

Norfolk Inmate Council (NIC)  
EDUCATION COMMITTEE

**Annual Academic Report**

(2016 - 2017)

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## NIC Education Committee

### Purpose Statement

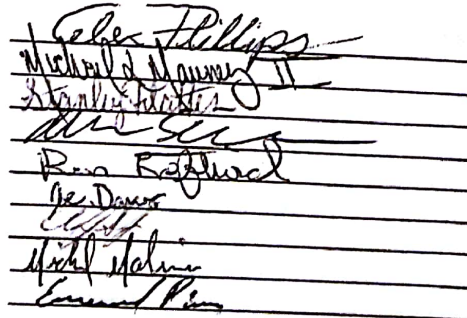
Per the NIC Constitution and By-Laws, "The purpose of this committee is to act as the representative body for all educational needs and interest within MCI-Norfolk. To work with the Norfolk Inmate Council, hereafter referred to as NIC, as well as the MCI-Norfolk school principal and/or any other staff member involved in the educational process within MCI-Norfolk in establishing coordination between all departments, groups, clubs and organizations, whether internal or external, with respect to the effective operation of all educational programs supporting the educational efforts and needs of any inmate within MCI-Norfolk."

### Report Preamble

The NIC Education Committee takes its mission seriously and works diligently to advance the educational interest of the MCI-Norfolk population. In an effort to chronicle our academic endeavors, we publish an annual report which is made available to all relevant parties. The NIC Education Committee's 2016-2017 Annual Academic Report consist of categorical synopses which address areas of educational need and operational effectiveness. While we base all our recommendations for improvement solely upon the best interest of the Norfolk community, it is important to note that the unique power dynamics under which we operate often serve to miscast us as being somehow ungrateful or adversarial. However, the nine members of this Committee harbor tremendous respect for all of those who support correctional education, and it is precisely our understanding of its transformative value which guides our work. With that in mind, we hope that this report will be received in the spirit of collaboration and that its contents will make a positive contribution towards the development of an improved educational experience for all.

### NIC Education Committee

1. Alexander Phillips - Chairman
2. Michael Mauney - Vice Chairman
3. Stanley Flattes - Secretary
4. Abiona Sharpe - Member
5. Ronald Leftwich - Member
6. Joseph Davis - Member
7. Antonio Sousa Jr. - Member
8. Micael Molina - Member
9. Emmanuel Pina - Member


  
 Alexander Phillips
   
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 Stanley Flattes
   
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 Joseph Davis
   
 Antonio Sousa Jr.
   
 Micael Molina
   
 Emmanuel Pina



## Subcommittees

In an attempt to meet the diverse educational needs of such a large population, the Education Committee has created multiple subcommittees. These subcommittees are integral to the success of the general committee's mission and ensure a fair and diverse representation of the overall population. The Education Committee is empowered to do such through Article V, Section I of our Constitution's bylaws which state: "The committee may select volunteers to form sub-committees to pursue the educational endeavors of MCI-Norfolk."

1) Technology: To actively research existing technological platforms which may possess educational applications, and to pursue creative strategies whereby such technologies can be successfully integrated as a means of enhancing the educational experience within the contemporary prison classroom.

Antonio Sousa - Chairman  
Nathan Ruell - member  
Alexander Phillips - member  
Joseph Davis - member

2) M.A.D.E. (Making A Difference Economically): The mission of M.A.D.E. is to build a foundation for the incarcerated population to become assets to their communities by utilizing the power of economic education. To take on an active role in becoming a part of the solution for many of the problems created through a negative course of action. Further, the end goal is to get the incarcerated population to take an active approach and play an active role in the life changing steps of positive adjustments through financial literacy.

Stanley Flattes - Chairman  
Nathan Alphonse - member  
Ismael Garcia-Vega - member  
Eric Morale - member  
William D. Pittman Jr. - member  
Steven Quinlan - member  
Viseth Sao - member  
Aquiles Serpa - member  
Allah Siam - member

3) Life in D.A.T. (Disenfranchisement, Activism, & Togetherness): To advocate, communicate, and educate people everywhere about social justice issues through blogs, events, and reports which will inform on-going activism efforts across a wide spectrum of issues, which include, but are not limited to; prison abolition and voting rights, political and environmental justice, women's and LGBTQ rights.



Michael Mauney - Chairman  
Robert Iacoviello - member  
Derrick Washington - member

4) P.O.I.N.T. (People Overcoming Incarceration & Negative Thinking): To aid in the disruption and end of mass incarceration, as well as, to challenge the harmful understandings we have of ourselves and others.

Corey Patterson - Chairman  
William Lane - member  
Abiona Sharpe - member

## Educational Advocacy, Outreach, & Support

The Education Committee has always tried to be an outspoken and substantial advocate for prison education in general, but specifically for the Norfolk community. This past year has seemed especially important considering the decline in program services funding and educational staff decline(1) across multiple institutional levels. In order to combat such counter-intuitive policies, the Education Committee has tried to supplement what we can for the community.

Binders: Through the NIC the committee was able to purchase, simple but truly integral to one's academic success within this environment, 3-ring binders. Since the committee's resources pale even to the embarrassing 2.7% program services budget(2), we could not supply the whole community and therefore, to great fanfare, raffled the 3-ring binders off during our P.O.I.N.T. Subcommittee event.

Extended Learning Program: In collaboration with Partakers Inc. the committee was also able to purchase a plethora of The Great Courses DVD's and supplemental course material spanning a wide range of academic disciplines. These DVD's are uniquely broadcasted to every cell in Norfolk in order to reach the community that may be lost in the formal educational/academic cracks for any numerous types of reason.

Library: Due to the lack in quality (and how expensive it is) of educational material within the Norfolk general library, and the continuing issues with the student library, the committee is currently in the process of creating its own library to help better provide this need for the community.

## Events & Seminars

On December 3rd, 2016 through the Education Committee, the Norfolk Debating Society was revived after a 56 year hiatus. The committee and debate team had to battle through multiple DOC setbacks and adversities, however, after showing the tangible effects and transformative powers of education through debate by beating the honorable Boston College's Fulton Debating Society (who played an integral role in NDS's revival) and lifting the record to 145 to 8, the DOC's perception seems to be slowly changing.

In May, the Education Committee held its 5th annual Educational Awareness Seminar. The seminar was themed around educational empowerment with the keynote speaker, Massachusetts State Representative Kay Kahn. In an attempt to foster better collaboration with policy makers and educational stakeholders, the event highlighted the transformative and empowering quality of education to which Rep. Kahn presented her legislative push to better fund prison education.

Lastly in August, the P.O.I.N.T. Subcommittee held a seminar themed around the Social Bonding theory. The seminar was a successful attempt to enlighten the population on the connection between crime (as well as recidivism) and an individual's social connections with people, networks, and institutions. The event seemed especially poignant considering the DOC's further attempt to restrict our pro-social bonds with the new visitation CMR.



