, and/or scheduled meetings with faculty enable students to successfully progress in their coursework while undergoing remediation.

Outstanding Issues

- The School fails to demonstrate compliance: 10a-34-12(d).
 - o The School indicates that individualized action plans for remediation may require the resubmission of modules. It is not clear whether tutorial modules satisfy the requirements of credit-bearing modules that must be retaken, and if not, how multiple offerings of credit-bearing modules will be offered concurrently. The School must provide evidence of the additional instructional and financial resources allocated for providing multiple course offerings concurrently.

Institutional Response:

It is important to note that Relay GSE faculty responsibilities include identifying and assisting struggling students as well as providing office hours and other forms of academic support to graduate students.

Individualized plans of remediation ensure that graduate students and faculty are aware of the required work based on the remedial course of study. Relay GSE's MAT program utilizes a hybrid model of instruction: 40% of coursework is online and 60% is in-person. Therefore, online portions of credit-bearing modules can be re-taken with little to no additional instructional or financial resources allocated. Resubmitted assessments do require evaluation, but the individualized plans ensure faculty are aware of this specific responsibility and plan their grading time accordingly. Both the online portion of the credit-bearing module and its tutorial module can better prepare graduate students to submit a stronger assessment in accordance with the individualized plan.

Additionally, Relay GSE's low instructional ratio – 8:1 in SY2016-17 – allows for faculty to assist students with in-person content when necessary in formal and informal situations, such as in 1:1 meetings, make-up class settings, and/or a webinar.

Continued Outstanding Issues (6/21/2016)

- The School fails to demonstrate compliance: 10a-34-12(d).

- o The School indicates that online portions of credit-bearing modules can be retaken with little to no additional instructional or financial resources allocated. It is not clear how the same number of faculty will be expected to lead multiple offerings of the same modules. Because the majority of credit-bearing modules are offered on-ground, the School must provide evidence that it has allocated sufficient faculty and resources to run multiple offerings of the same on-ground course for remediation purposes.

Institutional Response:

Library and Learning Resources (10a-34-18)

Evaluation Findings

- The School fails to demonstrate compliance: 10a-34-18(a).
 - o The application indicates that a single full-time librarian is maintained to provide system support for multiple campuses throughout the nation. The School must provide evidence of adequacy of library resources.

Institutional Response:

A single full-time librarian provides adequate support for multiple campuses. The Relay GSE librarian is available by email and chat from 9:00 AM to 6:00 PM Eastern Time, and regularly facilitates digital meetings outside of those hours if an appointment is made. All student and faculty inquiries to the Relay GSE library are addressed within one business day.

Staff, faculty, and students have indicated satisfaction with library support. In a survey conducted in the Fall of 2015, 100% of the 82 staff members who responded agreed or strongly agreed that when they emailed the library, they received a timely and helpful response. In a survey conducted in February of 2016, 97% of students Strongly Agreed, Agreed, or Somewhat Agreed that they were happy with the timeliness and quality of responses from the librarian.

Library services and resources are regularly assessed to ensure that they are adequate. If the institutional data ever reveals that additional support around the institutional Library Services is needed, additional library staff will be added.

The Library does participate in a national interlibrary loan program to supplement the library's resources, in the cases where the Library does not have the resources a patron needs. In this fiscal year (July 2015 through April 2016), 17 interlibrary loan requests have been submitted from Relay GSE Library patrons from all campuses combined. Only two of these were for hardcopy materials; the rest were for articles not available in the Library's databases. The relatively small number of

interlibrary loan requests provides support to the claim that the Relay GSE Library is sufficient to meet the needs of its patrons.

Continued Outstanding Issues (6/21/2016)

- The School fails to demonstrate compliance: 10a-34-18(a).
 - The School indicates that a single full-time librarian is available to support the program from another state. The librarian is available by email or video chat from 9 – 6 p.m. each weekday. It is not clear how the librarian, who works from 9 to 6 pm each day, can support students who will be working full-time during those hours. The librarian is not available in the evening or on the weekend, and not all library support to students can be handled via email and video chat.

Institutional Response:

Outstanding Issues

- The School fails to demonstrate compliance: 10a-34-18(a).
 - The School indicates that a single full-time librarian will adequately provide support for multiple campuses throughout the country, being available by email or chat from 9 – 6 p.m. The School must provide evidence of adequate library resources devoted to the proposed campus.

