Housekeeping

Questions

- Type questions in the Q&A box on the right-hand side of the screen.

Presentation

- The presentation, along with a recording of the webinar, will be available on the BroadbandUSA website under Events/Past Events.

Agenda

INTERNET FOR ALL

Welcome and Introduction

Michell Morton, Digital Equity Deputy Director, NTIA
Samantha Claggett, Digital Equity Advisor, NTIA

**Technology in Prison
as ReEntry Opportunity**

Stacy Lyn Burnett, Senior Manager
JSTOR Access in Prison, Ithaka

**How Ohio Department of Rehabilitation and
Correction Provides Digital Equity to the Incarcerated**

Jennifer Sanders, Superintendent of Schools
Central Ohio School System, Ohio Department of Rehabilitation

**Incarcerated and Justice-Involved
Connecticut: Everyone Connected**

Doug Casey, Executive Director
Connecticut Commission for Educational Technology

**A Better Justice System,
Built from the Inside, Out**

Haley Shoaf, Executive Director
Unlocked Labs

Q&A

All

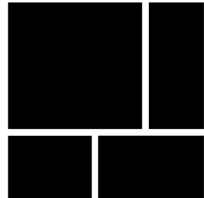**Stacy Lyn Burnett, Senior Manager
JSTOR Access in Prison, Ithaka**

We are a not-for-profit with a mission to improve access to knowledge and education for people around the world. We believe education is key to the well-being of individuals and society, and we work to make it more effective and affordable.

ITHAKA

JSTOR

ARTSTOR

PORTICO

ITHAKA S+R

People returning home from prison report difficulty reintegrating.
Common causes:

- Inadequate preparation while inside
- Lack of connection with outside world
- Barriers associated with a conviction history
- Affordable housing

By the numbers

↓
78 mil
people in the United States have a conviction history

🔍
650k
people return from incarceration every year

📖
98%
did not have access to the internet at any time during incarceration

◣ITHAKA

Technology in Higher Education in Prison Programs

A Report on Survey Findings
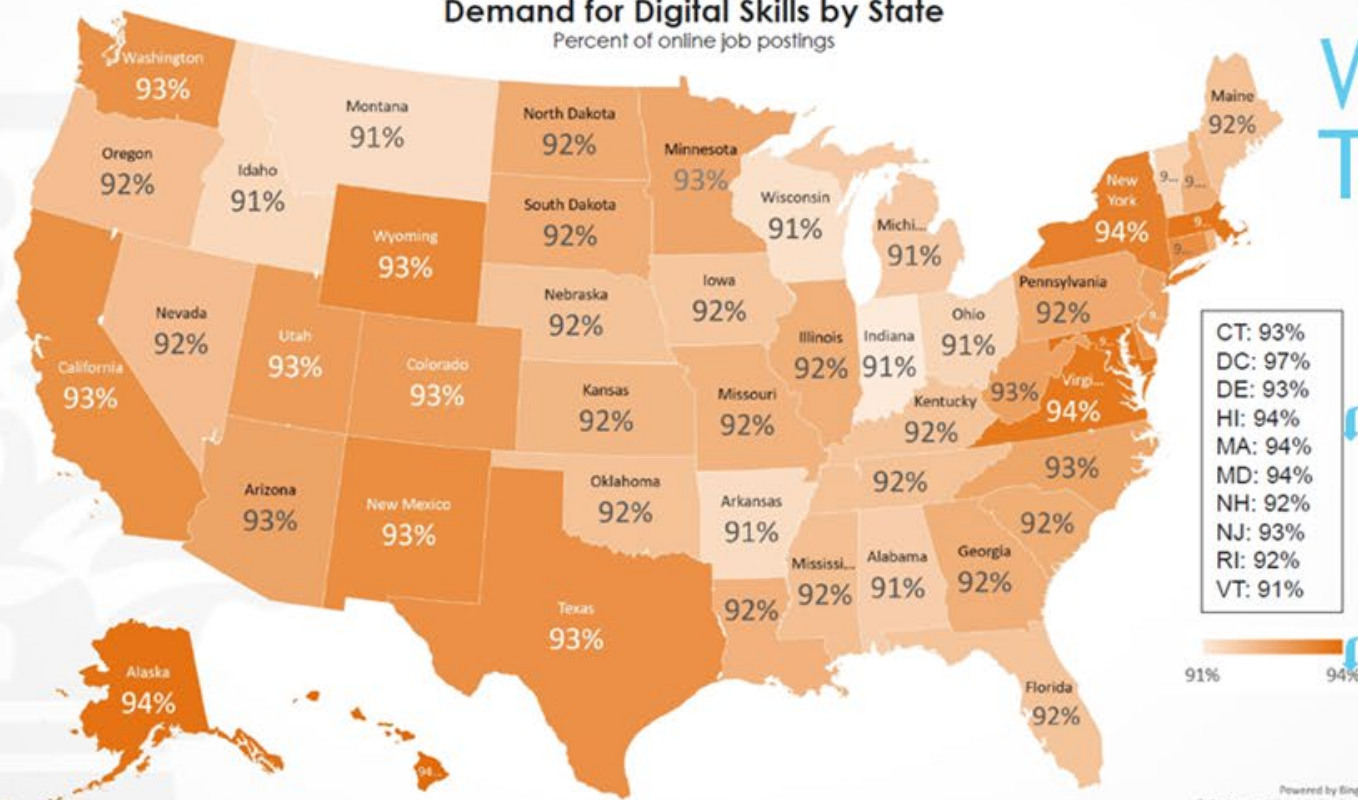
Ess Pokornowski

ITHAKA S·R

Key Findings

- Majority of HEP instruction still occurring entirely in person.

