

What is Adult Basic Skills Development?

Adult Basic Skills Development (ABSD) addresses the foundational education needs of learners ranging from basic literacy through preparation to complete the GED. Instruction in speaking, listening, reading, writing, math, and computer literacy is provided at multiple levels. Core skills and knowledge are taught with an emphasis on making connections to how these skills relate to responsibilities of various life roles: parent and family member, worker, and citizen. ABSD includes the following instructional programs:

- **English as a Second Language (ESL)**

ESL classes instruct students with limited English language skills in speaking, listening, reading, and writing English with an emphasis on using these skills in the contexts of family, work, and community situations.

- **Adult Basic Education (ABE)**

Students with skills below ninth-grade level develop basic skills in reading, writing, math, and computer literacy through direct and computer-assisted instruction, as well as peer-tutoring. Instruction integrates core skills and knowledge with their application in various life contexts and roles such as worker, family member, and community member.

- **Adult Secondary Education (GED)**

Students assessed at a ninth-grade level or higher enroll in GED classes to prepare for the five GED exams, which include Language Arts: Writing, Language Arts: Reading, Social Studies, Science, and Math. Instruction is provided through direct classroom instruction, computer-assisted instruction and peer tutoring.

- **Basic Skills Upgrade (BSU)**

BSU is designed for persons who have a high school diploma or GED, but who need to brush up reading, math, or writing skills to qualify for a Work-Based Education program.

- **Special Education**

Special Education services are provided for students with disabilities eligible under the Federal Individuals with Disabilities Education Act (IDEA). Persons eligible under the Federal Americans with Disabilities Act (ADA) also receive services.

1. Why should we educate inmates?

A 1995 amendment to the Oregon Constitution (Measure 17) requires inmates to, “work as hard as the taxpayers who provide for their upkeep” and “...to be fully engaged in productive activity if they are to successfully re-enter society with practical skills and viable work ethic...”

According to a national literacy study, illiteracy among prisoners is the highest of any segment of the American population. To meet the Oregon mandate, the gap between the inmates’ education and work skills at the time of entering the correctional system and those required by the current workforce must be narrowed. Utilizing the time of incarceration to this end is a better investment of taxpayer dollars than idleness or other non-productive activity.

2. What is the education level of inmates?

A 2005 profile of inmates entering DOC shows only 25% completed a high school diploma through traditional education prior to incarceration. Of the remaining 75%, 32% had completed a GED in alternative education programs. The remaining 43% had no credential prior to entering DOC. Almost one in five cannot read at a functional level. In addition, three out of four inmates are not functionally competent in math.

3. Are inmates required to go to school?

Oregon law (ORS 421.084) requires the establishment of an education program for all individuals in the custody of Oregon Department of Corrections (DOC) who do not have a high school diploma or equivalency, except those who are:

- Sentenced to less than one year
- Sentenced to life
- Sentenced to death
- Developmentally disabled

Also, inmates who score below an eighth grade equivalency in reading on standardized tests (i.e. <230 on CASAS reading) are required to participate.

Manufacturing Plant Electrician Apprenticeship

This apprenticeship leads to the Limited Journeyman Manufacturing Plant Electrician license.

Job description: Manufacturing plant electricians provide basic electrical maintenance on existing equipment in factories and industrial manufacturing facilities. They also install and wire electric motors and machinery of all sizes, and perform preventive maintenance on production and facilities equipment, initiate and modify electrical designs, and update electrical drawings.

Length of apprenticeship: 8,000 hours of on-the-job training and 610 hours of related training

Training Locations: TRCI, EOCl, OSCI, DRCl, OSP and SRCl (by 9/08)

Limited Maintenance Electrician Apprenticeship

This apprenticeship leads to the Limited Maintenance Electrician license.

Job description: Limited maintenance electricians maintain, repair and replace electrical installations on the premises of industrial plants where the individual is employed, or on electrical systems that are less than 600 volts phase to phase on the premises of commercial office buildings or buildings occupied by the state or a local government entity where the individual is employed.

Length of apprenticeship: 4,000 hours of on-the-job training and 288 hours of related training.

Training locations: CCCF

Contact

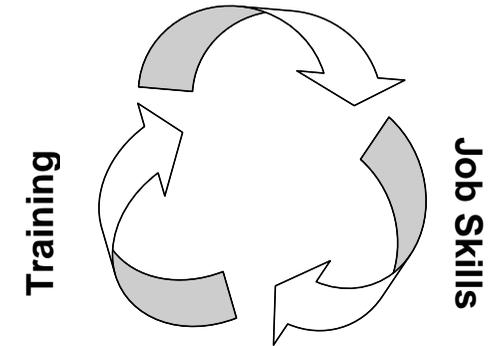
Workforce Development
1793 13th Street SE
Salem, OR 97302

Contact:
Nichole Brown, Administrator
(503) 934-1007
nichole.r.brown@doc.state.or.us
www.oregon.gov/doc

“Problems cannot be resolved at the same level of thinking that created them.”
– Albert Einstein

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Education



Workforce Development

Transitional Services Division

Practicing on the inside the
behaviors that produce good citizens
on the outside.