## Surveys

In continuing attempts to better serve the needs of our community, the Education Committee has distributed multiple surveys to the Norfolk population. As a representative body, this helps guide the direction of our work, but it also serves another purpose. Because of the unique power structure that we operate in, the committee's integrity and advocacy work is often attempted to be discredited. The data from the surveys is an unquestionable and unbiased repudiation of these attempts.

Secondly, since the purpose of this report is to critically analyze the educational apparatuses and their implementation within Norfolk annually, the committee has obtained an educational survey of Norfolk conducted in 1994 by Lesly College(3). The committee formulated a cross-sectional EPSEM survey this year in order to compare the results.

1994-2017 Comparative Results: Possibly the most important question for comparison is the number of educational programs completed by this community since a massive body of research demonstrates that prison education is the most effective tool to reduce recidivism, as well as the most cost effective.(4).40% of Norfolk's population within the last 5 years(5) has not completed a single educational program, and 23.3% have not completed one in their entire sentence. Between 1994 and 2017, there has been a 10.2% decrease in the amount of people who have completed 1 to 2 educational courses, and a 14.3% decrease in 3 to 4 courses completed. If 1994 is taken as the standard, the actual decrease is 20.3% and 38.4% respectively.

The next question dealt with the completion of college courses. The question in both 1994 and 2017 did not have a time frame and simply asked if anyone had completed any college courses. We see a reduction in the amount of people who have completed college courses by 14.6%. In the context of this question, in 1994 MCI-Norfolk had Massasoit Community College, Curry College, Bunker Hill Community College, Mt. Wachusett Community College, UMass Boston, and Boston University(6); today only BU remains. Plus, the educational staffing levels for 1994 was 134(7), where in 2017 it is 83(8). However, to correct for this disparity, the 2017 survey only asked for a person's educational attainment level which includes one's education prior to prison.

Vocational attainment is the last comparison. The completion of the vocational welding program has declined by 25.4% since 1994. Using 1994 as the standard, 72.6% is the real decline in the welding course completion. Even in 1994, the availability and completion rate of the barber program were minuscule, with 6.3% (1994) and 4.3% (2017), amounting to a 2% decline; which is a relative 31.7% decline.



General Results: The average educational attainment level of the Norfolk population before arriving to MCI-Norfolk is 11.72 (in between Junior and Senior year of high school). There is a 54.38% chance of arriving at Norfolk without a high school (or GED) diploma.

The current average educational attainment level of the Norfolk population is 12.1 (high school diploma or GED). The probability of a person residing in Norfolk without a high school diploma or GED is 48.3%, which is a 5.98% reduction (or improvement) to the pre-Norfolk level. The data produced a 10.9% probability of a person having obtained a Bachelor's degree while in Norfolk. There is also a 4.09% chance of having less than a middle school education, a 1.97% reduction from the pre-Norfolk level. Despite the differences between the pre-Norfolk and present day educational attainment levels, the difference is not statistically significant, which means the differences may have happened purely from chance.

Educational Program Completion: Within a person's entire incarceration up until present, the average amount of programs completed is 2.67. We must point out a caveat to this question because the committee received crucial feedback that some people thought that educational programs encompassed all DOC programs, instead of our intended strictly academic programs. Therefore, the committee believes the actual numbers to be quite lower. Nevertheless, the numbers found a 28.77% probability that a person has never completed a single educational program, and 71.23% chance of completing at least one.

When examining the last 5 years, the average amount of programs completed was 1.64. The survey determined that there is a 38.97% chance of someone not completing a single educational program within the last 5 years, and a 61.03% chance of completing at least one. Testing the null hypothesis that the means of the entire sentence and of the last 5 years are equal caused us to reject the null hypothesis. This means that the differences between the two means is statistically significant. However, the numbers do not allow us to determine cause and effect.

Vocational Program Completion: The average amount of vocational programs completed at Norfolk is less than one, at 0.78. A person residing at Norfolk has a 57.14% chance of never completing a single vocational program. However, when taking into account the entire eligible MA DOC population with a mean of 0.11(9), there is a statistically significant difference between the two averages. Despite this significance, the committee must point out that both averages are still below a single vocational program completed. Out of the 252 people surveyed who completed at least one program, 20.2% was welding, 9.1% was barbershop, 49.6% was computer literacy, and 21% was culinary arts.



Current Enrollment: When asking the population if they are currently enrolled in an educational program, 36% responded yes, and 64% no. Comparing these numbers to the sub-population of lifers, the percentages were 30% and 70% respectively. The committee also found a negative association between the two independent variables (non-lifer, lifer) where we make 26% less prediction errors when taking one variable into account, and program enrollment. The strength of this association was fairly weak, however, the numbers proved to be statistically significant. This has the consequence that shows lifers are less likely to be enrolled compared to non-lifers.

Risk Assessment: The DOC uses a risk assessment actuarial tool (COMPAS) to assess criminogenic behavior and recidivism risk, the committee was concerned with these two factors.

Education: 72.3% of the people surveyed scored low-risk for education, 15.6% medium-risk, and 12.1% high-risk. Since a high school education "qualifies" you as low-risk, these numbers are not surprising. Again we compared these numbers to the lifer population, which were 82.4%, 9.8%, and 7.8% respectively. These two variables are negatively associated, and they are statistically significant with moderate strength. What this means is if non-lifers score high, lifers are more likely to score low on the same variable, and vice-versa. Considering that there was no statistical significance between the educational level of these two groups, we can only conclude that there is a level of intentional discrimination against the lifer population since the risk assessment tool is used to determine eligibility and placement in programs.

Vocation: The population tallied 70.6% for low-risk, 16.2% medium-risk, and 13.2% high-risk. The lifers scored 79.7%, 9.4%, and 10.9% respectively. The percentages in both these groups seem staggering considering the 57% chance of never completing a vocational program. The committee is not privy to how these scores are tallied, but it's obvious that prior vocational training is not a factor. Once again, there is a negative association between these two groups and it is moderate in strength as well as statistically significant. The committee can only conclude the same discrimination against lifers with this risk assessment as well.

Wait-list: 58.8% of the population are either on a wait-list for an education or vocational program, 41.2% are not. Out of the lifers, 42.4% are on a wait-list, 57.6% are not. The committee found a strong positive association with this category, meaning that both variables are likely to score the same across the other variable (yes or no), and this association was statistically significant.

The average wait-list time for the entire population is 2,38 years. A person residing in Norfolk has a 15.39% chance of being on a wait-list longer than the average length of stay (LOS)(10). Considering 25.5% of the people surveyed were on a wait-list for



over 3 years, that probability is not surprising. The average wait-list time for a lifer is 3.25 years, with a 27.43% chance of being wait-listed longer than the average LOS. 39.8% were wait-listed for longer than 3 years. The difference in the averages was statistically significant as well.

Disciplinary Reports: The committee wanted to test if there was a correlation between BU students' disciplinary behavior and the general population. The results were not surprising. The average amount of D-reports over the populations' entire sentence was 4.59, within the last 5 years it was 1.69, and enrolled BU students was 1.02. The entire population has a mere 17.36% chance of never receiving a D-report, a 82.64% chance of receiving at least one, and a 38.97% chance of receiving none within the last 5 years. Even using the lower average (1.69) when comparing to BU PEP students (1.02), the BU PEP average was statistically significant which of course means that BU PEP students are less likely to receive D-reports. However, when deciding upon support and funding for higher education within prison, this empirical fact is not taken into consideration.