- 24% of respondents say their students have zero tech access.

- Optimistic outlooks: 67% of respondents believe they will expand tech access within the next 2 years.

- There is less optimism about expanding internet access.

Made possible through the support of

Ascendium®

Demand for Digital Skills by State
Percent of online job postings

Washington 93%
Montana 91%
North Dakota 92%
Minnesota 93%
Maine 92%
Oregon 92%
Idaho 91%
South Dakota 92%
Wisconsin 91%
New York 94%
Wyoming 93%
Nebraska 92%
Iowa 92%
Michi... 91%
Pennsylvania 92%
Nevada 92%
Utah 93%
Colorado 93%
Kansas 92%
Missouri 92%
Illinois 92%
Indiana 91%
Ohio 91%
California 93%
Kentucky 92%
Virgi... 94%
93%
Arizona 93%
New Mexico 93%
Oklahoma 92%
Arkansas 91%
92%
93%
Alaska 94%
Texas 93%
Mississi... 92%
Alabama 91%
Georgia 92%
92%
Florida 92%

CT: 93%
DC: 97%
DE: 93%
HI: 94%
MA: 94%
MD: 94%
NH: 92%
NJ: 93%
RI: 92%
VT: 91%

91% — 94%

Powered by Bing
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National data. For details, see full report: *Closing the Digital Skill Divide* (National Skills Coalition, 2023.)

Why Focus on Technology?

Critical for access to academic resources and services and an equitable education.

Digital skills are critical for accessing opportunity when people are released from prison.

Most jobs now require digital skills, and the more skills, the higher their earnings.

Workers Earn More...
When they acquire more digital skills
National Median Hourly Earnings

No Digital Skills — $17.62
All Jobs — $19.05
At Least 1 Definitely Digital Skill — $21.64
At Least 3 Definitely Digital Skills — $25.50
At Least 5 Definitely Digital Skills — $30.58
At Least 7 Definitely Digital Skills — $37.92
At Least 9 Definitely Digital Skills — $43.00

▲ 23%: No Digital Skills to One
▲ 41%: One Digital Skill to Five
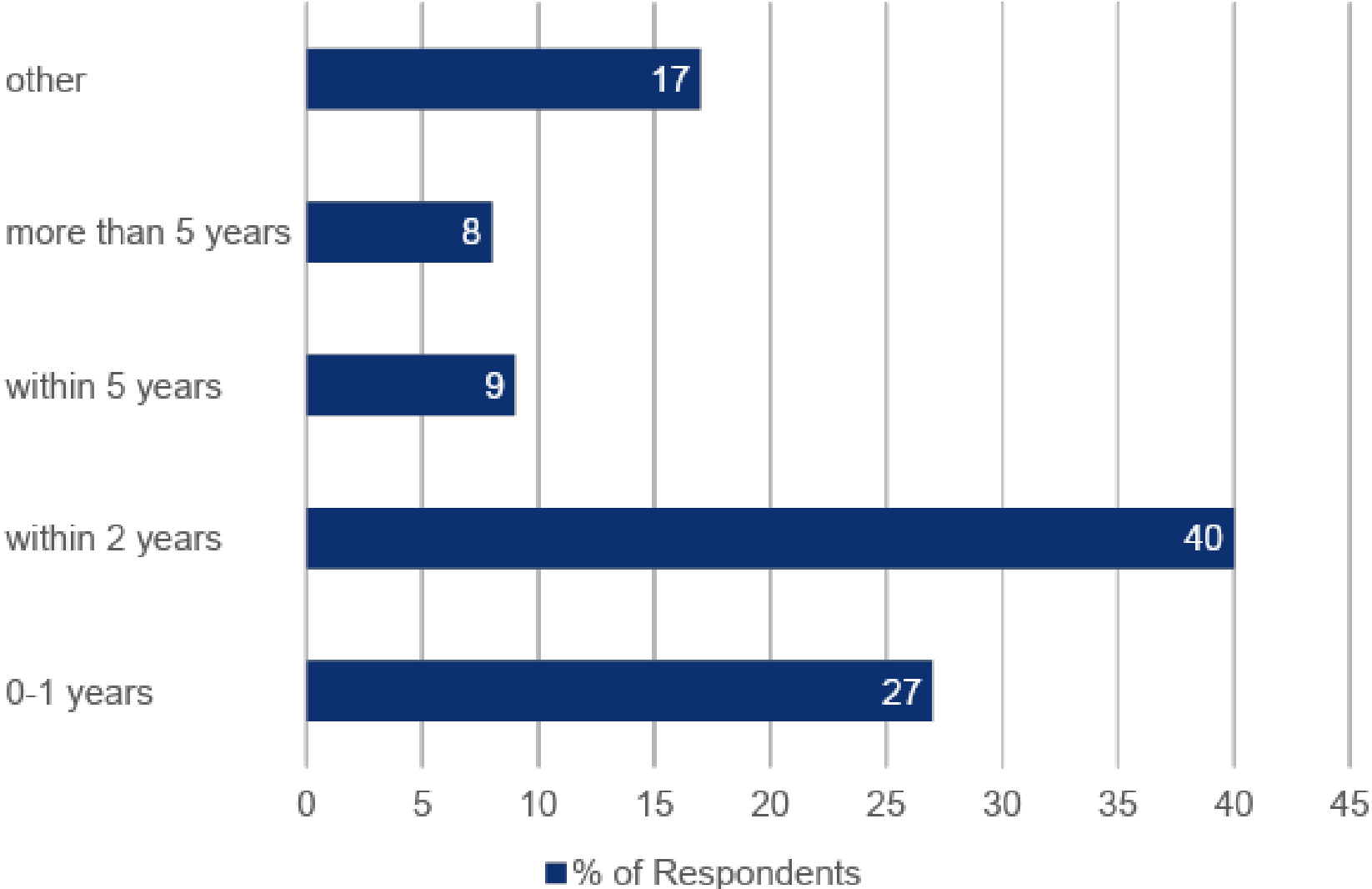▲ 41%: Five Digital Skills to Nine
▲ 144%: No Digital Skills to Nine

