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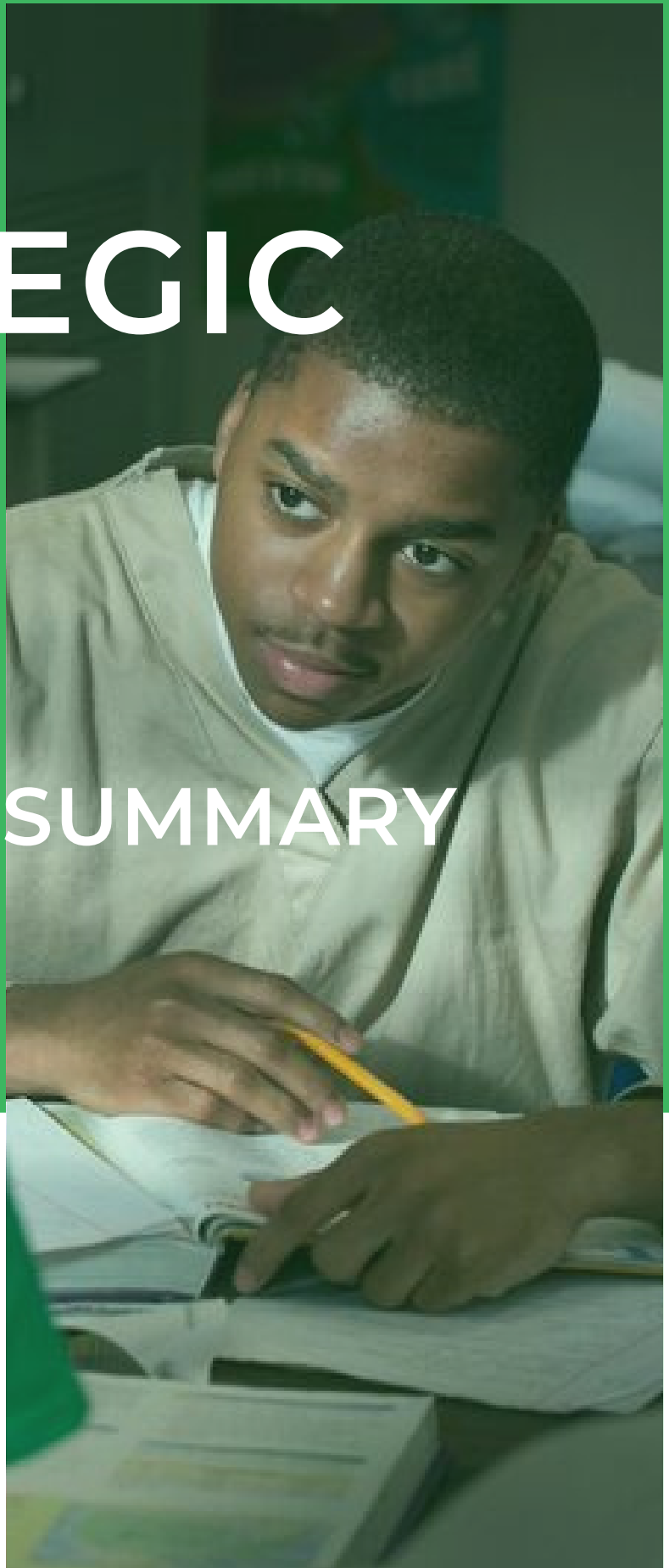
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STRATEGIC PLAN 2020-2023

EXECUTIVE SUMMARY



THE
**PETEY
GREENE**
PROGRAM



INTRODUCTION

The Petey Greene Program was founded in 2008 to support the academic achievement of incarcerated people by training college students to serve as tutors and teaching assistants inside prison classrooms.

In our first 12 years, we learned how to tutor 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 12 years, we also learned that volunteers are inspired by making a difference in someone's life, but that tutors—especially those in college—want to make a difference in the world. They want to understand why they are tutoring someone who could have been them, and what they can do about it.

PGP has increasingly met this demand with trainings, workshops, and events that educate volunteers on the injustice perpetuated by our criminal legal system, while connecting volunteers with the broader movement for change.

