

My Journey

Dr. Glen Worthy, DCF-Educational Administrator
for Juvenile Justice Education Unit

May 9, 2022

My story...the short version

Raised in New Haven, Connecticut (Newhallville)

An interesting life that started with very low income, family dysfunction, food/nutritional insecurity and a deep desire to become more

I wouldn't change a thing: Adversity and struggle are at the heart of most worthwhile outcomes

Values learned: Appreciation for everything I earn, hard work, persistence, goal focus, gratitude for family, good people and friendships

My story...the short version

- Education: WCSU, University of Bridgeport, University Sacred Heart (twice, 092, 093),
- Work Experience: Held odd jobs since age 15 (and still hold an “odd job”)
 - food service, clothing retail, construction, painting, substitute teacher, RTF, school counselor, coach high school football, principal for adult education, assistant principal, principal.
- Married almost 30 years, 2 girls - 21 & 25
- Hobbies/interests -golf, love watching t.v., flying drones

Trajectory in
Education over 29
years leading to
this
appointment...

James Hillhouse High School Principal - 6 years

Director of Adult Education- 2 years

Principal of Hill Central School-7 years

Assistant Principal at Hill Central-5 years

Assistant Principal at Thomas Edison-1 year

School Counselor - 8 years

Educational Administrator for DCF -2 months of the wildest ride anyone could have ever imagined...

Entry Plan

Interviewed child advocates

Interview CSSD

Implementation Team

Department of Children & Families

Document Reviews

Educational
Administrator for
DCF, piece of cake,
what's the worst
that could happen?

U.S. Department of Justice
Investigation

Stakeholders (Center for child
Advocacy, Office of Child
Advocate)

Juvenile Justice Policy and
Oversight Committee (JJPOC)

Educational Administrator for DCF, piece of cake, what's the worst that could happen?

U.S. Department of Justice Findings:

We failed to conduct adequate mental health assessments

The facility failed to provide adequate mental health care treatment

Does not provide children with disabilities a FAPE

Failed to meet its "Child Find" obligation under IDEA

Majority of children (approximately 75 to 85%) are students of color

Inadequate educational opportunities

We don't have a system for Educating Youth in the Deep End of the Justice System (JJPOC)...

Problem 1

- Fragmentation: In a fragmented system, each facility is responsible for its own supports, service, and oversight.

Problem 2

- Accountability: No single entity is responsible for strong outcomes.

We don't have a system for Educating Youth in the Deep End of the Justice System (JJPOC)...

Problem 3

Quality Control: We haven't defined what quality education looks like for youth in the justice system.

Problem 4

Transitions: Youth cycle through multiple providers-which increases the odds of dropped transitions.

The Solution

- Public Act 18-31 established an Education Subcommittee within the Juvenile Justice Policy and Oversight Committee (JJPOC) to develop a detailed plan to address concerns and have oversight of all academic programs for school aged children who reside in juvenile justice facilities or are incarcerated.

The Solution Cont.

Public Act 21-174 established an Implementation Team to develop an operational plan, timeline, funding, and other measures to establish a unit within DCF providing oversight for the education of any child who resides in a justice facility or who is incarcerated. The Implementation Team includes senators, state representatives, representatives of DCF, Judicial Branch Court Support Services Division (JBCSSD), Department of Correction Unified School District #1 (USD #1), the Connecticut State Department of Education (CSDE), Office of Policy and Management (OPM), public school administrators, private providers of education services, and children and community members. The Tow Youth Justice Institute (TYJI) at the University of New Haven provides administrative support.