National data. For details, see full report: *Closing the Digital Skill Divide* (National Skills Coalition, 2023.)

Images and Data from the National Skills Coalition and the Federal Reserve Bank of Atlanta.

Future Plans: Implementing or Expanding Access to Priority Technology

Category	% of Respondents
other	17
more than 5 years	8
within 5 years	9
within 2 years	40
0-1 years	27

BUILDING THE TECHNOLOGY ECOSYSTEM FOR CORRECTIONAL EDUCATION:
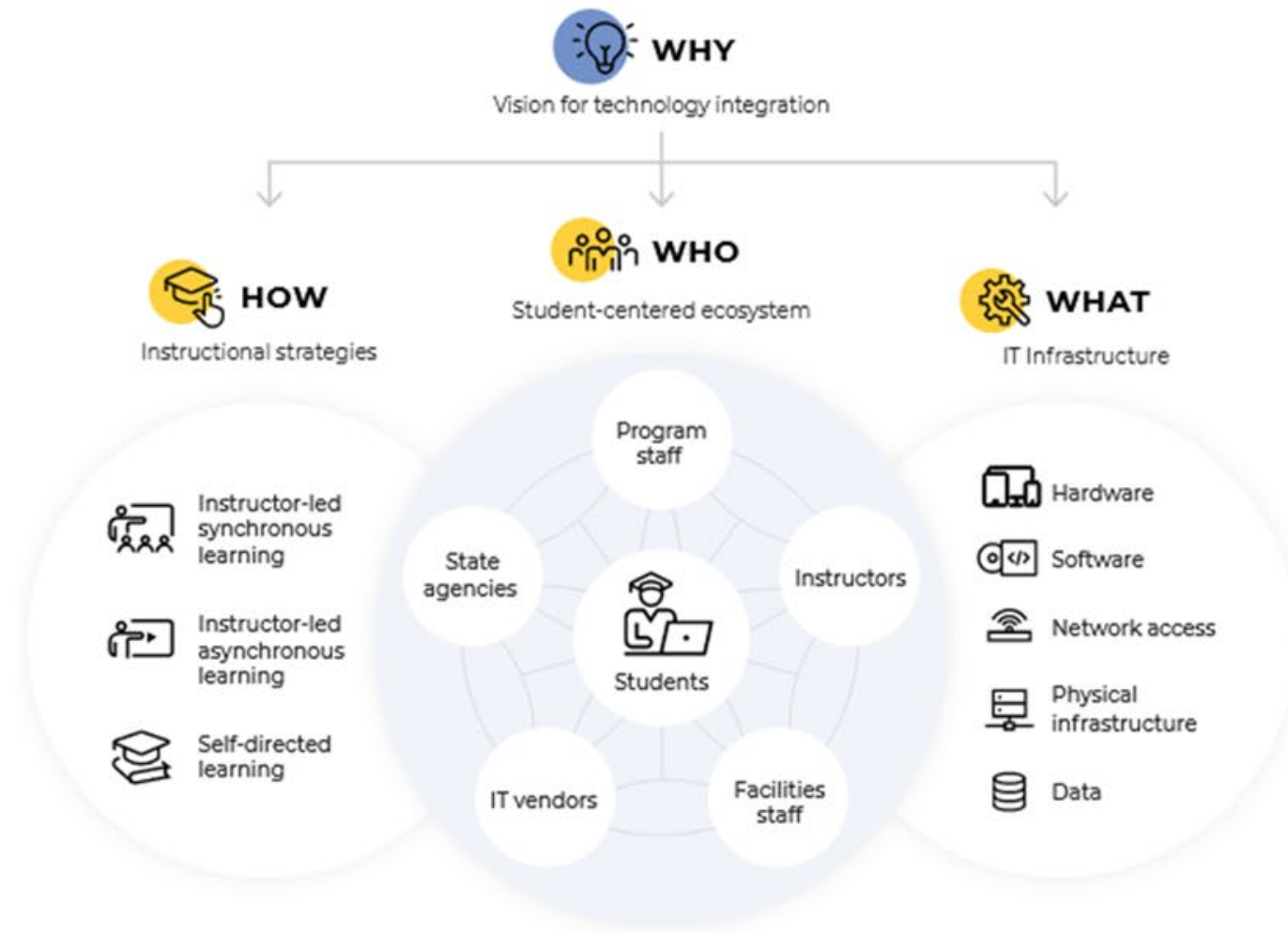
BRIEF AND DISCUSSION GUIDE

August 2022

U.S. Department of Education
Office of Career, Technical, and Adult Education

EXHIBIT 2. CORRECTIONAL EDUCATION TECHNOLOGY ECOSYSTEM COMPONENTS

WHY
Vision for technology integration

HOW
Instructional strategies

- Instructor-led synchronous learning
- Instructor-led asynchronous learning
- Self-directed learning