The Petey Greene Program is at a critical inflection point, where we will move 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.

Our three-year strategic plan outlines several goals to this end:

PGP will **optimize the quality of our tutoring program**, professionalizing our tutoring operation, and codifying our training and evaluative system, which will enable us to package and market tutoring as an essential element of education for incarcerated people.

PGP will **pilot and scale blended learning** in jails and prisons, as a strategy for leveraging high-quality curricula and academic progress information available through education technology, while complementing online lessons with in-person teaching and personalized tutoring support.

PGP will **pilot and scale reentry education programs**, enabling PGP to support students' long-term educational goals from the start, preparing them for higher education or the workforce.

PGP will **expand justice-oriented volunteer leadership development** programming. In addition to better connecting our volunteers and volunteer alumni with advocacy opportunities, we will focus on elevating and supporting tutors of color in particular.



HISTORY

PGP is named after Ralph Waldo Petey Greene, Jr., a formerly incarcerated 1960s community activist and television personality, who dedicated his life to advocacy on behalf of people in prison.

Since its founding in 2008, the Petey Greene Program's mission has been to supplement education in jails, prisons, and detention centers by preparing volunteers to provide free, quality tutoring to support the academic achievement of incarcerated people.

PGP's founder, Charlie Puttkammer, first met Petey Greene in 1963 while leading the United Planning Organization in Police Community Relations. He was so inspired by Greene's life and legacy that he named the organization in his honor. To launch the Petey Greene Program, Puttkammer enlisted the support of several classmates from his alma mater, Princeton University, including Jim Farrin, who served as PGP's founding executive director through October 2019.

PGP implemented its first program in New Jersey, recruiting Princeton University students to tutor at AC Wagner Youth Correctional Facility. While the original intent of the program was to make a positive difference in the lives of incarcerated individuals, the program had a profound impact on college student volunteers from the start, many of whom went on to careers promoting social justice.

For its first five years, PGP remained a New Jersey-based program, until an evaluation completed in 2013 revealed academic outcomes compelling enough to warrant expansion: *Incarcerated students tutored by PGP advanced one to two full grade levels more than non-tutored students in math and reading over the course of just one semester.* (Kowalski, NJDOC)

Over the next several years, PGP established programs in Massachusetts, Connecticut, New York, Pennsylvania, Rhode Island, Washington D.C., Virginia, and Maryland, in addition to expanding in New Jersey. By 2018, PGP was coordinating 1,000 volunteers annually, recruited from 30 universities, tutoring 2,000 students, at nearly 50 correctional facilities.

In November 2019, PGP hired its second executive director, Dr. Alison Badgett, a career nonprofit executive with expertise in systems change through integrated programming, policy, and public relations strategies. In leading PGP's strategic planning process, her charge was to position the organization for impact, sustainability, and scale into its second decade.



SWOT ANALYSIS

Strengths, Weaknesses, Opportunities, and Threats

STRENGTHS

- Commitment to social justice and DEI
- Focus on volunteer training and reflection
- Reputation for quality tutoring and entrepreneurialism

WEAKNESSES

- Focus on qualitative over quantitative evaluation
- Undiversified funding types
- Undifferentiated staffing structure