#### Education and the Climate of the Population:

On a scale of 1 to 10, with 1 being strongly disagree, 5 being agree, and 10 being strongly agree, the following questions were asked.

My educational needs are being met: The average to this statement is 3.57, with 62.8% of the surveyed scoring a 4 or lower, and 37.2% scoring a 5 or higher. There is a 41.68% chance that someone will strongly disagree with the statement, and a 2.44% chance of strongly agreeing. The lifer population mean is 3.81, however the difference in the two is not statistically significant.

My vocational needs are being met: The average answer to this statement was 2.61. 78.8% scored lower than a 5, and 21.2% scoring a 5 or higher. There is a 83.65% chance of someone feeling that their vocational needs are not being met, and a 43.64% chance that it is a strong feeling. There is only a 0.45% chance of someone strongly agreeing with their needs being met.

Inmate tutors were helpful to my academic success: The average response is a 5.8, with 63.3% answering a 5 or higher, and 36.7% answering below a 5. There is also a 22.06% chance that someone strongly disagrees, and a 18.94% chance of strongly agreeing.

The removal of audits hindered my academic success: The mean to this statement is 5.67, with 62.9% answering a 5 or higher and 37.1% below a 5. There is a 68.08% chance of someone agreeing, and a 25.78% chance of strongly agreeing. Whereas, there is a 31.92% chance of someone strongly disagreeing.

The length of my sentence is the reason for my lack of involvement in educational programs: 5.73 was the mean to this statement, with 57.9% answering a 5 or higher and 42.1% answering a 4 or lower. There is a 37.45% chance that someone strongly agrees, but also a 33% chance that someone strongly disagrees.

Education is important to my success once released: the average response is 8.46, with 89.3% answering a 5 or higher and 10.7% answering below a 5. There is a 56.33% chance that someone strongly agrees, and a 2.87% chance of strongly disagreeing.

Section II

Specific Issues, Recognition, Closing, & Appendix



### Student/Teacher/Program Recognition

Within last year's annual report, the Education Committee highlighted the need to better recognize individual achievements on multiple levels (11).

Problem: Students, teachers, and program participants (specifically the music program, with multiple concern forms received) are still not being properly recognized for their outstanding achievements.

Analysis: The lack of positive or negative reinforcement as incentive has been completely ignored by the DOC which still prefers punishment and "consequences" as its only strategy to try and affect positive change. This is made only more clear with the roll-out of the Program Engagement Strategy (PES) in which the survey data shows its lack of success.

Recommendation: The previous report's recommendations still stand since none were taken seriously. Simple establishment of award criteria such as student/teacher/professor of the year, perfect attendance, and even program enrollment and completion in order to foster better investment in programs and its empowering effects of peer-to-peer recognition and positive reinforcement. We would also still wish to commemorate each class every academic year with a school yearbook and class photos in order to create camaraderie and a love for learning within this community.

### Wait-list

Due to budgeting and lack of space, people are placed on wait-list to enter educational and vocational programs. The determination of where one relatively is on the wait-list is based upon a person's earliest release date (ERD) and COMPAS risk assessment for that area.

Problem: The wait-list time frames have already been documented in the survey data. These inconceivable wait-times are caused by multiple factors. By determining placement within list by ERD and risk assessment, certain groups of people are perpetually "bumped" down the list due to continuing placement of new people upon the list. Add the subjective preferences of the people in charge of determining program enrollment and place on the list, in which the Education Committee has received 2 formal complaints and countless verbal complaints (12), the wait-list policy is wholly discriminatory, unfair, and counterproductive in trying to maximize program completion rates.

Recommendation: Do away with the ERD and biased risk assessment wait-list criteria. A simple first-come first-served criteria would do away with all biases, drastically reduce wait-list times, and bring down the probability that someone doesn't leave Norfolk without any educational/vocational training. Although ERD seems on its surface logical, it actually lowers the program completion rate and disenfranchises the two-thirds of the population who are lifers.

### SMU Student Services

Policy states that once an individual enters solitary confinement, they must wait an extended period of time before they can even request their or any educational material. Solitary confinement has proven to cause numerous mental health issues and creates feelings of despair, boredom, and fosters non pro-social behavior.

Problem: If there is ever an opportunity to easily affect some good, as well as help combat the onset of mental health issues, providing educational material and support to people in solitary confinement, this is it. Yet, there has been little if any cooperation or decision on this committee's proposals to provide educational material and support to this highly vulnerable population. There is also the major issue of people failing out of academic classes because they cannot obtain their class material while in segregation; a majority are placed there under investigation, fail a class, only to eventually be found not guilty of whatever infraction. This policy is truly immoral, unfair, and discriminatory which can be easily solved. The committee has received 7 formal concern forms and scores of verbal complaints about this issue.

Recommendation: The Education Committee has already forwarded a proposal through multiple channels, multiple times, to no avail. We ask that the wait-time for requesting educational material be made an exception to. There needs to be a SMU student services liaison, either staff or committee, in order to provide better communication and facilitation between the school and property departments to ensure effective delivery of said material. Lastly, the creation of an educational library (bookcase) in order to provide non-enrolled people a positive and productive outlet for their isolation to combat such feelings of despair is strongly recommended.



### DOC Funding

Traditionally, DOC funding for all programming, let alone educational/vocational, has been paltry at best. However, within the past few years it has gotten worse. In FY 2016, DOC expenditure on all program services was 2.7%, and the number of educational staff has declined (13).

**Problem:** The obvious lack of investment in prison education despite the empirical evidence of its rehabilitative properties. The problem is even more poignant considering the number of people housed in the DOC has declined 8% since 2011, yet the DOC budget rose 12% over the same time frame to \$594 million, and DOC staffing was reduced by 4%, meaning the budget increase was almost entirely due to employee compensation (14). This absurd scenario has not reduced the recidivism numbers and has actually produced the removal of the Culinary Arts Foundations II vocational program here at Norfolk. The committee has received 3 formal and countless informal complaints on the culinary issue alone.

**Recommendation:** Redirect even a small fraction of the \$594 million budget to educational/vocational programs within the DOC that actually accomplish the DOC's mission statement. Educational programs actually produce empirical reductions in the embarrassing 40% recidivism rate. Reducing this number is as simple as investing in the programs that work, instead of blaming the individual on their failings and "lack of involvement."

### Lifers & Long-Termers

The lifer/long-termer demographic at Norfolk makes up the majority of this population. Despite this obvious fact, DOC policies are a "one size fits all" that all but neglects the majority. Meeting the educational needs of this vast population seems doubtful when the policies are counter intuitive to the reality of this population.