WHO
Student-centered ecosystem

- Program staff
- State agencies
- Students
- Instructors
- IT vendors
- Facilities staff

WHAT
IT Infrastructure

- Hardware
- Software
- Network access
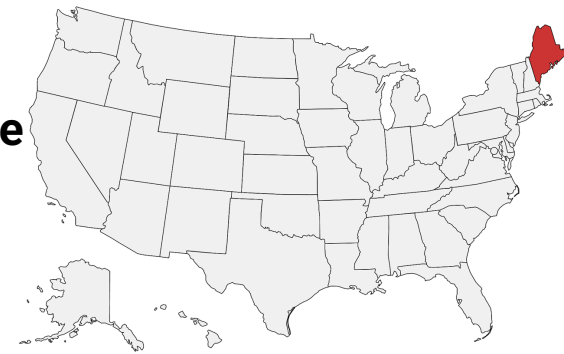- Physical infrastructure
- Data

CONSIDERATIONS

Device selection/maintenance | Funding | Security | Staffing and teacher development

Student preparation | Teaching and learning | Vendor selection

"RacheL" is in her **30's**
was incarcerated for **about 10 years in Maine**

*While incarcerated men in Maine had college available in 2006, women didn't have the option until 10 years later (spurred by Second Chance Pell), and then only at the minimum security re-entry center. This was one of many **gender disparities**, educational and otherwise, Rachel saw.*
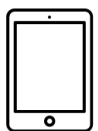
Educational Journey

incarceration

high school ⟹ a few unaccredited classes ⟹ associates ⟹ bachelors
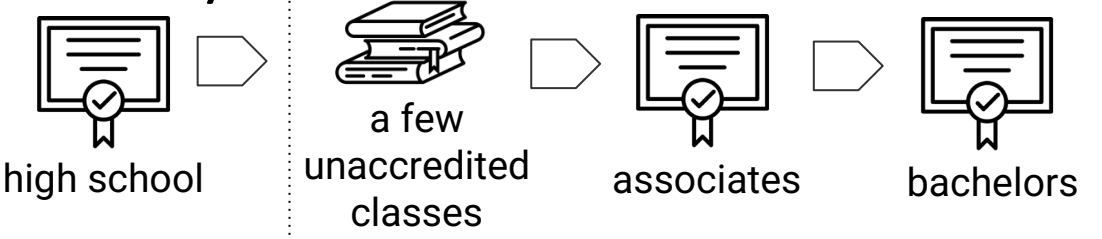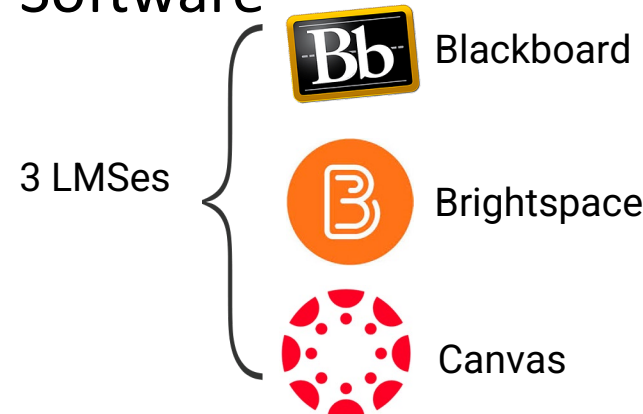
Hardware

Rachel had access to an Edovo tablet, and found that the unaccredited courses "at least occupy the mind . . . it kind of reminded me of educational YouTube videos with a little exam afterwards".

At the re-entry center, Rachel had access to a lab with laptops. They had full wifi internet access, monitored for appropriate use.

work

Peer mentor/tutor

Software

3 LMSes
- **Bb** Blackboard
- **B** Brightspace
- Canvas

timing

6 year wait
4 years study, during last 4 years at re-entry center

options

No higher education was available to women in Maine until they were at the re-entry center. The only majors available were liberal arts.

Format

Her associates started as Zoom, then switched to in-person in the computer lab when COVID got under control.
Rachel insisted on an online-only bachelors because she was less likely to miss class for reasons outside her control and when she *did,* there were recordings to watch.

staff/supports

There was one ed coordinator shared across both two women's facilities. This meant it was difficult to get materials delivered promptly, get exams proctored, get information about tutoring or advisement, etc. The ed coordinator was able to help her arrange CLEP exams. Formal outside tutors were only hired for men's facilities

Environmental Challenges

It was hard to find homework computer time because there was usually a class meeting in the lab. She wished should could bring the laptop to her cell. Sometimes she missed class because of a lockdown or no staff available to open the computer lab.

Computer training

There wasn't formal training in computer skills, but the ed coordinator was helpful for anything Rachel needed in her limited time, and there was informal (and later, more formalized) peer tutoring

Research sources

Since she had internet access, Rachel was able to search for any database, book, source, online; however, some links for class material were blocked and created issues with completing coursework on time
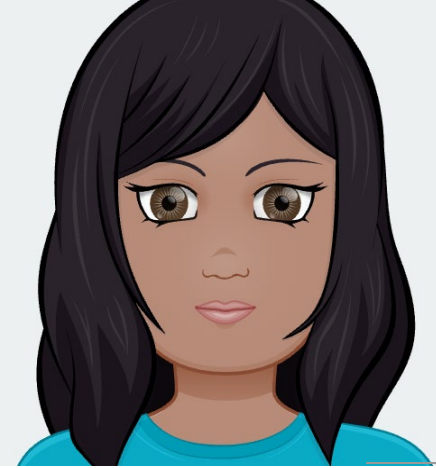The physical library was "bathroom sized".