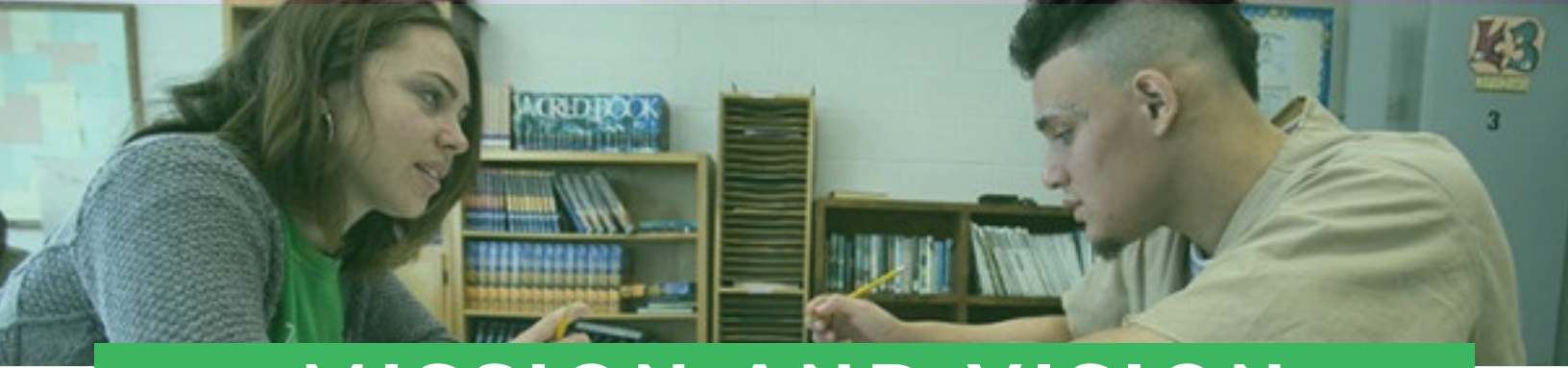


OPPORTUNITIES

- Need and demand for high-quality pre-collegiate education
- Public mandate to reimagine the criminal legal system
- Emergency investment by corrections in online infrastructure

THREATS

- Foundations support systemic change models
- Pandemic limits in-person programming
- College student volunteers seeking advocacy opportunities



MISSION AND VISION

Strategic planning revealed that PGP's mission statement (the how) is unaligned with its vision statement (the why).

PGP's MISSION STATEMENT

The Petey Greene Program supplements education in jails, prisons, and detention centers, by preparing volunteers to provide free, quality tutoring and related programming to support the academic achievement of incarcerated people.

PGP's CURRENT VISION STATEMENT

We envision a world in which all incarcerated people have access to high-quality academic programs. The Petey Greene Program will inspire our alumni to become advocates, and to take on leadership roles that will reimagine the criminal legal system.

A mission statement should reference the primary method used to achieve a vision. PGP's vision—*inspiring advocates to reimagine the criminal legal system*—requires more than preparing volunteers to tutor. *Ensuring access to high-quality academic programs for all incarcerated people* requires PGP go beyond *supplementing education*, to improving education in jails and prisons. This shift does not require PGP abandon its core strategy—volunteer tutoring programs inside of prisons—to the contrary.

Achieving PGP's vision requires PGP expand and deepen its core volunteer tutoring program to provide PGP with the means and platform to drive systemic improvement in carceral education.

To achieve its vision, PGP's mission must center:

- Tutoring as an essential element of quality education in a carceral context
- Student-driven academic goals, supported through reentry
- Volunteerism grounded in social justice education as a means to inspire advocates

PGP's NEW MISSION STATEMENT

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.

THEORY OF CHANGE

THE NEED

PGP's three-year strategic plan articulates a shift from supplementing existing educational programs in jails and prisons to implementing and promoting the highest-quality education accessible to incarcerated and formerly incarcerated people. While many colleges and universities—including top tier institutions—have developed prison-based programs in recent years, there remains a dearth of organizations supporting students at the pre-collegiate level, despite the clear need:

- Sixty-eight percent of those in state prisons do not have a high school diploma; 40% also lack a high school equivalency degree. *(Harlow, Bureau of Justice Statistics)*
- The implications are particularly stark for African Americans: There is a nearly 70% chance an African-American man without a high school diploma will be imprisoned by his mid-thirties—a dynamic known as the school to prison pipeline. *(Kerney et al., Brookings Institution)*
- Without a high school credential, the unemployment rates are staggeringly high among formerly incarcerated people, ranging from 25% among white men to 60% among African-American women. *(Couloute, Prison Policy Initiative)*
- It's no wonder an estimated 68% of those incarcerated in state prisons are rearrested within three years, climbing to 83% within nine years. *(Durose et al., Bureau of Justice Statistics)*



THEORY OF CHANGE

THE SOLUTION

While PGP recognizes that improving educational access for incarcerated people is but one element of reform required in pursuit of a more just society, it is nonetheless essential. There are those who emphasize frontend measures like improving public education; others promote more equitable community investment and job creation. Recently, we've experienced demonstrations of solidarity to end anti-Black policing, and to abolish carceral systems altogether. These are critical and essential battles—but **what of the millions of justice-involved people our society has already failed, who are not prepared for higher education or living wage work? PGP believes that everyone deserves a chance, that we cannot discount anyone, and are responsible for each other**—this is the central life-long lesson our volunteers learn when they tutor students inside.