Problem: The empirical data shows a significant association with lifers scoring lower on risk assessments and program enrollment. This is not surprising considering that there is no denial that program policies do not substantially include lifers into the equation. However, this blatantly means that two-thirds of the population is being intentionally disregarded. The equal right to rehabilitation and education is being dismissed, causing an unnecessary disservice and lack of quality program engagement which has continued for countless years.

Recommendation: If anyone at any level is serious about the DOC mission statement of public safety and rehabilitation, then the discriminatory (if not illegal) policies that unequally bar lifers from educational programming need to be replaced, or quantitative exceptions made. Not only do policy changes need to be made, but an increased investment of educational resources and opportunities need to be made if the unacceptable status quo is to be changed. If one is trying to change the community in positive ways, it only makes sense to look at the vast majority of the population.



### Technology

The integration of technology into the educational realm within the MA DOC has moved at a snail's pace and has not changed since last year's report unless it concerned the DOC and Keefe Corp. making a profit.

Problem: Since there has been no substantial change since last year, the same problems are still present. The majority of the Norfolk population are long-termers who will one day be released back to society. However, the utter lack of current technology or any type of orientation and training with it is a guaranteed recipe for recidivism. When someone is released into the world of smartphones and mobile technology, coming from a world of typewriters and "one-way" emails, successful reentry is an unlikely probability. With the implied "progressivism" of Massachusetts, we are being embarrassed by the majority of the rest of the country when it comes to technology within corrections. Lastly, the \$8,000 a piece "Smartboards" that BU bought for both BU PEP as well as the DOC secondary education classrooms years ago are still not fully installed. One of the three is installed in a DOC classroom, the BU and extra one are needlessly collecting dust.

Recommendation: Provide more opportunities for technological training and orientation. There also needs better access to technological resources in order to bring the correctional education realm into the 20th century, let alone the 21st. Lastly, simply install the "Smartboards" that we've been requesting for years that BU graciously donated.



## Boston University Prison Education Program

The Boston University Prison Education Program (BU PEP) has generously provided the most meaningful program and opportunities to this grateful community for 45 years. BU PEP has endured countless adversities and continuously changing ideologies about prison education, all the while conferring over 400 degrees to graduates of this ever important program. Therefore, the Education Committee is resolute in its goal to protect this program and its 45 year infallible legacy from whatever may threaten it.

Problem: The BU PEP budgeting issue still persisted this past academic year. However, the participants of this wonderful program are learning to adjust and work collaboratively on the unforeseen consequences that arose. With that said, there seems to be some major contradictions that the committee would be remiss if we did not point out.

Staff Scholarships: Despite there being a continued reduction in class offerings and no Fall 2017 admissions, there has been no apparent reciprocal reductions in scholarships on the correctional staff side. The committee cannot help but notice the blatant unfairness of this policy, as well as the conflict of interest that arises from this matter.

Supplemental Classes: In a letter to this committee dated January 30, 2017, Field Coordinator Matesanz stated: "Consequently, we have needed to offer a significant reduction in courses... We have undertaken several initiatives in order to alleviate this impact. First we have worked with MIT... as a possible way to offer additional courses. Both have indicated a willingness to do so, but only under a Inside Out type mode." This collaboration with MIT has worked beautifully for multiple semesters now, which has supplemented the class reductions. However, during this Fall 2017 semester, MIT was not allowed to offer Inside Out courses in BU PEP with the rationale that BU will not/cannot be responsible/liable for the welfare of the "outside" MIT students. This change of policy has no justification or provocation since there has not been a single incident with the numerous Inside Out courses in previous semesters. Nevertheless, MIT has tried to accommodate BU PEP by drafting a liability clause in which MIT accepts full responsibility. As far as this committee is aware, this gracious gesture has been to no avail for unknown reasons. Lastly, in the same letter from Matesanz, the justification for no incoming class was to focus resources on students already in the program. But upon closer inspection, there are less class offerings in the Fall 2017 semester than there were in Spring 2017.

Audits: The opportunity for graduates to audit classes was removed this past academic year. It goes without saying that with very little educational opportunities, this cut disproportionately affects lifers. One must point out again that 62.9% of the population feels that this removal has hindered their academic



success. There is also a discrepancy with which institution made this decision. In the earlier quoted Matesanz letter, it was stated that it was at the request of the DOC that audits no longer participate in the classroom. However, in meeting with Head Teacher Doolan, it was stated to this committee that the removal of audits was at the request of BU. Such proverbial "kicking of the can, and pointing of the finger" makes it extremely difficult to effectively find positive solutions, ease the angst of the community, and claim transparency.

Valedictorian: In the past within BU PEP and still currently all across campuses, the graduating student with the highest GPA was crowned Valedictorian and gave the commencement speech. The bestowing of this honor is purely objective, based on a meritocracy, and is a college tradition that creates an incentive for outstanding achievement and camaraderie through positive reinforcement and competition. Over the past few years in BU PEP the Valedictorian honor has been done away with. The Valedictorian and commencement speech is the most prestigious, coveted, and sought after accomplishment within this community, and rightly so considering the obstacles one has to go through to get there. However, over the past years with the removal of the title, the selection process for the commencement speech has become increasingly convoluted and biased, with no transparency or input from the student body. The committee has received multiple concern forms about this process this year alone.

Fall 2016 Final Projects: In the highly successful, challenging, and sought after FA 16' Music Class each student submitted original artistic pieces as a final project to be professionally bound into a compilation. For absolutely no legitimate reason, the students' intellectual property was confiscated by the DOC. Even if this final project book was deemed contraband, the DOC's own contraband policy was disregarded and property was unlawfully taken. The committee received 9 formal concern forms and countless verbal complaints on this matter. The committee was given verbal assurances by the DOC administration that if the original material exist, students' rightful property will be returned. However, no progress has been made on this matter.

103 CMR 483 & Partakers Inc.: For years now, students of the BU PEP have relied heavily on the Partakers program to provide the integral support network necessary for a student to succeed in college while incarcerated. Volunteers visit students of BU PEP to provide guidance, be a mentor, research material, and moral and mental support in order to increase the probability of academic success of this fragile community, which in turn has created a less than 1% recidivism rate of BU PEP students. However, the implementation of the newly amended 103 CMR 483 (visitation policy) will restrict a person to only 8 pre-approved visitors. This policy will force a student to choose between their family or Partakers support team. The obvious consequence of this will be the utter decimation of the Partakers program. BU PEP and Partakers Inc. have worked in perfect synergy which has created such an amazing program and outcomes. Counter intuitively destroying one will surely help bring about the

### In Closing

The NIC Education Committee offers this report in the hopes that it will be taken not in the light of ungratefulness or adversarial for no reason, but from a group of seriously dedicated voluntary advocates who are the products of meaningful prison education. Therefore, we uniquely see how effective and transformative its powers are, and are frustrated in the counter intuitive, sometimes hypocritical, and easily fixable policies and problems surrounding prison education. Although, we are also hopeful that practical solutions can and will be implemented, and that our work will not be in vain. If we believed otherwise, we would not publish this report. The committee is starting to see incremental changes for the positive, and we are hopeful that collaboration with this committee will continue to affect positive change. The future of prison education can be limitless, and is the most successful tool to solve everyone's goals.

