

CONNECTICUT TECHNICAL EDUCATION AND CAREER SYSTEM BOARD

Minutes of the January 15, 2019 Meeting of the Subcommittee on Quality and Policy

Pursuant to notice filed with the Secretary of State, the Connecticut Technical Education and Career System Board Committee on Quality and Policy met on January 15, 2019 at Eli Whitney Technical High School, 100 Fairview Avenue, Hamden, CT 06514

I. Call to Order

Chairperson of Subcommittee on Quality and Policy, Karen Eichstaedt called the meeting to order at 10:02AM.

Present: Robert Trefry, Chairperson of the CTECS Board
Patricia Keavney, Vice Chairperson of the CTECS Board
Jeffery Wihbey, Superintendent of the CTECS
Karen Eichstaedt, Chairperson of the CTECS Board
Nikitoula Menounos, Assistant Superintendent of the CTECS
Joseph Uccello, Management Consultant of the CTECS
James Chasse, Education Consultant of the CTECS
Kerry Markey, Director of Communications
Susan Scott, CTECS Legal Director
Kristina Jordan, Assistant Superintendent of the CTECS
Ronke Stallings, Secretary of the CTECS Board

Dialed in: Daisy Coco De Filippis, Member of the Subcommittee on Quality and Policy

Absent: Peter Hoecklin, Member of the Subcommittee on Quality and Policy

II. Public Participation

There was no public participation.

III. Consideration of Minutes of the December 11, 2018 meeting.

Karen Eichstaedt, Chairperson of the CTECS Board, moved, Patricia Keavney second that minutes of the January 15, 2019 meeting be approved.

Vote in favor: Karen Eichstaedt, Patricia Keavney, and Robert Trefry

Opposed: 0

Abstained: 0

Motion carried unanimously.

IV. Strategic Planning for the Connecticut Technical Education and Career System

A. Chronic Absenteeism

Discussion not held.

B. SAT (Discussion)

Discussion not held.

C. Physical Education Update

Donna Wallace, Ted Owczkowski, and Paul Bazzano presented the findings of Physical Education Surveys conducted.

In the fall of 2017, the Connecticut Technical Education and Career System (CTECS) identified an achievement gap between female and male students performance on the Connecticut Physical Fitness Assessment (CPFA) A task force was charged with conducting action research according to the Multiple Measures of Data Framework (Bernhardt, 2005) to identify the barriers that impact CTECS female students' achievement on the CPFA This action research will provide the district and CTECS schools with information needed to improve teaching and learning to achieve positive results on the CPFA.

Multiple-choice questions were used because they enable respondents to select responses that closely represent their views. Similar to dichotomous questions in their ability to parallel variables, multiple-choice questions elicit nominal data that allow multiple elements of a variable to be examined. The multiple choice questions employed a multiple answer mode to uncover the specific sex education content that teachers provide according to the Multiple Measures of Data Framework (Bernhardt, 2005).

Rating scales were also constructed in the questionnaire design because these items allow an inherent degree of sensitivity and differentiation of responses. Respondents rated a series of statements about physical education content topics according to the Multiple Measures of Data Framework (Bernhardt, 2005) by indicating the strength of their importance to student understanding (extremely important, moderately important, slightly important, and not important at all). The ordinal data provided by the rating scale questions will indicate order within the range of responses given (Cohen, et al., 2007).

Survey Recommendations

1. Redesign the student survey using the qualitative data from the pilot Survey Monkey survey.
2. Conduct the revised survey to Grade 9 and 10 students in May 2019.
3. CTECS Steering Committee should review the qualitative data, make recommendations for revisions to CTECS Physical Education curriculum, including course syllabi, and develop an action plan to address the issues related to School Process, Student Learning and Perceptual.

D. Admission Report / Discussion

Mr. Wihbey reviewed the Admissions Process Review and Recommendations.

CTECS technical high schools are among the public school choice opportunities in Connecticut that provide Connecticut students with alternatives to a traditional education in their home districts. CTECS operates 17 diploma-granting technical high schools, one 11th_

12th grade technical center (Bristol Technical Education Center), and two aviation maintenance post-secondary programs. Collectively, CTECS serves approximately 11,200 full-time secondary and post-secondary education students in Connecticut.

Over the next few years, with selectivity criteria removed from the admissions process for Prince, Cheney and Goodwin and a goal of expanding access at its other schools, CTECS anticipates staffing and resource development as well as programmatic and structural reform at these three schools and throughout the system as a whole to ensure that CTECS can accommodate all individual learning needs. While reform is underway, the three schools will continue to hold PPT meetings for students requiring special education and related services to ensure that CTECS is able to properly implement each student's IEP but those meetings will be coordinated through a centralized process with support from CSDE's Bureau of Special Education to ensure consistency.

The CSDE recommends that CTECS does not deny admission based on prior disciplinary history. If CTECS's unique environment necessitates some consideration of disciplinary history on the basis of objective safety concerns, CTECS should advance legislation to support exclusion based on discipline or adopt a policy sanctioned by the Board with transparency and notice to the public.

V. Adjourn

The meeting was adjourned at 11:03 AM.

Prepared by: Ronke Stallings