PGP's vision remains a world in which all incarcerated people have access to high-quality academic programs, and we believe that over a decade of experience working one-on-one with incarcerated learners has provided us with the insight to help make that vision a reality. Classrooms of incarcerated learners are composed of individuals of different ages, at different grade levels, with unique learning gaps—many with negative educational experiences. Clearly such students need individualized instruction to succeed, but just as important is the means by which it's offered.

From the thousands of incarcerated people we've tutored, we know that what they value most about our programming is the personal, supportive human interaction our tutors provide, which they may otherwise be deprived of while incarcerated. A tutor believing in and committing to them helps students believe in and commit to themselves as learners.

In addition to positive reflections from students, our volunteers regularly tell us their tutoring experience was the most impactful of their college careers—compelling them to reflect on what is and will be meaningful to them, at a time when their peers might otherwise be consumed by striving for its own sake.



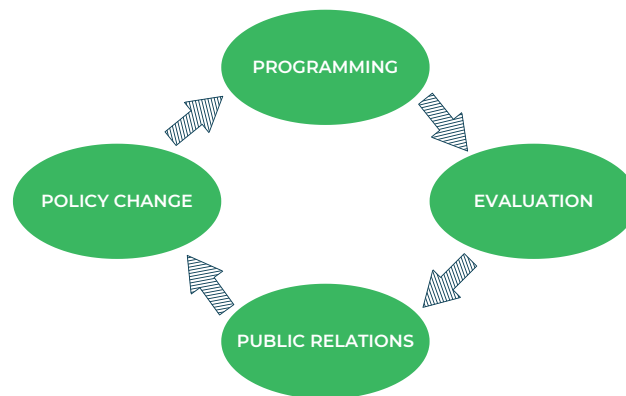
THEORY OF CHANGE

OUR APPROACH: STUDENTS

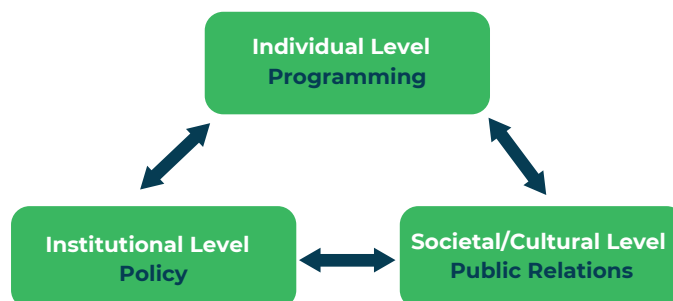
We believe that well-trained, motivated, and committed tutors—providing personal, in-person support—are an essential element of what constitutes high-quality education for incarcerated people. PGP’s strategic plan outlines how we will prove and promote this as a matter of policy.

In doing so, PGP will address the root causes of inadequate access to high-quality education for incarcerated people by:

- Implementing model **programs** and **evaluating** them, to prove the effect of tutor-based educational programs, both quantitatively and qualitatively, on the academic progress of incarcerated people, and the educational outcomes of formerly incarcerated people
- Using the resulting evidence in **public relations campaigns** to uplift the stories of students and the potential of education, targeting constituencies with influence over private and public resource allocation at a regional and national level
- Advocating for **public policy** change that expands access to high-quality tutor-based educational programs for incarcerated and formerly incarcerated people



PGP’s theory of change reflects a structural understanding of systems change, whereby inequity and oppression occur at the individual, societal, and institutional level and are mutually reinforcing. Systemic change requires addressing inequity at all three levels, which correspond with different types of strategies: programmatic, public relations, and policy.