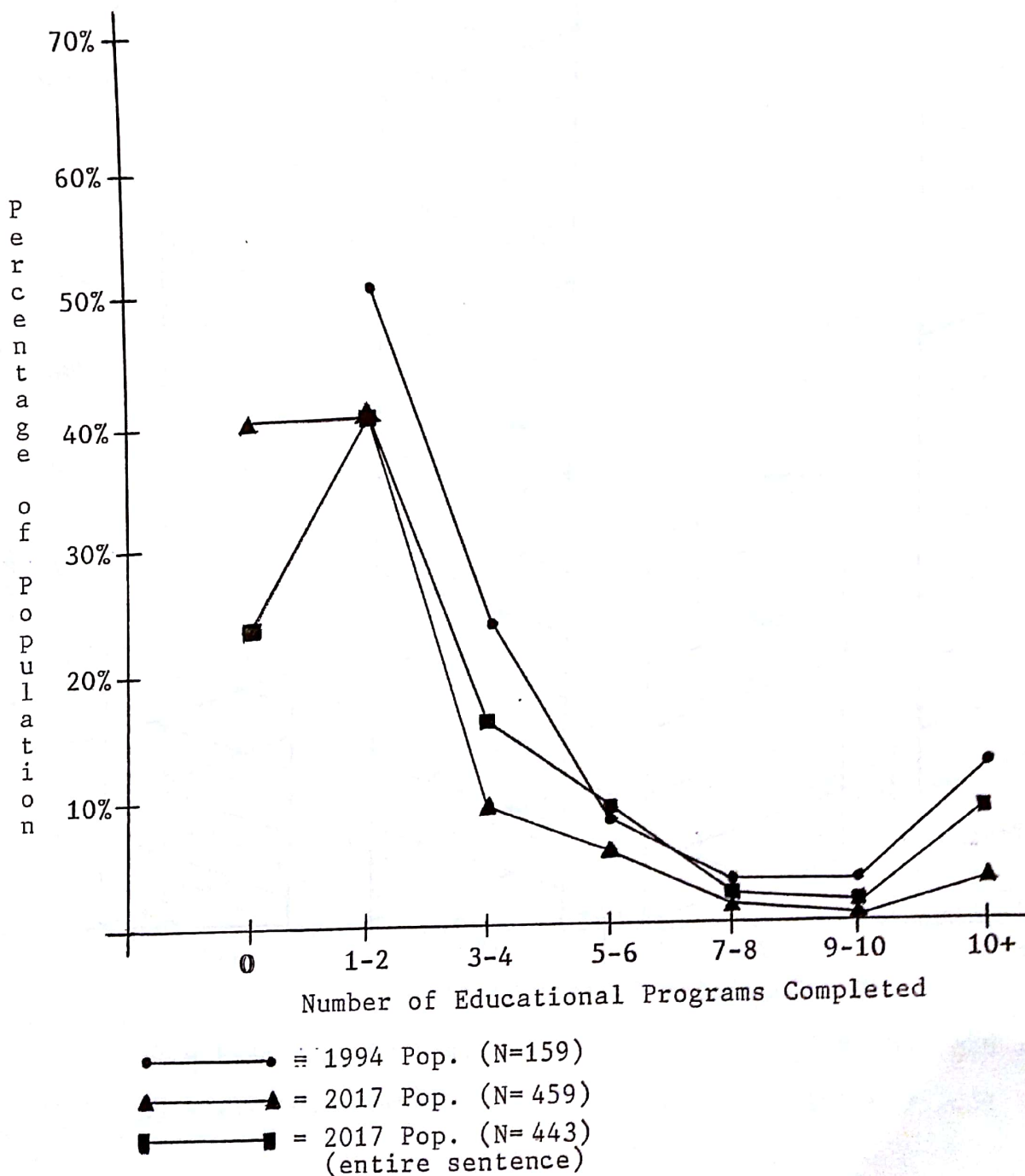
The NIC Education Committee would also like to thank every and any stakeholder that has helped us in any capacity. There are too many to name. However, without a single one of you, our success and advocacy would not be possible. Thank you.



Endnotes

- 1) Forman, Benjamin & Michael Widmer. "Getting Tough on Spending: An Examination of Correctional Expenditure in Massachusetts". MassINC: May, 2017.
- 2) See endnote 1.
- 3) Kolman, Constance S. "Education at MCI Norfolk". Lesley College: 1994.
- 4) Davis, Louis et al. "Evaluating the Effectiveness of Correctional Education: A Meta-analysis of Programs That Provide Education to Incarcerated Adults" Santa Monica, CA; Rand Corp.: 2013.
- 5) We used the 5 year mark since the 1994 survey used it as a qualification in a number of questions. It also coincides with the 2017 MA DOC Institutional Fact Cards which states the average length of stay (LOS) in Norfolk is 4.7 years.
- 6) See endnote 3.
- 7) See endnote 3.
- 8) See endnote 1.
- 9) Current prisoners who have completed each training activity as of October 20, 2016. (Milford, MA: MA Department of Corrections) Public records request.
- 10) 2017 MA DOC Fact Cards.
- 11) 2015 NIC Education Committee Annual Report.
- 12) A majority of the population is afraid to officially document their issues out of concern for retaliation. Therefore, we receive countless verbal concerns and complaints and are entrusted with their issues.
- 13) See endnote 1.
- 14) See endnote 1.

	0	1-2	3-4	5-6	7-8	9-10	10+
1994 Pop:	(N/A)	(50.3%)	(23.2%)	(7.9%)	(3.3%)	(3.3%)	(12%)
2017 Pop:	(40%)	(40.1%)	(8.9%)	(5.4%)	(1.5%)	(0.4%)	(3.5%)
2017 Pop: (entire sentence)	(23.3%)	(40.2%)	(15.8%)	(8.6%)	(3.0%)	(0.9%)	(8.4%)
(1994) $y=44.01-4.37x$	$(r) = -0.817$		$(r^2) = 0.667$				
(2017) $y=36.7-4.12x$	$(r) = -0.878$		$(r^2) = 0.771$				
(2017, e.s.) $y=29.73-2.92x$	$(r) = -0.807$		$(r^2) = 0.652$				

