

Knowledge of technology is an essential job and life skill that should be an important part of Higher Education in Prison programming. Yet in today's modern era, technology continues to be excluded or severely lacking in Illinois prisons as a part of Higher Education in Prison Programs. IL-CHEP believes it is essential to include and expand "technology-enabled learning environments" to help incarcerated students reach their full potential.¹

Prison settings **grant minimal skills that are sufficient** for attaining a job in today's highly digitized labor market.¹

A 2017 survey of about 2,000 U.S. federal incarcerated individuals found that **only 3% had access to a computer.**²

The type of education received (in prison) **must match the requirements** of today's highly technological society.⁵

Over **47% of low-skilled jobs had been replaced by technology** thought impossible just a few decades ago. Given the lack of education among the incarcerated population, this limits their job opportunities significantly.³

What Experts Say:

"If you're locked up for three to five years, when you come out, technology has surpassed you. A lot of the employment applications require a computer, and some inmates have never dealt with a computer."¹

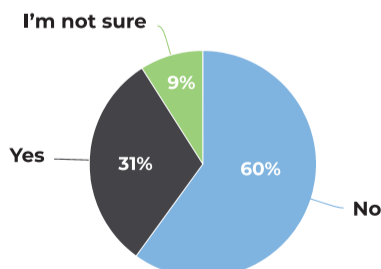
Joe Blue, Jailer, Hopkins County (Ky.) Jail

"We've excluded technology from our prisons for 35 years, but technical proficiency is now an essential job skill, a life skill. This isn't an experiment anymore. Our mission is to change corrections for good."²

Morris Dews, Acting Executive Director of the Correctional Education Association

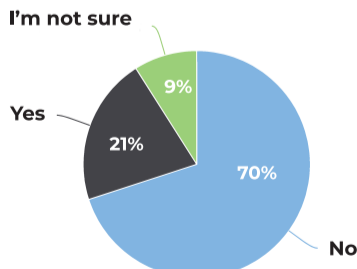
In 2022, Ithaka S+R conducted a survey of HEP program staff and administrators that examined the technology available to participants in HEP programs throughout the country. The survey found that overall, even in prisons which had HEP programming, participants often had limited access to basic technology, which prevented them from having the ability to fully complete coursework and engage in their education.

HEP Program Adequate Technology Access to Desktops



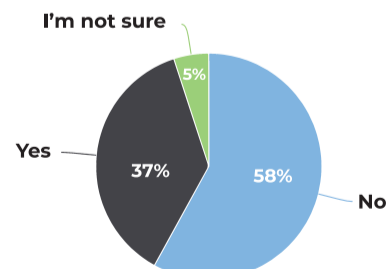
Although many students in HEP programs had some access to technological devices, the survey revealed that their level of access was typically inadequate to fully complete programming. When asked, 60% of respondents indicated that students did not have sufficient access to desktops to adequately complete coursework and assignments, and only 31% indicated that students did have sufficient access.⁴

HEP Program Access to Online Library Resources



Ithaka also collected information on the ability of HEP students to access library resources using technology. Disappointingly, 70% of respondents indicated that students cannot access library resources using technological devices, and only 21% indicated that students had this access.⁴

HEP Program Access to Tech Program Software



Respondents were also asked about the availability and access students had to learning management systems and software. More than half (58%) of respondents indicated that students did not have sufficient access to software programs to adequately complete coursework and assignments, and only 37% believed that students did have sufficient access.⁴

¹ Hendricks, Calvin. 2017. State and Mobile Devices Help Improve Prison Life. State Tech Magazine.

² Martin, Frank. 2019. Offline Technology for Prison Education

³ Moraff, Christopher. 2016. Digitizing the 21st Century Prison.

⁴ Pokornowski, Ess. "Technology in Higher Education in Prison Programs."

⁵ Smith, Valerie S. 2020. Exploring the Potential of Digital Technology to Reduce Recidivism: A Delphi Study on the Digitization of Prison Education.