THEORY OF CHANGE

OUR APPROACH: VOLUNTEERS

PGP's volunteers will be central to achieving this systemic change vision—not just as tutors—but as allies and advocates who understand and promote structural solutions to structural problems, including as it relates to the injustice manifest in our carceral system. As the second component of PGP's vision statement reads: *PGP will inspire our alumni to become advocates, and to take on leadership roles that will reimagine the criminal legal system.*

PGP will achieve this vision by:

- Expanding leadership development **programming**, connecting volunteers with criminal justice advocacy organizations, and building a volunteer alumni network that facilitates mentoring relationships between current volunteers and volunteer alumni, including those working to reimagine the criminal legal system
- **Evaluating** the effect of PGP programming on volunteers' social justice attitudes, behaviors, and aspirations, as well as long-term impacts on the career and social justice activities of volunteer alumni
- Using this evidence of impact in **public relations** campaigns to promote the expansion of experiential, justice-oriented civic education like PGP's as a matter of **policy**, targeting colleges and universities



GOAL 1. OPTIMIZE THE QUALITY OF PGP'S TUTORING PROGRAMS

The first step in positioning PGP for systemic impact is optimizing the quality of our tutoring programs—this means standardizing and professionalizing our volunteer training and management. PGP has developed a robust series of trainings and workshops for volunteers, but each of the organization's seven regions implements training somewhat differently, with some focusing more on pedagogy, others on the criminal legal system. PGP will standardize curriculum and training, as well as how it's evaluated, across the organization, while allowing for regional and program adaptation. This will enable PGP to package and market its expertise in volunteer tutor training specific to carceral settings.

OBJECTIVES

- 1.1 Refine and align training goals with measurable objectives
- 1.2 Obtain academic progress data where possible as a measure of tutoring quality
- 1.3 Incorporate student perspective into evaluative system
- 1.4 Promote facility conditions conducive to high-quality tutoring, and prioritize programming at facilities accordingly
- 1.5 Professionalize tutoring services
- 1.6 Market tutoring services specific to carceral settings
- 1.7 Obtain government funding for PGP supplemental tutoring program

	2020		2021				2022				2023	
Obj.	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2
1.1	Refine training and evaluation		Pilot refined training		Formalize training	Implement across organization						
1.2	Develop academic data collection system			Negotiate with facilities for academic data					Use data at scale			
1.3				Develop student evaluation		Implement student evaluation						
1.4				Evaluate facility partnerships annually								
1.5	Market analysis of tutoring companies		Tutor portal development									
1.6					Package training	Implement student-centered campaign						
1.7	AmeriCorps application						Market tutoring as public service					

GOAL 2. PILOT AND SCALE BLENDED LEARNING IN JAILS AND PRISONS

In response to the public health crisis, correctional departments have suspended in-person programming like ours, relying instead on digital programming by investing in connectivity. Mobile devices, loaded with educational software, offer the potential for access to high-quality curricula, and robust diagnostic and progress data often unavailable in correctional facilities. **However, online learning alone is no substitute for in-person instruction, especially for incarcerated individuals.** Through blended learning—which integrates digital programming with in-person instruction—PGP can identify individual gaps in knowledge, adapting lesson plans accordingly, while also providing students with personal support to navigate lessons and build their confidence as learners. PGP will implement demonstration model blended learning programs designed for scale. In so doing, PGP will gain a platform to oppose predatory practices in the use of technology, and to encourage the growth of good actors. What's more, through a blended learning approach, PGP will leverage the emergency-driven public investment in digital infrastructure for long-term systemic improvement in education-related outcomes.