Future plans

Rachel works to provide social supports to reentering women. In particular, she's involved in advocacy to help the 90% of women who drop out of higher ed programs when they are released, often because they don't have a computer.

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"Keisha"

is in her **40's**
was incarcerated for **2 years in Illinois**

*Keisha, a self-described "geek" who emphasized her love of learning, **wanted to be a teacher** and was nearing the end of her degree when incarcerated. Now she has to choose a different career. She was released in March 2020 which was a strange time for re-entry.*

Created with mapchart.net

Educational Journey

incarceration

high school ⇒ most of a bachelors degree ⇒ [certificate ⇒ associates]
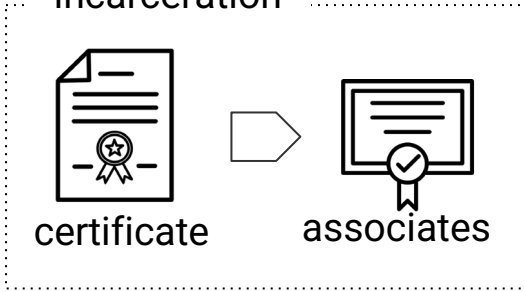
Tech

🚫 Keisha had no educational technology available, and all her work was handwritten. The classroom didn't have computers

💻 However, she worked in the law library and her supervisor had an internet connected computer. The supervisor was willing to surreptitiously Google info for Keisha if she needed it for class.

📱 Even though she was an avid reader who read over 300 books during her incarceration, she avoided getting a GTL tablet because of cost

work
Law library clerk

software
N/A, since Keisha didn't have access to computers for school.

timing

6 year wait
4 years study, during last 4 years at re-entry center

options

No higher education was available to women in Maine until they were at the re-entry center. The only majors available were liberal arts.

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Reassessing success metrics

- Link people to resources pre-release
- Information literacy promotes prosocial civic engagement
- Digital literacy increases access to employment
- Improved life opportunities

Bard Prison Initiative
@BPIBard

BPI alumna @StacyLynBurnet2 '20 graduated with her MBA from Bard College in May. We celebrated her newest accomplishment at Commencement and Alumni Weekend on the Annandale Campus. Congratulations, Stacy! #BardianAndProud #BPIBardAlumni

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Stacy Lyn Burnett is a Senior Product Manager at ITHAKA, focusing on equitable technology-based solutions for people in correctional settings. Under her leadership, JSTOR Access in Prison has grown from 20 Northeastern US sites to more than 1,050 locations and 550,000 incarcerated people across 8 countries. Before joining ITHAKA, she led the multi-agency response to COVID-19 in NYC public schools and transit hubs. In 2023, she earned an MBA in Sustainability from Bard Graduate Center, with minors in nonprofit management and data analytics.

ITHAKA

Thank you

Stacy Lyn Burnett, MBA
Senior Product Manager, JSTOR
+1 718 869 4297
stacy.burnett@ithaka.org

**Jennifer Sanders, Superintendent of Schools
Central Ohio School System,
Ohio Department of Rehabilitation**

OHIO'S PLAN

How Ohio Department of Rehabilitation and Correction provides digital equity to the incarcerated.

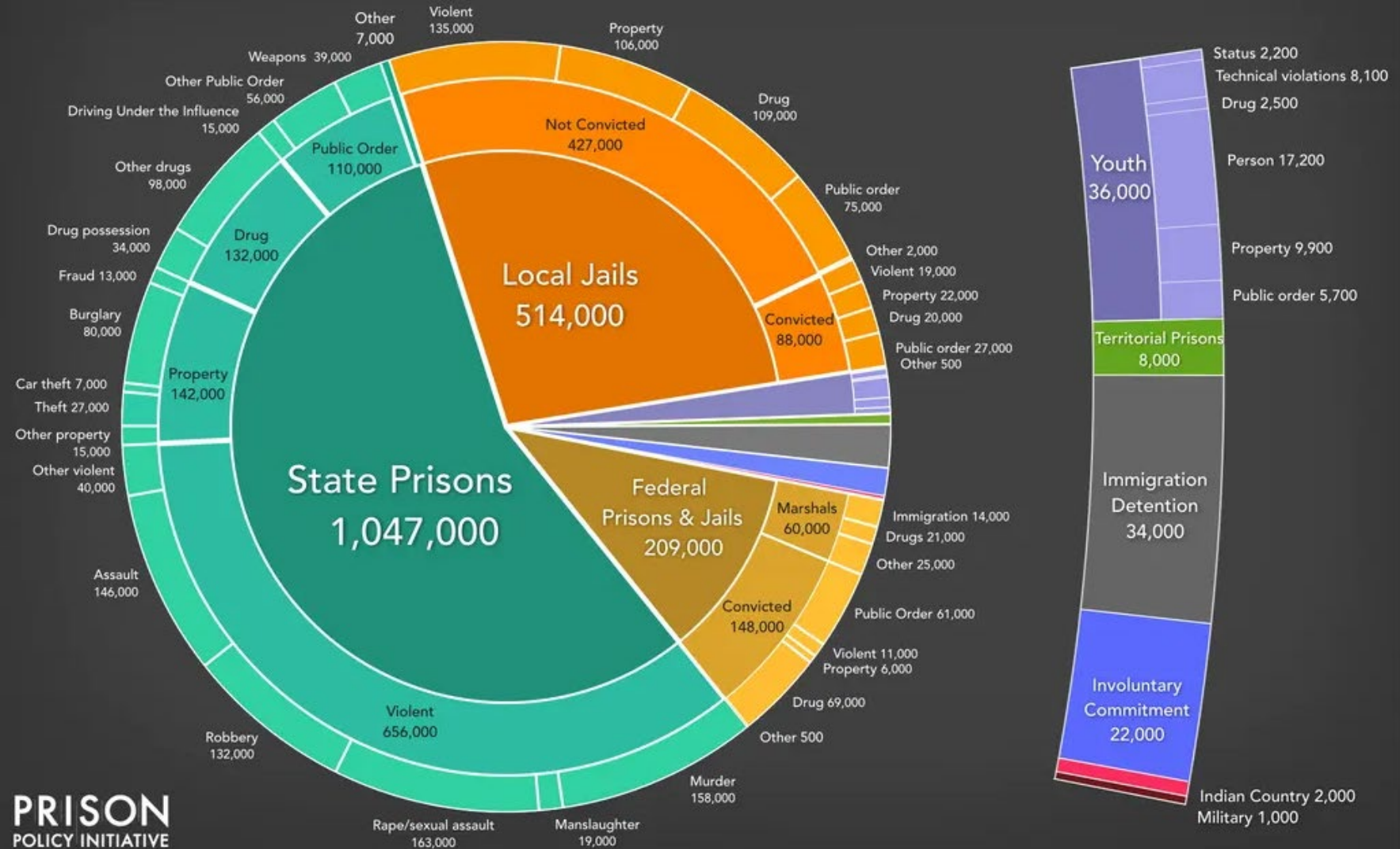**Department of Rehabilitation & Correction**