Institutional Response:

A single full-time librarian provides adequate support for multiple campuses. The Relay GSE librarian is available by email and video chat from 9:00 AM to 6:00 PM Eastern Time, and regularly facilitates digital meetings outside of those hours if an appointment is made. All student and faculty inquiries to the Relay GSE library are addressed within one business day. As 10a-34-18(a) indicates, it's important that library resources adapt to student needs. As an institution that serves full-time professionals who are part-time students spread out across Connecticut, a digitally-accessible library, with a librarian available virtually is adapting to meet the needs of our students.

Survey results from the 2015-16 school year underscore that Relay GSE library support is adequate. Staff, faculty, and students have indicated satisfaction with library support. In a survey conducted in the Fall of 2015, 100% of the 82 staff members who responded agreed or strongly agreed that when they emailed the library, they received a timely and helpful response. In a survey conducted in February of 2016, 97% of students Strongly Agreed, Agreed, or Somewhat Agreed

that they were happy with the timeliness and quality of responses from the librarian.

Library services and resources are regularly assessed to ensure that they are adequate. If the institutional data ever reveals that additional support around the institutional Library Services is needed, additional library staff will be devoted to the CT campus.

Continued Outstanding Issues (6/21/2016)

- The School fails to demonstrate compliance: 10a-34-18(a).
 - The School indicates that a single librarian will support multiple graduate-level programs across the country. The School must demonstrate that sufficient library staff members are available in the state to support the program.

Institutional Response:

Evaluation Findings

- The School fails to demonstrate compliance: 10a-34-18(d)(2).
 - The application indicates that all library materials are electronic. The School must provide evidence of establishing a reserve reading collection at or near the site.

Institutional Response:

Relay GSE built its collection of library resources with the goal of online access from any location, making it more accessible to a graduate student body that is enrolled part-time, has substantial professional obligations in addition to their academic obligations, and is geographically distributed. The Librarian routinely reviews the reading lists for student courses to ensure students have access to any and all necessary reading material. Required readings are consistently provided to students either through the online library, through a link to an open version on the web (delivered via Relay GSE's Course Platform), or through paying copyright fees on students' behalf.

Relay GSE Connecticut will have a small collection of physical library resources on campus. This collection will consist of texts that are central to the curriculum (most of which are also available through the online virtual library) and any resources not available in electronic form to which our students regularly need access. This collection will be developed with the input of faculty members and will be located in the Relay GSE Connecticut office.

Continued Outstanding Issues (6/21/2016)

- o The School fails to demonstrate compliance: 10a-34-18(d)(2).
 - o The School indicates that it will house a collection of library resources on campus. It is not clear how this collection will be maintained and how the School's circulation policies will ensure equal access to those materials.

Institutional Response:

Outstanding Issues

- The School fails to demonstrate compliance: 10a-34-18(b).
 - o The School indicates that it will maintain a small collection of library resources on campus. It is not clear where that collection will be housed, the resources dedicated to maintaining and augmenting it, or whether the collection has sufficient breadth to support the needs of graduate students. The School must provide evidence of adequate library resources at or near the site.

Institutional Response:

Relay GSE built its collection of library resources with the goal of online access from any location, making it more accessible to a graduate student body that is enrolled part-time, has substantial professional obligations in addition to their academic obligations, and is geographically distributed. Its main collection will still be its online library. The Librarian routinely reviews the reading lists for student courses to ensure students have access to any and all necessary reading material. Required readings are consistently provided to students either through the online library, through a link to an open version on the web (delivered via Relay GSE's Course Platform), or through paying copyright fees on students' behalf.

Relay GSE Connecticut will have a small collection of physical library resources on campus at Elm City College Prep, 794 Dixwell Avenue, New Haven, CT 06511. This collection will consist of texts that are central to the curriculum (most of which are also available through the online virtual library), cultivated through a review of syllabi. This collection will be developed with the input of faculty members and will be located in the Relay GSE Connecticut office at the address above. The collection will be assessed annually to ensure that it continues to meet the needs of students and faculty in Connecticut.

Continued Outstanding Issues (6/21/2016)

- The School fails to demonstrate compliance: 10a-34-18(b).
 - The School must clarify that its library collection will remain distinct from the host school's general collection and that access to it will be limited to the School's students.

Institutional Response:

Evaluation Findings

- The School fails to demonstrate compliance: 10a-34-18(d)(3).
 - The application indicates that a library will not be located in the state. The School must provide evidence of provision for professional library staff support for library services at or near the off-campus site in Connecticut.