OBJECTIVES

- 2.1 Implement a demonstration model blended learning program
- 2.2 Execute a randomized controlled trial to prove the benefit of blended learning over digital-only education
- 2.3 Evaluate program implementation to prove-out qualitative impact from student perspective and conditions conducive to success
- 2.4 Determine feasibility of PGP becoming a contracted youth education provider
- 2.5 Market how and why to implement high-quality blended learning, opposing fee for access tablets
- 2.6 Generate the policy conditions conducive to scaling high-quality blended learning
- 2.7 Develop plan for replicating blended adult education program with public funding

	2020		2021				2022				2023	
Obj.	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2
2.1	Secure pilot funding		Implement demonstration program									
2.2					Randomized controlled study (RCT)							
2.3	Identify evaluation partner		Hire Program Coordinator		Implementation qualitative evaluation							
2.4					Evaluate 18-21-year old pilot outcomes & market analysis							
2.5		Promote RCT	Promote blended over online only		Promote 6-month interim reports with student perspective							
2.6	Identify legislative changes			Pursue advocacy plan								
2.7			Explore expansion opportunities								Formalize scale plan	

GOAL 3. PILOT AND SCALE REENTRY PROGRAMS

With the addition of reentry programming, PGP can support students' longer-term educational goals from the start. It will also allow PGP to evaluate outcomes, informing refinement of educational strategies while people are incarcerated. PGP will pilot several reentry programs in partnership with wraparound service providers, which are designed to generate the data necessary to determine whether expansion is warranted, and how it might be funded. Though PGP had established reentry partnerships just prior to the public health crisis, the suspension of in-prison programming due to COVID-19 underscored the importance of broadening PGP's programming, as have positive reforms to the criminal legal system that should lead to decarceration.

OBJECTIVES

- 3.1 Pilot a reentry program for students in PGP's blended learning demonstration program
- 3.2 Pilot a blended learning reentry program focused on academic skills for obtaining workforce certifications, in partnership with wraparound reentry service providers
- 3.3 Support a collaborative reentry program using a health and wellness framework
- 3.4 Pilot blended learning reentry programs focused on high school equivalency
- 3.5 Elevate the stories of formerly incarcerated people in communications campaign promoting the importance of reentry education
- 3.6 Determine how PGP can obtain sustainable funding for reentry tutoring
- 3.7 Pilot a college bridge program

	2020		2021				2022				2023	
Obj.	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2
3.1	Community outreach and program design				Implement pilot							
3.2	Pilot		Refine pilot		Expand pilot and scale							
3.3	Obtain funding for pilot					Pursue replication						
3.4			Pilot HES program									
3.5		Collect student stories			Implement student-centered campaign							
3.6	Outcomes data collection				Formalize and package reentry tutoring						Determine public funding available	
3.7	Secure funding to develop college bridge program				Develop program		Scale program					

GOAL 4. EXPAND JUSTICE-ORIENTED LEADERSHIP DEVELOPMENT PROGRAMMING

In continuing to build-out its volunteer programming, PGP's approach reflects a framework offered by educators Joel Westheimer and Josephe Kahne, who distinguish between different types of citizenship education. Whereas the personally responsible citizen might contribute food to a soup kitchen, the participatory citizen would organize a food drive. Both responsible and participatory engagement alleviate the consequences of unjust systems, but not their causes. In contrast, the justice-oriented citizen identifies why people are hungry and works to understand those structural causes. Each type of activity is essential, but effecting systemic change requires integrating them all. PGP will provide volunteers with the opportunity to tutor (responsible), connect them with local advocacy organizations (participatory), and educate volunteers on the causes of injustices manifest in carceral systems (justice-oriented).