Jennifer Sanders

School Superintendent, Ohio Central School System
Ohio Department of Rehabilitation and Correction

US PRISON

POPULATION

How many people are locked up in the United States?

The U.S. locks up more people per capita than any other nation, at the staggering rate of 565 per 100,000 residents. But to end mass incarceration, we must first consider *where* and *why* 1.9 million people are confined nationwide.

State Prisons 1,047,000

Local Jails 514,000
- Not Convicted 427,000
- Convicted 88,000

Federal Prisons & Jails 209,000
- Marshals 60,000
- Convicted 148,000

Violent 656,000
- Murder 158,000
- Manslaughter 19,000
- Rape/sexual assault 163,000
- Robbery 132,000
- Assault 146,000
- Other violent 40,000

Property 142,000
- Other property 15,000
- Theft 27,000
- Car theft 7,000
- Burglary 80,000
- Fraud 13,000

Drug 132,000
- Drug possession 34,000
- Other drugs 98,000

Public Order 110,000
- Driving Under the Influence 15,000
- Other Public Order 56,000
- Weapons 39,000
- Other 7,000

Violent 135,000
Property 106,000
Drug 109,000
Public order 75,000
Other 2,000
Violent 19,000
Property 22,000
Drug 20,000
Public order 27,000
Other 500

Immigration 14,000
Drugs 21,000
Other 25,000
Public Order 61,000
Violent 11,000
Property 6,000
Drug 69,000
Other 500

Youth 36,000
- Status 2,200
- Technical violations 8,100
- Drug 2,500
- Person 17,200
- Property 9,900
- Public order 5,700

Territorial Prisons 8,000

Immigration Detention 34,000

Involuntary Commitment 22,000

Indian Country 2,000
Military 1,000

PRISON POLICY INITIATIVE

Sources and data notes: www.prisonpolicy.org/reports/pie2023.html

Slideshow 1. Swipe for more detailed views. For source dates and links, see the Methodology.

Department of Rehabilitation & Correction
Ohio

PEOPLE RELEASED FROM PRISON

- In US

  - Approximately 650,000 per year (US Dept of Justice)

  - Over 10,000 per week

- In Ohio

  - Approximately 18,000 per year

"We have the Workforce Ohio Needs"