Institutional Response:

The Relay GSE Librarian is available to support students via email, chat, or (by appointment) phone or video call.

Given that our students are geographically distributed within Connecticut, these multiple opportunities to get support from the Librarian ensure that they have quick access to help from the Librarian without having to travel to the Relay GSE campus.

In addition, the Librarian is exploring the possibility of a partnership with other academic libraries in Connecticut to provide graduate students with access to the collections and reference services of that institution.

- The School fails to demonstrate compliance: 10a-34-18(b).
 - The application indicates that students may request hard copy materials from other libraries. The School must provide evidence that written verification from the cooperating institution that students enrolled in the program will have adequate access to these holdings and to the necessary support services of the cooperating library on the same basis as the regular patrons of the library.

Institutional Response:

Relay GSE Connecticut does not currently have a partnership to allow graduate students to access the resources and services of a cooperating institution, as it is expected that the online collection, the core collection of physical texts on

campus, and the virtual reference support from the Relay GSE Librarian will be sufficient, as they have been in every other state in which Relay GSE operates. The Library does participate in a national interlibrary loan program to supplement the library's resources, in the cases where the Library does not have the resources a patron needs. In this fiscal year (July 2015 through April 2016), 17 interlibrary loan requests have been submitted from Relay GSE Library patrons from all campuses combined. Only two of these were for hardcopy materials; the rest were for articles not available in the Library's databases. The relatively small number of interlibrary loan requests provides support to the claim that the Relay GSE Library is sufficient to meet the needs of its patrons.

Outstanding Issues

- The School fails to demonstrate compliance: 10a-34-18(b).
 - The School has indicated that a librarian located out of state is available to support the program through email, chat, phone, or video call. The librarian is exploring the possibility of a partnership with other academic libraries in the state. The School must provide evidence of written verification from a cooperating institution that students enrolled in the program will have adequate access to its holdings and to the necessary support services of the cooperating library on the same basis as the regular patrons of the library.

Institutional Response:

As is the case in the other states in which Relay GSE operates, Relay GSE Connecticut expects that its online collection, the core collection of physical texts on campus, and the virtual reference support from the Relay GSE Librarian will be sufficient to support its graduate students. The Library does participate in a national interlibrary loan program to supplement the library's resources, in the cases where the Library does not have the resources a patron needs. In this current school year (July 2015 through April 2016), 17 interlibrary loan requests have been submitted from Relay GSE Library patrons from all campuses combined. Only two of these were for hardcopy materials; the rest were for articles not available in the Library's databases. The relatively small number of interlibrary loan requests supports the claim that the Relay GSE Library is sufficient to meet the needs of its patrons.

In addition, the Librarian is exploring the possibility of a partnership with other academic libraries in Connecticut to provide graduate students with access to the collections and reference services of that institution. We have done some initial research into local options across the state and upon approval, Relay GSE will reach out to other institutions of higher education to discuss and potentially solidify a library partnership. Students will not be required to rely on the library holdings of another institution even if a formal partnership is developed; such a

partnership would simply be an added benefit of enrollment at Relay GSE for students who want to conduct research outside the requirements of their assigned coursework.

Continued Outstanding Issues (6/21/2016)

- The School fails to demonstrate compliance: 10a-34-18(b).
 - o The School must establish and provide evidence of a contractual relationship with a collegiate level library in the state prior to approval.

Institutional Response:

VIII. Facilities and Equipment (10a-34-19)

Evaluation Findings

- The School fails to demonstrate compliance: 19(a – b).
 - o The application indicates that a physical location has not been obtained for the School’s operations. The School must provide evidence of establishing a physical location in Connecticut that demonstrates adequacy of size, safety, equipment, and accessibility.

Institutional Response:

Relay GSE offers graduate classes in existing K-12 school buildings near or where our graduate students are employed to minimize the commute times for our students and meet them where they are. Relay GSE will offer classes in one or more of our partner schools to maximize convenience for our graduate students.

Relay GSE has secured office and classroom space for our first year of operation at Elm City College Preparatory, located at 794 Dixwell Avenue, New Haven, CT 06511.

We have an MOU with the school, and it meets all state and federal compliance standards. Within the school, we will have access to three classrooms during the day, providing ample office, conference, classroom, Library, storage, and meeting space, and multiple additional classrooms in the evening and on weekends.

We are also in the process of securing additional classroom-only space in up to two more locations across the state in order to serve our graduate students who live and teach outside of New Haven. We believe such space will be located in Hartford and/or Bridgeport.