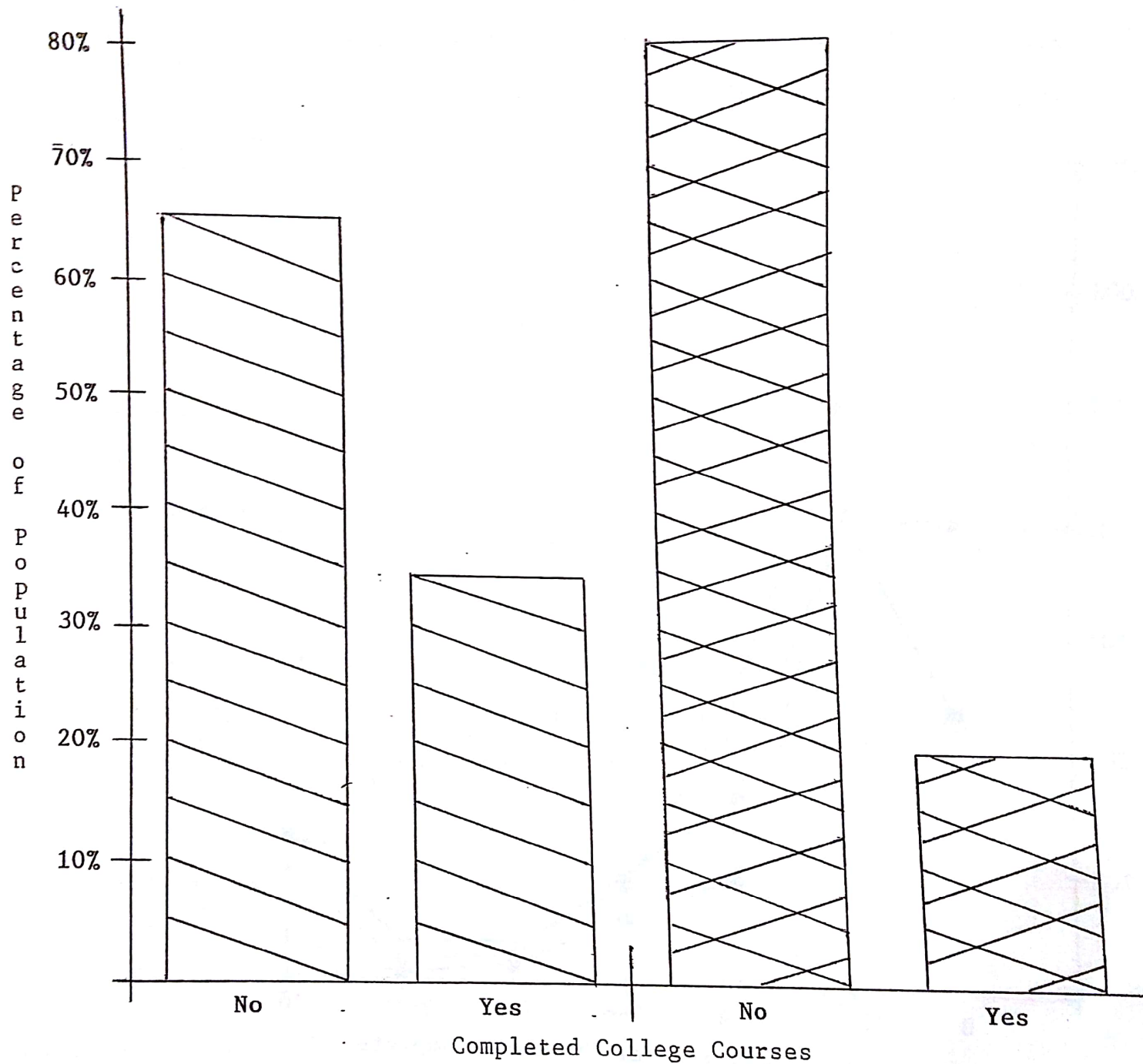


A-2

	No	Yes
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1994 Pop.:	(65.6%)	(34.4%)
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2017 Pop.:	(80.2%)	(19.8%)
------------	---------	---------



▨ = 1994 Pop. (N=180)

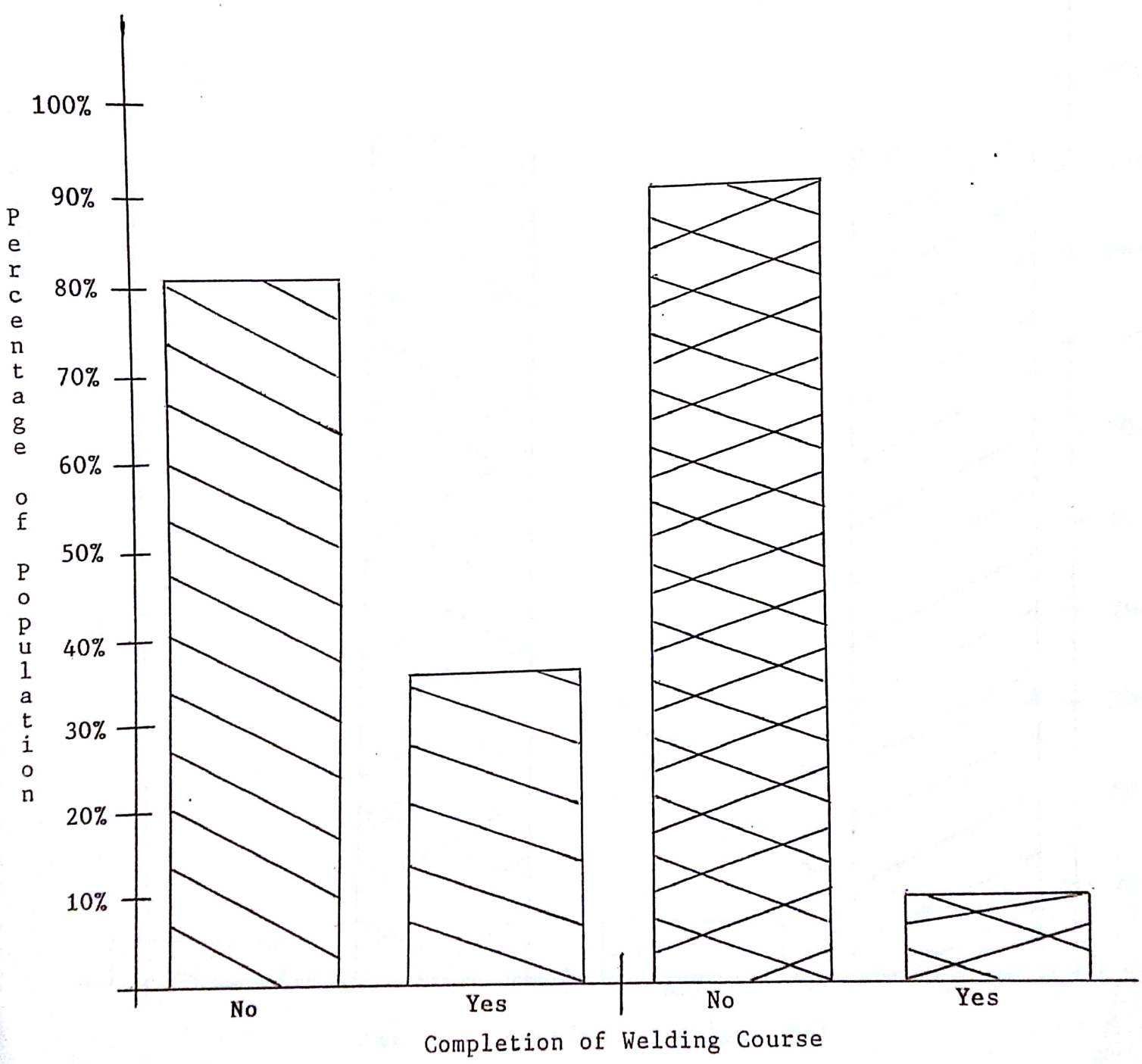
▩ = 2017 Pop. (N=480)