OBJECTIVES

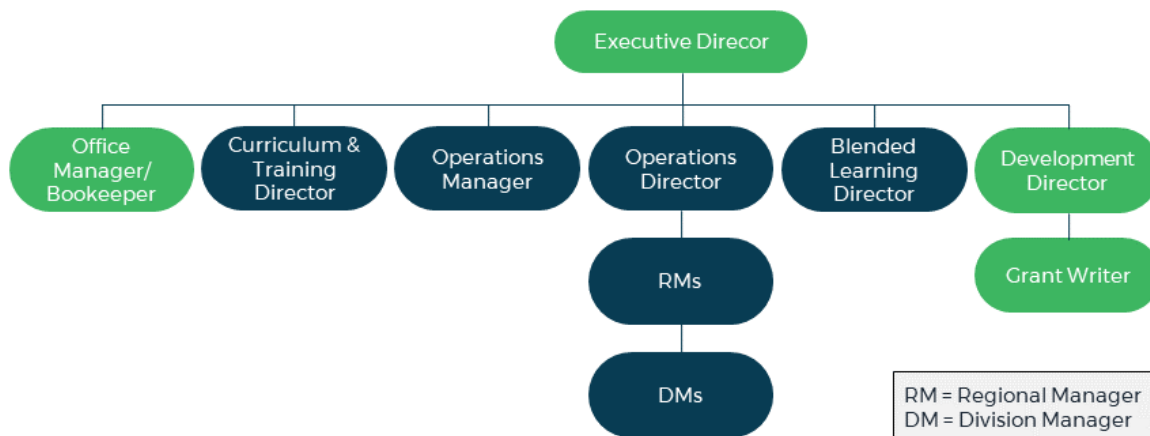
- 4.1 Connect volunteers interested in advocacy with regional organizations
- 4.2 Share opportunities with volunteers to advocate for prison and reentry education policy that PGP supports
- 4.3 Evaluate potential relationship to student-run advocacy organizations
- 4.4 Develop PGP alumni network
- 4.5 Create leadership development programming and support for volunteers of color, prioritizing expansion with HBCU partners
- 4.6 Evaluate how the volunteer experience impacts social justice attitudes and behaviors
- 4.7 Promote the expansion of experiential social justice education, targeting colleges and universities, and relevant private funders

	2020		2021				2022				2023	
Obj.	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2
4.1	Develop internal policy/process		Facilitate events with criminal justice advocates tracking attendance and volunteer engagement in advocacy									
4.2	Develop internal policy/process		Share education advocacy opportunities									
4.3	Evaluate relationship to student advocacy organizations				Facilitate student advocacy organization development if warranted by data							
4.4						Initiate alumni engagement			Implement alumni network programming			
4.5	DEI and trauma-informed staff training		Refine tutoring training		Pursue HBCU expansion							
4.6			Conduct volunteer evaluation									
4.7										Package PGP's program for universities		

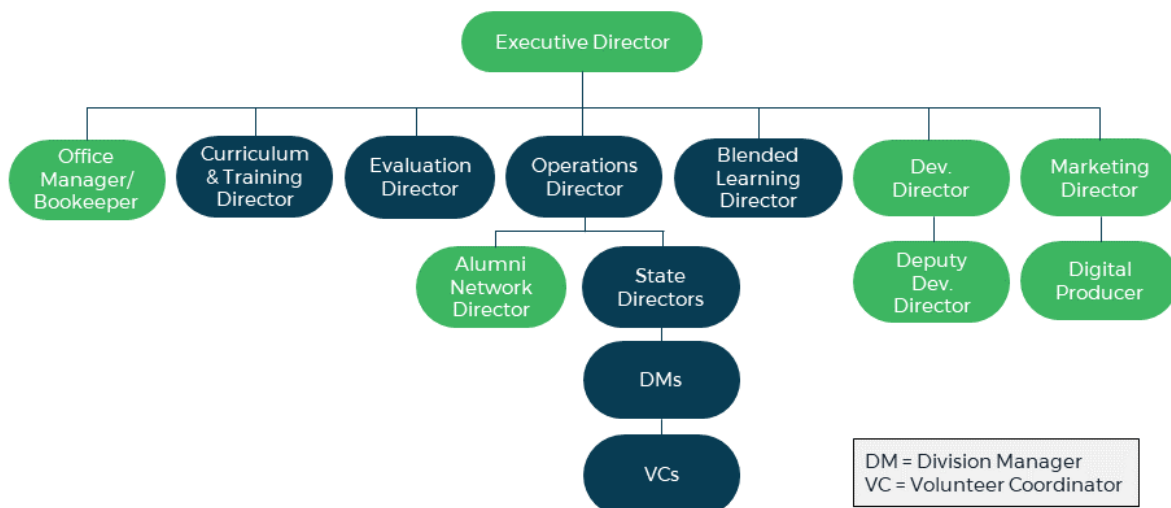
HUMAN CAPITAL

Implementing the goals and objectives elaborated in this plan requires a new staffing structure, one with differentiated expertise at a national and regional level. The resulting standardization and quality control across the organization will enable PGP's regional offices to function more autonomously, implementing systemic change models region by region, just as PGP aims to do organization-wide.