To ensure that Relay GSE facilities meet the needs of graduate students, faculty, and staff, each campus employs an on-site Director of Operations responsible for the facilities and operations of that campus. Directors of Operations across all Relay GSE campuses are supported by the National Director of Operations, who reports to the Chief Operating Officer.

Anticipated facility needs for Relay GSE Connecticut will depend on student enrollment. Various enrollment scenarios and their effect on physical facilities are outlined in Table 4 on the following page. It is also worth noting that student enrollment will impact full-time faculty size, adjunct faculty size, advisor workload, classroom facilities, and other operational and academic aspects.

At a minimum, Relay GSE Connecticut facilities will include private conference space for meetings with graduate students, record maintenance facilities (see Table 4 for more detail), dedicated work space for full-time faculty and staff, shared work space for adjunct staff, and an office supply area.

Table 4: Relay GSE Connecticut Anticipated Facilities Needs Based on Enrollment

Enrollment Counts	0 to 50 students	50 to 75 students	75 to 100 students	100 to 125 students
Anticipated administrative space requirements	<ul style="list-style-type: none"> ▪ 2 conference rooms ▪ 1 office supply area ▪ 1 secure records storage area 	<ul style="list-style-type: none"> ▪ 2 conference rooms ▪ 1 office supply area ▪ 1 secure records storage area 	<ul style="list-style-type: none"> ▪ 3 conference rooms ▪ 1 office supply area ▪ 1 secure records storage area 	<ul style="list-style-type: none"> ▪ 3 conference rooms ▪ 1 office supply area ▪ 1 secure records storage area
Anticipated faculty space requirements at Relay GSE Connecticut	<ul style="list-style-type: none"> ▪ 1 office space for the Program Lead ▪ 1 office space for the Director of Operations ▪ 1 office space for the Instructional Fellow ▪ 2 shared office spaces for adjunct faculty 	<ul style="list-style-type: none"> ▪ 1 office space for the Program Lead ▪ 1 office space for the Director of Operations ▪ 2 office spaces for the Assistant Professors of Practice ▪ 2 shared office spaces for adjunct faculty 	<ul style="list-style-type: none"> ▪ 1 office space for the Program Lead ▪ 1 office space for the Director of Operations ▪ 3 office spaces for the Assistant Professors of Practice ▪ 3 shared office spaces for adjunct faculty 	<ul style="list-style-type: none"> ▪ 1 office space for the Program Lead ▪ 1 office space for the Director of Operations ▪ 4 office spaces for the Assistant Professors of Practice ▪ 4 shared office spaces for adjunct faculty
Anticipated classroom needs*	<ul style="list-style-type: none"> ▪ 1 classroom 	<ul style="list-style-type: none"> ▪ 2 classrooms 	<ul style="list-style-type: none"> ▪ 2 classrooms 	<ul style="list-style-type: none"> ▪ 3 classrooms
Anticipated record maintenance facilities	<p>Relay GSE Connecticut will uphold all relevant federal, state, and local statutes when creating record maintenance facilities. The Office of Enrollment Services coordinates Relay’s admissions and registration process, which includes the maintenance and protection of academic records, release of academic transcripts, and verification of degrees earned. Relay GSE’s Office of Enrollment Services maintains a comprehensive database of graduate students’ academic and demographic information. Relay GSE Connecticut will also ensure sufficient space and security for on-site record needs. All Relay GSE</p>			

Anticipated library facilities	<p>sites fully comply with FERPA provisions.</p> <p>As an institution of higher education operating in multiple states with part-time graduate students who are simultaneously full-time teaching residents, Relay GSE has determined that an online library best meets graduate student needs. To that end, Relay GSE Connecticut will not possess a brick and mortar library on campus. Relay GSE Connecticut will have a small physical library with hard copies of banner texts available for students, though these texts are available through the online virtual library, as well. Additionally, during Relay GSE's first year of operations in Connecticut, the institution will explore joining Connecticut-based library consortia to determine whether additional consortia membership is viable for graduate students at the Connecticut campus.</p>
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Continued Outstanding Issues (6/21/2016)

- The School fails to demonstrate compliance: 19(a – b).
 - o The School indicates that 9 offices and a single classroom have been secured for the first year. The School must provide the MOU established to provide for the use of this space during the week and the weekend.

