



THE  
**PETEY  
GREENE**  
PROGRAM

# ANNUAL REPORT



# 2020

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# FROM OUR EXECUTIVE DIRECTOR

Dear Friends,

Shortly after joining the Petey Greene Program at the close of 2019, as its second executive director, we began a strategic planning process to take stock of what the organization does well, and what it could do better. In our first decade, we learned how to teach incarcerated people well. We learned that being an expert in geometry or sentence clause structure is important, but not nearly as vital as showing up—in-person—week after week, working through lessons together. Everyone who has succeeded academically has enjoyed this type of personal support at some point in their life; this is PGP's central value proposition.

In our first decade, we also learned that volunteers are inspired by making a difference in someone's life, to make a difference in the world. They want to do something about a system that funnels people, especially Black people, from failed schooling to prison.

Through an eight-month strategic planning process in 2020, we arrived at a critical inflection point: PGP will shift from only supplementing education inside of jails and prisons, to also taking a stand on what high-quality education looks like, and how it should be implemented. This is an evolution, not a departure, from our past. For, we believe that well-trained, committed tutors providing personal, in-person support are an essential element of high-quality education for incarcerated people. Our strategic plan outlines how we will prove it and promote it as a matter of policy. To that end, we closed 2020 with a strategic plan that prioritizes:

- Improving the quality of our tutoring through enhanced training and evaluation
- Expanding volunteer leadership development, elevating and supporting Black volunteers
- Piloting high-quality blended learning, to prove the value of tutoring and teaching supplemented by education technology, not replaced by it
- Extending tutoring to reentry, preparing formerly incarcerated people for post-secondary success

Shortly after adopting the plan, PGP received several seed grants to implement each of these four goals through projects profiled in these pages. In each instance, donors went beyond financial support to thought partnership, working with PGP to identify which new projects to prioritize, where first-in funding might help us realize our ambitious long-term goals.

Thank you to all of our donors, who redoubled their commitment to the Petey Greene Program despite the turbulence of 2020. With your support, we have and will continue to reimagine the role that PGP might play in promoting justice through education of students and tutors alike.

Sincerely,



Alison Badgett

# MISSION & VISION

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The Petey Greene Program supports the academic goals of incarcerated and formerly incarcerated people through high-quality volunteer tutoring programs, while educating volunteers on the injustice manifest in our carceral system.

We envision a world in which all incarcerated people have access to high-quality academic programs and we strive to inspire our alumni—both students and tutors—to become advocates, and to take on leadership roles that reimagine the criminal legal system.

## GRANT SPOTLIGHTS

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### Improving the Quality of PGP's Tutoring

The first grant PGP received in support of our new strategic plan enabled the organization to improve our infrastructure, by appointing a new position: Director of Program Operations. Funding a new position focused on internal management may seem like an unusual priority; but in this case, it was foundational to implementing our new strategic plan.

The first step in positioning PGP for systemic impact is to improve and optimize tutor recruitment, training, coordination, and support, in order to ensure the quality of our tutoring across over 50 correctional and reentry program partnerships, 30 universities, and seven states. PGP's Director of Program Operations is the first of several new positions prioritized in our strategic plan that will help PGP ensure the quality of both our volunteer experience and our educational programming for justice-impacted people.

**Donor: Educational Ventures**



## 2020 IN-PERSON AND VIRTUAL TUTORING

# 515

VOLUNTEER  
TUTORS

# 800

INCARCERATED AND  
REENTRY STUDENTS

## GRANT SPOTLIGHTS

### Elevating and Supporting Black Volunteer Tutors



While PGP recognizes that those directly impacted by the criminal legal system should be leading the work to reduce the harm of the carceral state and reimagine the criminal legal system, PGP has struggled to attract and support Black volunteers. This is due to the institutions we have historically partnered with being predominantly white institutions (PWI), as well as our program model, which was created at and for volunteers at PWIs. We know that racism embedded in the carceral state, as well as family and community history of incarceration, may prevent Black college students from volunteering and has the potential to make the tutoring experience inside carceral facilities traumatic.

PGP received a multi-year grant to develop a model program for Black volunteer tutors at Howard University, which prepares volunteers to tutor inside carceral facilities and reentry spaces, process their experience, and lead criminal justice awareness work through campus-based education and advocacy. PGP will co-design, implement, and evaluate the model program with Howard volunteers, then expand the model to additional HBCU as well as existing PWI partners.

**Donor: The Pritchard Foundation**

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46

PRISONS, JAILS, AND  
DETENTION CENTERS

10

REENTRY PARTNERS

30

UNIVERSITIES

## GRANT SPOTLIGHTS

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### Piloting High-Quality Blended Learning

In response to the public health crisis, correctional departments suspended in-person programming, shifting instead to online programming by investing in connectivity and tablet devices. While education technology could expand access to high-quality curricula, and enable individual students at highly varied levels to progress at their own pace, self-guided online learning is no substitute for in-person instruction, especially for incarcerated individuals who may have had negative educational experiences.

Through a blended learning approach—which integrates access to online education with in-person tutoring and teaching—PGP can personalize education to the individual needs and goals of incarcerated students, from adult basic education through high school equivalency and college readiness. PGP received a multi-year grant to develop a blended learning demonstration program at the Westchester County Jail in New York, which will serve as a proof point for how to integrate education technology with in-person instruction, ethically and effectively.

In so doing, PGP will gain a platform to promote good actors in education technology, and to oppose the predatory practices that predominate, such as charging incarcerated people for access to tablets and online education. PGP is currently raising funding for the RAND Corporation to evaluate the benefit of a blended learning model over online-only education, the results of which will help the broader prison education field advocate for teaching and tutoring that is aided by technology, rather than replaced by it.