ODRC Director, Annette Chambers-Smith

Department of
Rehabilitation
& Correction

TRAINING OPPORTUNITIES

- Member of Ohio's 5G Broadband Sector Partnership Panel

- Tower Technician Training (TTT1) at North Central State Community College

- 5G Broadband Readiness Credential

Department of Rehabilitation & Correction

21ST CENTURY LEARNING ENVIRONMENT

- Building an Educated Digital Consumer

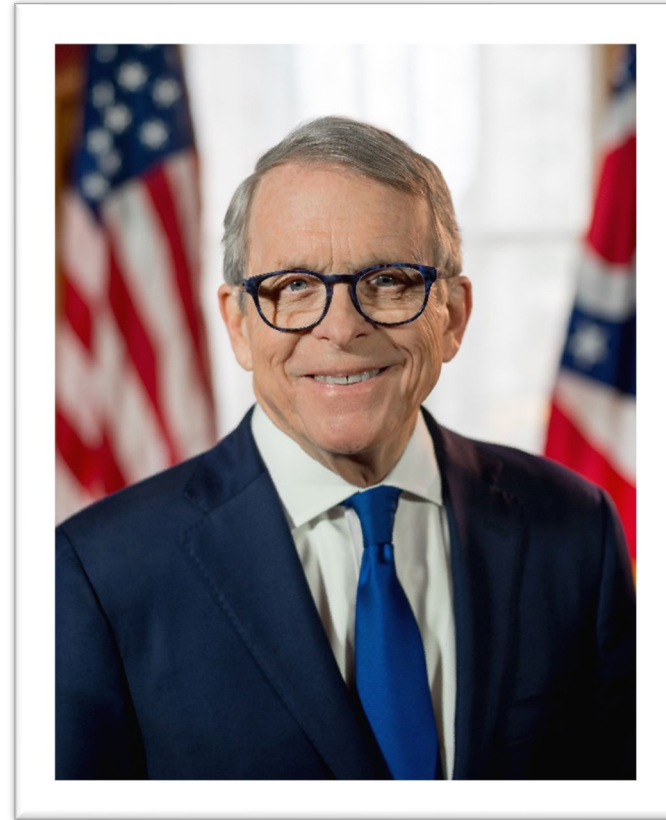- Renovating Education and Library services to what happens in the community
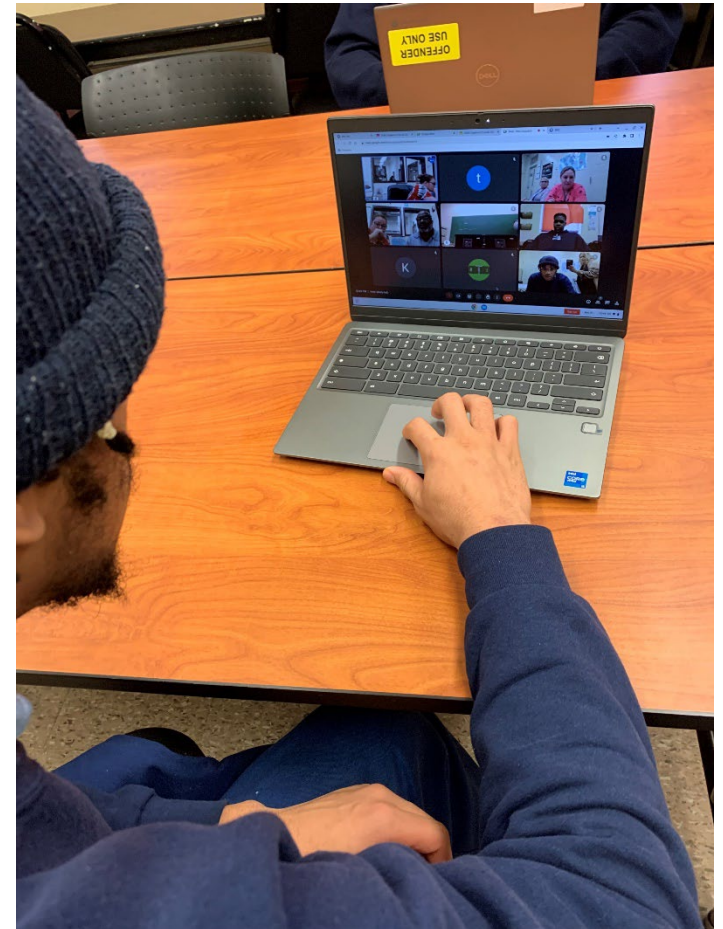
DIGITAL ACCESS

- Incarcerated Wireless Network – in school areas, program areas and living units.

  - Education beyond the school walls

- Chromebooks and Hybrid Learning

- Digital literacy courses

- Piloting Google Virtual Classroom at highest security and with youngest populations

Department of Rehabilitation & Correction

Annette Chambers-Smith
Director

Mike DeWine
Governor

Ohio Department of Rehabilitation & Correction

THANK YOU

DRC.OHIO.GOV

Department of
Rehabilitation
& Correction

NEED MORE INFORMATION?

Jennifer Sanders, School Superintendent
Ohio Central School System
Ohio Department of Rehabilitation and Correction
Jennifer.Sanders@drc.ohio.gov

Department of Rehabilitation & Correction

Incarcerated and Justice-Involved

Connecticut: Everyone Connected

State Digital
Equity Plan

CONNECTICUT
**EVERYONE
CONNECTED**

CONNECTICUT

Outreach and Discovery

- **Department of Correction**
- **Board of Pardons and Paroles**
- **Housing Authorities**
- **Support Programs**
- **ACS Data**
- **Resident Survey**
- **Focus Groups**

"How come we don't have a group in the halfway houses just teaching basic technology? ...How to use the GPS... why are we not doing that? ...Some of us have been home for 5 or 6 years, and don't know everything."

— Focus Group Participant

CONNECTICUT

In Correctional Institutions

- **Some Access to Tablets and Computers**
- **Cached (Offline) Content and Communications**
  - General Education
  - Job Search
- **Free Messaging and Email (Daily Cap)**
- **Future Plans (Timing TBD)**
  - Grievances
  - Banking
  - Law Library
  - Religious Materials
  - Telehealth
  - Commissary

"The problem, at least what I ran into in the prison is that they'll have these programs... but they're limited to certain people. There's so many stipulations, guidelines, for you to get into these programs. It goes by... your discipline history, it goes by all these things. So more than likely, most of the people are not going to be able to participate in these programs because what the DOC does is they make it where it's like an exclusive program."

— Focus Group Participant

CONNECTICUT

Benchmarks

WHAT DOES THE RESEARCH SAY ABOUT DIGITAL EQUITY IN CONNECTICUT?