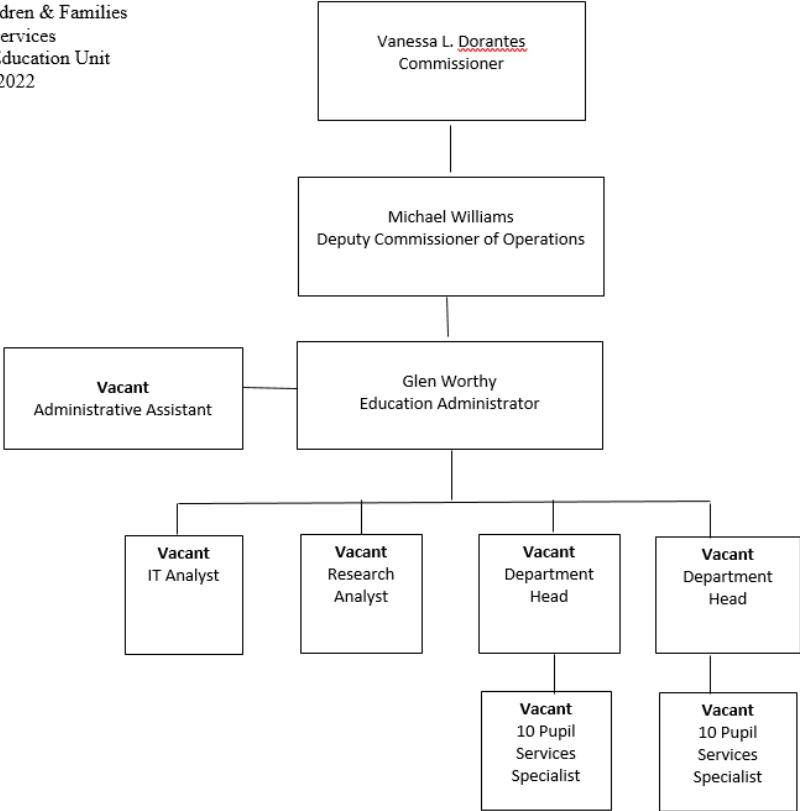
Political Maneuvering

Public Act No. 21-174 tasked DCF with assessing the education programs for JJ involved youth. This will require the establishment of a new unit within DCF, that will analyze the educational records, perform needs assessments, and track the educational progress of individuals in the JJ population.



My Team

Department of Children & Families
Educational Services
Juvenile Justice Education Unit
March 17, 2022



My Task

As the educational leader of Juvenile Justice Educational Unit, I am charged with improving student outcomes in our school system and to ensure our processes are effective and efficient.

Connecticut is committed to ensuring that youth in an out-of home placement have access to the highest quality of educational programming available. This includes providing smooth transitions to and from the community, offering specialization and expertise, and holding the entire system accountable.

The Work

Accountability
Measures

High School
Options

Transitions
Plans

Increase
Teachers and
Administrators'
Capacity

Increase
Instructional
time

Designated
Time for
Vocational
Training

Implement SEL

Implement
Restorative
Practices (ALL
STAFF)

Accountability

Present quarterly reports to Juvenile Justice Policy and Oversight Committee (JJPOC).

01

Student
Academic
performance
(grades,
assessments)

02

School discipline

03

Attendance

04

Access to credits
toward high
school
graduation

05

Universal
 Screener

High School Options

Standard High Diploma Program

High School Credit Diploma Program

GED

Virtual Academy

Gateway to College Students could be enrolled in Gateway courses in the system and then when released would have the option of continuing their high school work at GCC with the wrap around supports the program offers, rather than going back to the traditional high school. We think that this concept could have a real impact on students and reduce recidivism.



Transitional Plans

1

Collaborate with receiving schools, youth serving agencies, employers, and other community supports to plan and manage successful transition. Inclusive of all agencies (juvenile justice, probation, school).

2

Manage to track educational credits of youth while in out of home placement and document the success of placements following youths' reentry into their communities.

3

Be responsible for communicating with reentry coordinators.

Increase teachers and administrators' instructional capacity



TARGETED CONTINUOUS
PROFESSIONAL DEVELOPMENT



CREATE BUILDING DATA TEAMS



CREATE PROFESSIONAL
LEARNING COMMUNITIES
(PLCS)

Increase Instructional Time

5 hours of instruction

1.5 hours of
vocational training

.5 SEL



1.5 hours of vocational training



Manufacturing



Automotive



Culinary



Hospitality



Digital printing



Cosmetology/Barbering



Commercial maintenance

Designated Time for Vocational Training

Social Emotional Learning

Students that experience belonging and purpose have improved academic self-efficacy and self-regulation.

IMPLEMENT RESORTATIVE PRACTICES

- All Staff
- All Students



“

Educators have come to realize that you can't punish a child into doing anything.

- Dr. Sheila Wilson
in Education Week Teacher

Why in the world would anyone want this job?

What were you thinking?

- Challenging work that constantly changes
- Increased responsibility
- High stress
- Always in the spotlight, public eye
- Many variables outside your control
- Family and quality of life impacts

No better job in the world!

- Power to influence change
- Ability to positively impact
 - administrators
 - teachers and staff
 - students
 - families
 - communities
 - policy
- Freedom to lead in a way I believe
- Ability to shape the juvenile justice education system.
- Positive stress...excitement
- Potential to make a real difference
- Opportunities to help others to be their best

Questions