	No	Yes
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A-3

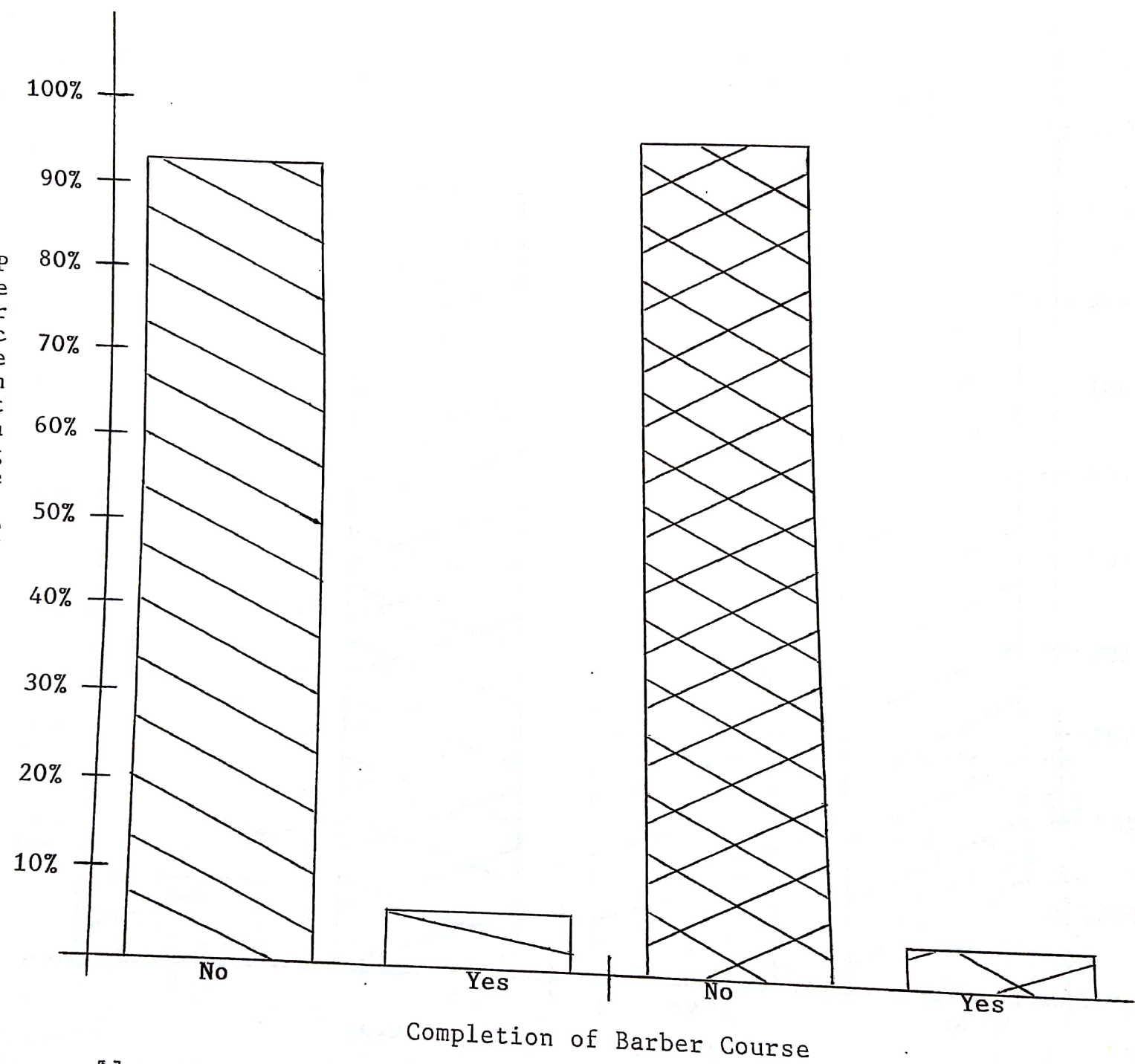
1994 Pop.:	(80.9%)	(35%)
2017 Pop.:	(90.4%)	(9.6%)



▨ = 1994 Pop. (N=192)  
 ▩ = 2017 Pop. (N=531)

A-4

	No	Yes
1994 Pop.:	(92.8%)	(6.3%)
2017 Pop.:	(95.7%)	(4.3%)



▨ = 1994 Pop. (N=192)

▩ = 2017 Pop. (N=531)

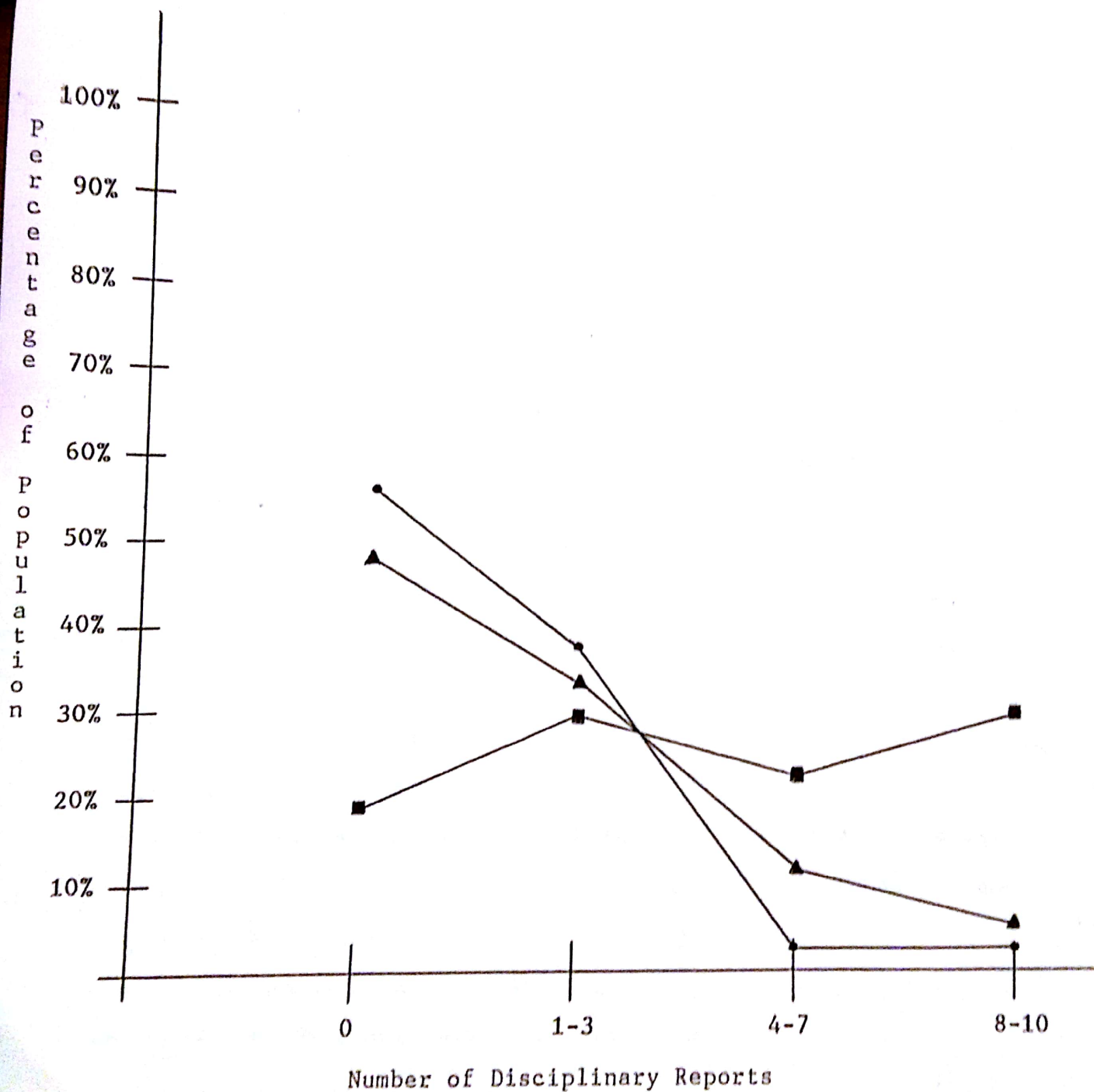
B.U. P.E.P.:

$\Lambda=5$

Whole Pop. in last 5 yrs.:

Whole Pop. in entire sentence:

0	1-3	4-7	8-10
(57%)	(38%)	(2%)	(2%)
(49.1%)	(33.9%)	(11.9%)	(5.1%)
(18.9%)	(29.5%)	(22.5%)	(29.7%)



- — ● = B.U. P.E.P. (N=57)  $y=57.27-6.43x$   $(r)=-0.93$   $(r^2)=0.87$
- ▲ — ▲ = Pop. in last 5 yrs.  $y=45.4-4.95x$   $(r)=-0.97$   $(r^2)=0.94$
- — ■ = Pop. in entire sentence  $y=22.49+0.66x$   $(r)=0.51$   $(r^2)=0.26$  (2017 Pop. N=488)



Years at Norfolk:  $N=516$   $\bar{X}=7.23$

Educational attainment before Norfolk:  $N=531$   $\bar{X}=11.72$   $S=2.4$

c.i. =  $\pm 0.27$  @ 99%

Educational programs completed (entire sentence):  $N=443$   $\bar{X}=2.67$

$S=2.97$  c.i. =  $\pm 0.36$  @ 99%  $(r)=-0.807$

Educational programs completed (5 years):  $N=459$   $\bar{X}=1.64$   $S=2.32$

c.i. =  $\pm 0.28$  @ 99%  $(r)=-0.878$   $(H_0:\mu_1=\mu_2)$   $(H_1:\mu_1>\mu_2)$   $\alpha .01$

$Z(\text{crit})=+2.33$   $Z(\text{obt})=5.78$

Vocational programs completed:  $N=484$   $\bar{X}=0.78$   $S=1.2$  c.i. =  $\pm 0.14$  @ 99%

Educational program enrollment:  $N=506$   $df=1$   $\alpha .01$   $X^2(\text{crit})=6.635$

$X^2(\text{obt})=8.15$   $\text{Gamma}=-0.26$   $Z(\text{obt})=-2.07$   $Z(\text{crit})=\pm 1.96$   $\alpha .05$

Educational risk assessment:  $N=448$   $df=2$   $\alpha .01$   $X^2(\text{crit})=9.21$

$X^2(\text{obt})=60.57$   $\text{Gamma}=-0.45$   $Z(\text{crit})=\pm 2.58$   $\alpha .01$   $Z(\text{obt})=-3.4$

Vocational risk assessment:  $N=419$   $df=2$   $\alpha .01$   $X^2(\text{crit})=9.21$

$X^2(\text{obt})=48.65$   $\text{Gamma}=-0.41$   $Z(\text{crit})=\pm 2.58$   $\alpha .01$   $Z(\text{obt})=-3.01$

Wait-listed for any ed/voc programs:  $N=507$   $df=1$   $\alpha .01$

$X^2(\text{crit})=6.64$   $X^2(\text{obt})=51.75$   $\text{Gamma}=0.59$   $Z(\text{crit})=\pm 2.58$   $\alpha .01$

$Z(\text{obt})=6.02$

Wait-list times:  $N=297$   $\bar{X}=2.38$   $S=2.3$  c.i. =  $\pm 0.34$  @ 99%  $(H_1:\mu_1>\mu_2)$   $\alpha .01$

$Z(\text{crit})=-2.33$   $Z(\text{obt})=-3.14$

D-reports (entire sentence):  $N=488$   $\bar{X}=4.59$   $S=3.8$  c.i. =  $\pm 0.44$  @ 99%

D-reports (5 years):  $N=487$   $\bar{X}=1.69$   $S=2.5$  c.i. =  $\pm 0.29$  @ 99%

$(H_1:\mu_1>\mu_2)$   $\alpha .01$   $Z(\text{crit})=+2.33$   $Z(\text{obt})=2.85$

Educational needs being met:  $N=482$   $\bar{X}=3.57$   $S=2.76$  c.i. =  $\pm 0.32$  @ 99%

$(H_1:\mu_1>\mu_2)$   $\alpha .01$   $Z(\text{crit})=+2.33$   $Z(\text{obt})=-0.96$

Vocational needs being met:  $N=471$   $\bar{X}=2.61$   $S=2.45$  c.i. =  $\pm 0.29$  @ 99%

Peer tutors helpful to your success:  $N=424$   $\bar{X}=5.8$   $S=3.63$

B-2

c.i.= $\pm 0.46$  @ 99%

Removal of audits hindered your success:  $N=359$   $\bar{X}=5.67$   $S=3.58$

c.i.= $\pm 0.49$  @ 99%

Length of sentence reason for lack of program enrollment:  $N=463$

$\bar{X}=5.73$   $S=3.97$  c.i.= $\pm 0.48$  @ 99%

Last academic grade completed:  $N=480$   $\bar{X}=12.1$   $S=2.36$  c.i.= $\pm 0.28$  @

99% ( $H_1: \mu_1 = \mu_2$ )  $\alpha .01$   $Z(\text{crit}) = \pm 2.58$   $Z(\text{obt}) = -2.53$  \*\*\*  $\alpha .05$

$Z(\text{crit}) = \pm 1.96$   $Z(\text{obt}) = -2.53$  \*\*\*

Lifers wait-list time:  $N=103$   $\bar{X}=3.25$   $S=2.45$  c.i.= $\pm 0.63$  @ 99%

Lifers educational needs being met:  $N=226$   $\bar{X}=3.81$   $S=3.22$

c.i.= $\pm 0.55$  @ 99%

Lifers last grade completed:  $N=236$   $\bar{X}=12.28$   $S=2.37$  c.i.= $\pm 0.4$  @ 99%