PGP'S STRUCTURE, EFFECTIVE 2021



PGP'S STRUCTURE, EFFECTIVE 2022



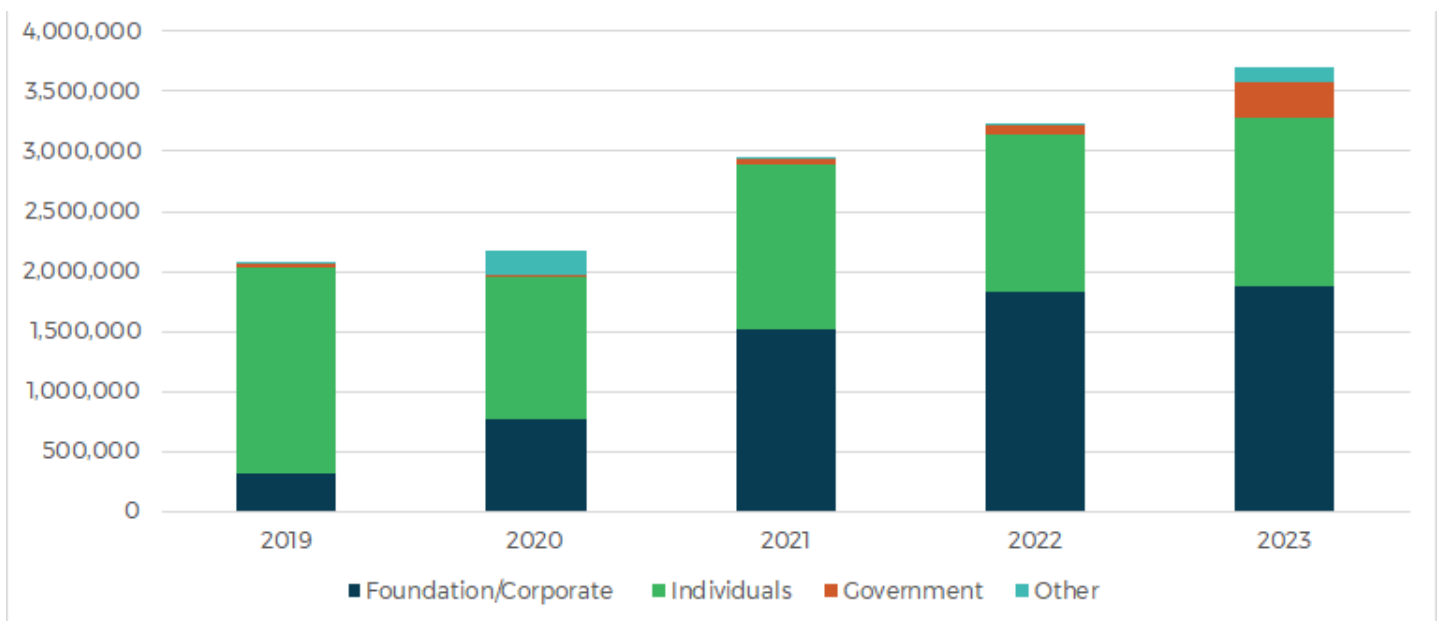
BUDGET

PGP's strategic plan reflects \$1.5 million in new income and expenses.

PGP anticipates raising new funding primarily from foundations, many of which invest in systemic change initiatives related to education as well as criminal justice, but often conceive of the two as discreet efforts. In reality, improving the quality of education, including pre-collegiate education, accessible to incarcerated and formerly incarcerated people is vital to criminal justice objectives.

PGP will use philanthropic funding in the short-term to prove-out model programs, while generating the outcomes data necessary to secure public funding, in addition to private, for long-term sustainability and scale. PGP will raise money for discreet projects with systemic change potential in each region, using unrestricted individual donor funding to hire additional national staff focused on optimizing and promoting program quality.

FUNDING SOURCES 2019-2023





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