Institutional Response:

Outstanding Issues

- The School fails to demonstrate compliance: 19(a – b).
 - o The School indicates that it is seeking additional physical locations in the state to support its primary campus. The School must provide evidence of establishing agreements with each facility where it will house its programs, accounting for adequacy of size, equipment, accessibility, and safety, including how student security is provided during after-hours.

Institutional Response:

Relay GSE has secured its primary space, as well as one additional physical location within the state. At this time, we believe that these locations are adequate for our first year of operations, and we will continue to evaluate as we grow our presence in the coming years.

As noted previously, Relay GSE has secured office and classroom space for our first year of operation at Elm City College Preparatory, located at 794 Dixwell Avenue, New Haven, CT 06511.

We have an MOU with the school, and it meets all state and federal compliance standards. Within the school, we will have access to three classrooms during the day, providing ample office, conference, classroom, Library, storage, and meeting space, and multiple additional classrooms in the evening and on weekends. Relay GSE has made security and custodial arrangements so that graduate students, faculty, and staff can expect a safe and clean environment.

Additionally, Relay GSE has secured classroom space for our first year of operation with Great Oaks Bridgeport, located at 510 Barnum Avenue, Bridgeport, CT 06608. We have an MOU in place and the school also meets all state and federal compliance standards. Relay GSE intends to utilize one classroom on Fridays from 9 AM – 2 PM only and minimal storage space throughout the school year. As our use of this space is limited to the school day, no additional security or custodial accommodations will be necessary.

Continued Outstanding Issues (6/21/2016)

- The School fails to demonstrate compliance: 19(a – b).
 - The School must provide evidence of the MOU established with Great Oaks Bridgeport detailing how the additional site will be used to support the program.

Institutional Response:

IX. Student Services (10a-34-21)

Evaluation Findings

- The School fails to demonstrate compliance: 10a-34-21.
 - The application indicates that all student services are located outside of the state. The School must provide evidence that students have adequate access to a well-developed program of counseling, testing, advisement, career development, and placement services in Connecticut.

Institutional Response:

Advisement and Counseling

It is an institutional priority of Relay GSE to support graduate students to be successful professionals. This includes academic advising, including counseling, from the Program Lead or a full-time faculty member, as well as other student support services. The Relay GSE Connecticut Program Lead anticipates that 15% to 20% of her schedule will be devoted to individual student meetings and student

support services. Other full-time faculty members will devote 30% to 40% of their time to individual student meetings and student support services.

Based on the anticipated two full-time faculty members Relay GSE Connecticut intends to employ in SY2016-2017, each full-time faculty member would advise no more than 25 students. Relay GSE Connecticut only permits full-time faculty to take on student advising responsibilities; adjunct faculty do not hold such responsibilities. Between a strong relationship with their faculty advisor and access to the student handbook, graduate students will have access to a wealth of information.

Additionally, Relay GSE's central student services team, located in New York City, will also support all Relay GSE Connecticut graduate students. Like the system of communication employed by the Relay GSE Librarian, all support services actively engage with students through email, chat, video conference, telephone conferences, and, when necessary, in-person meetings.

Career Development and Placement

During this past year, the Program Lead and Director of Operations have worked closely together to establish presence and partnership in Connecticut. As such, these two staff members will serve as invaluable resources and will work to create state-specific career advising and placement services within the state. The Director of Operations brings several years of experience working in career advising to her role.

Additionally, the Relay GSE residency model is specifically designed to be predicated upon partnership with districts and schools. As such, Relay GSE will work to establish strong systems of partnership, including placement, for the residency year, as well as long-term mutual goals around hiring graduates.

Testing

The Program Lead has gathered resources to establish supports to assist graduate students with preparing for certification testing requirements. She will offer these test preparation sessions as non-credit bearing opportunities throughout the year. Relay GSE is also prepared to provide additional one-on-one tutoring, and graduate students can access the content resources noted above: Immersion Coursework and Content Modules. For immersion coursework, the institution has a two-week intensive immersion course for teachers who need support developing additional content knowledge in math and science. This takes place before candidates formally begin their MAT coursework. Through immersion, candidates have the opportunity to earn required additional credits in their content areas and prepare to take content-specific certification exams.

As noted in the Curriculum and Instruction section above, in response to a demonstrated need for additional mid-year content support, Relay GSE also developed a series of content-specific workshops that are delivered on Saturdays.

In addition to content-specific workshops, all graduate students are enrolled in coursework that focuses on pedagogical content knowledge and infuses content instruction into pedagogical coursework. As the need for additional support toward earning certification grows, Relay GSE is prepared to offer additional immersion coursework and content-specific workshops.