DIGITAL CONNECTION BENCHMARK
Residents have all three:
-A computer
-A smartphone
-A wired home internet connection

DIGITAL LITERACY BENCHMARK
Residents said they could complete at least 5 of 6 key tasks without help

DIGITAL SECURITY BENCHMARK
Residents are very or fairly familiar with all key security concepts

OVERALL Statewide average for all residents	**RURAL RESIDENTS** Do not live in or next to towns of 50,000 or more	**BLACK/AFRICAN AMERICAN RESIDENTS** Identify as primarily Black and/or African American
73%	70%	63%
64%	66%	55%
41%	41%	37%

VETERANS Formerly served in the military	**HISPANIC/LATINO RESIDENTS** Identify as ethnically Hispanic/Latino	**AGING RESIDENTS** Are age 60 and above
62%	62%	59%
53%	53%	58%
38%	33%	41%

RESIDENTS WITH DISABILITIES Residents who report difficulties, or self-identify as having a disability.	**RESIDENTS IN COVERED HOUSEHOLDS** Report household income at or below 150% FPL	**RESIDENTS WITH A LANGUAGE BARRIER** Speak English "not well" or "not at all"
51%	51%	49%
47%	41%	24%
32%	29%	17%

CONNECTICUT

Takeaways

- **Constraints of System – Balancing Access and Security**

- **Successful Re-Entry Demands Skills and Access**

- **"Offline" Nature of Incarceration**

- **Cost as Greatest Barrier to Connections and Devices**

- **More at bit.ly/CT-JI-DE**

"You click there, it sends you somewhere else. Gives you an ad, right? And then you're like, wait, I just clicked this, now I'm buying Clorox bleach. And I'm like, wait a minute, what happened to the Walmart job?"

— Focus Group Participant

CONNECTICUT

Haley Shoaf, Executive Director
Unlocked Labs

Catalyzing justice reform at a human level and a system level

Train

Run programs to train incarcerated individuals in tech skills, and empower them to become change makers

Employ

Run a sustainable development shop, employing returning citizens building justice technology

Transform

Build products to solve critical challenges within the justice system, and enable decarceration. Our first products address **education access and program tracking** within the prison system.

Our story: from life without to lives of **purpose**

Jessica Hicklin & **Chris Santillan** were sentenced to life without parole as juveniles.

"We taught ourselves how to code without the internet while in prison, and became dedicated to using technology to solve the problems we wittnessed every day.

We built Unlocked Labs to continue this mission, and help others follow in our footsteps."

Unlocked Labs is building education and data tools to drive systems change

Our non-profit, open source technology allows states to:

- Increase access to education & rehabilitation programs

- Properly implement parole, good time & earned credit release policies

- Prove with data what programs work

- Support re-entry with student records of achievement
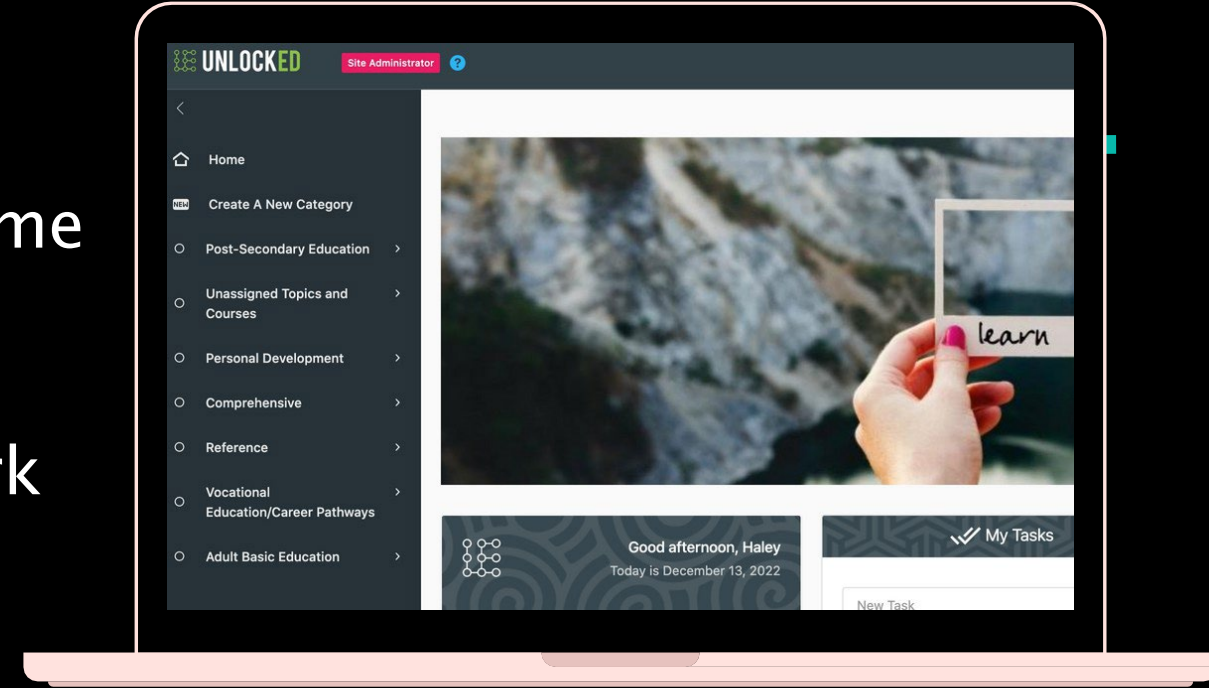
Our approach: empowering those closest to the problem to drive change

Over 70% of our team are

justice-Impacted technologists

We train, empower, and employ formerly incarcerated developers to use their lived experience to

build technology to improve the justice system

Reach out

haley@unlockedlabs.org

Q & A