Service Opportunities

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Brief Organizational Background

The Petey Greene Program is a nonprofit that recruits, trains, and coordinates volunteers to tutor in correctional facilities. We partner with colleges and universities, so most of our volunteers are current undergraduate or graduate students. Petey Greene began in 2007 with a partnership between Princeton University and the Albert C. Wagner Youth Correctional Facility. Since then, we’ve expanded to schools and facilities across NJ and to other locations including NY, MA, PA, and Washington, D.C. Philadelphia volunteers began tutoring in the spring of 2015, and have been working with students in the Philadelphia Prison System and VisionQuest Lee Prep.

Range of Services (i.e. tutoring, discrete projects, workshops, research, etc)

Petey Greene volunteers commit to at least one semester of weekly tutoring sessions ranging from one to three hours, plus transportation time.

Additional service options include locally coordinating and managing the program at a given campus. Student leaders, who have tutored for at least one semester, can take on additional duties such as leading recruitment efforts and tutor training, gathering and responding to regular feedback from tutors, hosting follow-up trainings and debriefs, arranging transportation for tutors, and coordinating related campus events.

Should placement with the Petey Greene Program become a practicum option for students studying Human Development and Community Engagement, volunteers could learn more about and participate in activities related to managing program sites of the non-profit. Additional learning opportunities could include building partnerships with campuses and facilities, communicating with facility staff, coordinating tutor schedules, gathering feedback from students and facility staff, follow-up training curriculum development, and regional strategic planning.
Population served: (i.e. demographics, age range, educational level, cultural background, etc.). Please include other relevant information.

Tutors work with students enrolled in existing education programs at correctional facilities. Most of the students served are enrolled in high school, high school equivalency, or adult basic education courses, and can receive tutoring in a variety of subjects. Tutors currently volunteer with students at the Philadelphia Prison System and VisionQuest Lee Prep.

This proposed fall 2015 volunteering opportunity would be with a federal Reentry Court program, aka the Supervision to Aid Re-entry (STAR) program. The Reentry Court engages participants coming out of the federal prison system in a 52-week program that includes bi-weekly court appointments. Throughout the program, participants receive support and resources to aid their reentry process. The Reentry Court is currently in the process of creating an education piece to supplement their current services that would possibly focus on literacy and writing in particular. This would further encourage select participants to pursue education as part of their transition out of prisons.

**Brief Description of Proposed Activity**

For the first semester, participants in the reentry court could elect to additionally participate in a bi-weekly education program. This education piece would be scheduled to occur immediately before or after the court appointments. Tutors would commit to a tutoring session at the same day and time once every two weeks to support participants in the education program through one-on-one or small group tutoring sessions.

**Main expectations of student interns (i.e. time commitment, frequency, duration, etc.). Please specify type of students required (undergraduate, graduate, & specific educational discipline if necessary).**

For the first proposed semester, students would commit to tutoring every other week, for about two hours each tutoring session. Outside of those, tutors would be required to attend at least one personal debrief with Petey Greene staff, and at least three follow-up trainings and group debriefs.

Pending the outcome of the first semester, the second semester could include a weekly or bi-weekly practicum component, during which tutors would be required to meet with a Petey Greene staff member to discuss and learn more about the organization, and/or complete projects for the organization outside of tutoring.

This program would target Temple College of Education students enrolled in the Human Development and Community Engagement course of study.

**Benefit to Students**

Volunteering with the Petey Greene Program gives students practical tutoring skills as well as a broader perception and deeper understanding of education and the criminal justice system. Tutors receive initial and follow-up training to ensure that they can effectively assess and make progress with students. They join a community of experienced tutors that can also communicate as a group to solve common day-to-day tutoring
challenges. Petey Greene emphasizes student-centered learning, so tutors develop skills to incorporate students’ goals and input into the learning process.

Through volunteering, students also gain exposure to the criminal justice system, and specifically education in this non-traditional setting. Tutors regularly interact with teachers, corrections officers, and other prison staff throughout their volunteering experiences. Tutors become familiar with basic facility protocols and practices. Additionally, tutors gain first-hand experience with education programs in these facilities-- how they are structured, who participates, and what the outcomes are. For students interested in pursuing careers in education, this opportunity brings people outside of the traditional K-12 setting and into the world of adult learning and learning in non-traditional classrooms. The Petey Greene Program also demonstrates how outside organizations, such as non-profits, can supplement or create educational opportunities and utilize a variety of resources outside of educational institutions.

**Benefit to Organization**

Petey Greene seeks to provide high quality tutoring as well as build strong institutional and individual connections to the program. Members of the undergraduate student body at Temple have already been volunteering. Expanding to recruit students from the College of Education would not only extend the opportunity to volunteers interested and with experience in education, but would also further strengthen ties to Temple more broadly. The organization would undoubtedly benefit from increased participation from enthusiastic volunteers.

The Reentry Court would benefit in structuring an education program to supplement their services, as well as receive tutors to support their students in the process.

**Service Location**

The Reentry Court tutoring program would take place at the federal courthouse, located at 601 Market Street. Leaders from that program will be responsible for arranging the room and security for tutoring sessions.

**Materials/resources to student interns (i.e. curricula, library, IT, & other community resources)**

As of the start of the semester, materials and resources for the tutoring will either be provided by the Reentry Court, or accessible for free online or through Petey Greene Program staff.

Petey Greene initially seeks resources from Temple in the form of room space to host informational sessions in the beginning of the semester, and tutor gatherings throughout. In the future, the program might seek financial support from Temple to help fund transportation, or to help fund food or other materials for student gatherings. This type of funding depends of course upon the success and trajectory of the tutoring program.

**Additional comments/information**

This coming fall 2015 would be a pilot semester for the education program at the Reentry Court, and thus a slightly unusual structure for the Petey Greene Program. The current vision for the program is to have two to three Temple College of Education volunteers tutor this coming fall, and potentially expand the volunteer responsibilities in the spring.