**Donor: Dunn Development Corp.**

## 2020 JUSTICE EDUCATION SERIES

6

WEBINARS

1,088

WEBINAR  
ATTENDEES

67%

of PANELISTS WERE  
FORMERLY  
INCARCERATED

## GRANT SPOTLIGHTS

### Expanding College Readiness

In 2018, the Prison Policy Initiative reported that less than 5% of formerly incarcerated people have a college degree and they are eight times less likely to complete college than the general population. While the restoration of Pell Grant eligibility for incarcerated learners at the close of 2020 should substantially expand access to higher education, access alone is not enough to be prepared for the rigors of higher education.

PGP has always focused on educational support at the pre-collegiate level. Building on this strength, PGP is developing programming to bridge the gap between GED attainment and post-secondary access, with the goal of helping incarcerated people take advantage of higher education in prison programs. PGP piloted its first college bridge program in Washington, D.C., a hybrid writing program to help incarcerated students develop the critical thinking and communication skills for success in higher education. In 2020, PGP received a planning grant to replicate the program in New Jersey, and will extend college readiness programming to several other regions in 2021.

**Donor: NJ Council for the Humanities**



# ALUMNI SPOTLIGHT

## KEJOHNA HAMMOND

Before Kejhona Hammond joined the Petey Greene Program, she never thought of herself as a teacher. Now, she's left her hometown of Philadelphia for Greater Boston, where she works as a lead fifth grade English teacher for Teach for America. Kejhona says that wouldn't have happened without her experience volunteering with the Petey Greene Program.

Kejhona first entertained the idea of going into teaching during a PGP tutoring session. She was primarily focused on continuing with criminal justice work after graduating in May 2020. However, a woman she was tutoring strongly suggested she consider going back to school to major in education.

Kejhona says that her passion at the intersection of education and criminal justice was just one of the many things she learned tutoring with the Petey Greene Program.

She often thinks about the lack of support her incarcerated family members have in prison. While teaching her fifth graders, she reflects on how Black and Hispanic families are stereotyped in their books, with absentee fathers, drug-addicted parents, and crime permeating their lives.

"I could see pieces of my mom, of my aunt in the women I tutored," Kejhona says. "I have family who are currently incarcerated, and they have no supports. It breaks my heart to know that. My family members are stuck in this, and there are so many holes that I want to fix. Education is a human right, just like housing, health care, and food."

**“Without education, you can’t progress in our society. It’s consistently keeping them in a circle of being three steps behind.”**



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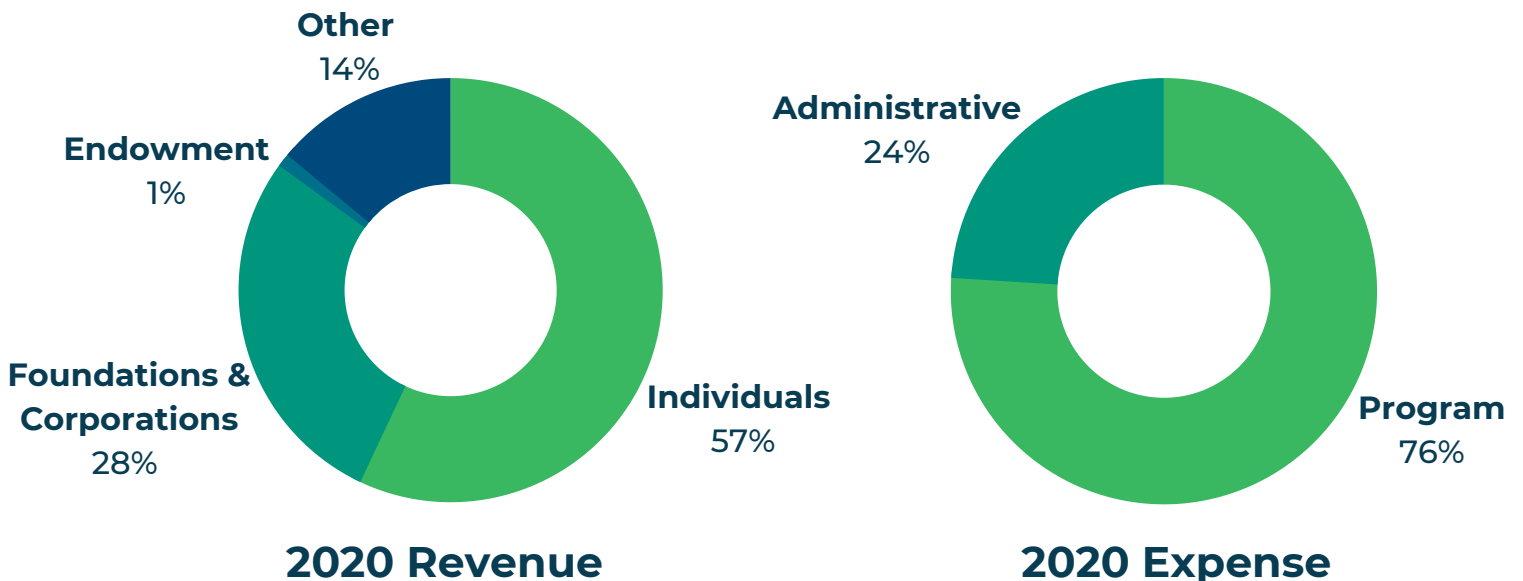
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