Once enrolled, secondary teachers are offered a suite of non-credit bearing modules to refresh and refine their content knowledge. These are primarily utilized among science and math candidates, but are provided for all secondary endorsement areas. Remedial content modules are designed to teach both content that is specific to a subject area and how to teach that content. Each module contains an optional assessment that graduate students can submit for ungraded review if they so desire.

Finally, Relay GSE employs a national Director of Certification who, in partnership with regional Deans Offices, develops state-specific certification support for graduate students as needed.

Outstanding Issues

- The School fails to demonstrate compliance: 10a-34-21.
 - o The School indicates that its central student service team, located in New York City, will support all Connecticut students through email, chat, video conference, telephone conferences, and when necessary, in-person meetings. The School must provide evidence that students have adequate access to these same services in Connecticut.

Institutional Response:

It is an institutional priority of Relay GSE to support graduate students to be successful professionals. Relay GSE's central student services team, located in New York City, is available via email, chat, video conference, telephone, and, if requested, via in-person meetings. In fact, anecdotal and student survey data demonstrate that Relay GSE's student support services are more responsive and more available to students than were those supports in the undergraduate institutions attended by our graduate students. The student services team has successfully supported Relay GSE's other seven campuses outside of New York City and consistently ensures that its staffing model adequately supports all graduate students regardless of location. It is our commitment to do the same for the Relay GSE graduate students on Connecticut.

- o The School indicates that the program director and director of operations will provide career development and placement services to students. It is not clear how either is qualified to carry out these duties. The School must

provide evidence that students have adequate access to a well-developed program of career development and placement services in Connecticut.

Institutional Response:

Relay GSE's Teaching Residency model is specifically designed to partner with districts and schools in order to identify potential graduate students and support them once they enroll at Relay GSE. Once potential graduate students are identified and meet the admissions criteria, they enroll in Relay GSE's program and are Resident Teachers in the district. These teachers are then hired to teach in the district upon completion of their MAT and certification. In this way, job placement is embedded in the Teaching Residency program.

Relay GSE's Program Lead and Director of Operations have established these partnerships with senior leadership within districts, including their Human Resources Department heads. Relay GSE seeks to prepare teachers who principals are eager to hire. The nature of our program – preparing strong, diverse, marketable teachers – is, in and of itself, career development.

Finally, Relay GSE offers alumni services to all graduates of our programs through our Relay Connect initiative. Relay GSE's Department of Alumni Affairs oversees Relay Connect, a platform that contains a robust job board, networking and mentorship opportunities, among other career development and placement services.

Continued Outstanding Issues (6/21/2016):

- The School fails to demonstrate compliance: 10a-34-21.
 - The State of Connecticut does not have any jurisdiction regarding compliance of standards in the State of New York; therefore, Relay will need to demonstrate they have qualified support in Connecticut for all student services to be rendered to any student enrolled in a program in Connecticut.

Institutional Response:

X. Online Learning and Resources (10a-34-23)

Evaluation Findings

- The School fails to demonstrate compliance: 10a-34-17(d).

- o The application indicates that 40% of all instruction will occur online. The School must provide evidence that it has established effective procedures through which to ensure that the students registered for particular modules are the same students participating in those modules.

Institutional Response:

Relay GSE has an Identity Management (IDM) system in place that sits in front of every Relay GSE online system (Admissions, Course Platform, Library, Video Library, and Financial Aid) that centrally manages user access control to applications and requires authentication before you can participate in any online coursework. This IDM system diligently logs all access attempts to all Relay GSE online systems and captures: user, timestamp, IP address, system accessed, and a brief description of the action taken (signed in/out, failed login, password resets, and suspicious activity).

Additionally, a large percentage of Relay GSE assessments require graduate students to upload video footage of themselves in a classroom, thereby physically identifying the student who recorded and uploaded the video footage in response to the assessment. Within the hybrid model, many courses require learning and assessment both online and in-person, which further secures assessment.

As one final note, Relay GSE's student information system (SIS) has a robust curriculum management features that allow Program Leads to create maps of term-by-term content, and then match actual students to those maps. Each student is subsequently registered for the appropriate grade-level and subject-area coursework on the Course Platform. On the Course Platform, Relay GSE's system links the logged-in user to the relevant student record from the SIS. Then, the Course Platform presents the term-by-term content only to those students who have successfully registered and been pre-matched to a term map.

Outstanding Issues

- None.