

**PUBLIC HEARING**

before

**ASSEMBLY EDUCATION COMMITTEE**

on

**ASSEMBLY BILLS 84 THROUGH 87, and ASSEMBLY BILL 696**

**(Math/Science Education and Computer Literacy in Public Schools)**

Held:

May 23, 1984

Municipal Chamber

Bloomfield, New Jersey

**New Jersey State Library**

**MEMBERS OF COMMITTEE PRESENT:**

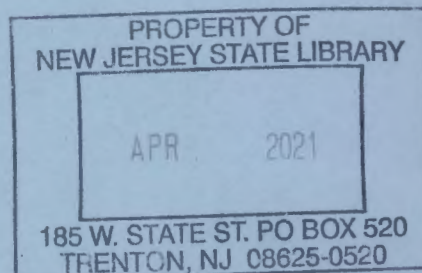
Assemblywoman Mildred Barry Garvin, Chairwoman

Assemblyman D. Bennett Mazur, Vice Chairman

**ALSO PRESENT:**

Assemblyman Buddy Fortunato  
District 30

John A. White, Research Associate  
Office of Legislative Services  
Aide, Assembly Education Committee



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**ASSEMBLY, No. 84**

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**STATE OF NEW JERSEY**

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PRE-FILED FOR INTRODUCTION IN THE 1984 SESSION

By Assemblymen MAZUR, KARCHER, Assemblywoman GARVIN,  
Assemblymen DORIA, SCHWARTZ, SCHUBER and KERN

AN ACT concerning education and supplementing Title 18A of the  
New Jersey Statutes.

1    BE IT ENACTED *by the Senate and General Assembly of the State*  
2    *of New Jersey:*

1    1. Under guidelines established by the Commissioner of Educa-  
2    tion, each local board of education shall undertake a comprehensive  
3    needs assessment of its staffing requirements for the next five  
4    years. This analysis shall be based upon:

5    a. Whether enrollment projections indicate an increase or de-  
6    crease in student population.

7    b. The ability of existing staff to meet curriculum requirements.

8    c. Possible changes in curriculum, particularly in areas of high  
9    technology, which would require additional staff or the retraining of  
10   current staff.

11   d. Any other factors as determined by the board.

12   The board shall consult with members of the teaching staff of  
13   the district on all aspects of the needs assessment.

1    2. Within six months of the effective date of this act, each board  
2    shall complete the needs assessment and shall advise the profes-  
3    sional staff of the district of the results, specifically including:

4    a. The future elimination of specific positions through a re-  
5    duction in force due to declining enrollment or other cause; and

6    b. The future availability of new positions due to increased en-  
7    rollment, the addition of new subject areas, teacher shortages in  
8    particular subject areas, or other cause.

1 3. Annually each board shall review and revise its staffing pro-  
 2 jections, based upon demographic changes, curriculum needs and  
 3 other pertinent factors, and shall advise the teaching staff of any  
 4 projected changes in the assessment.

1 4. The local staffing needs assessment shall be filed with the  
 2 Commissioner of Education and shall be utilized by the commis-  
 3 sioner in assessing Statewide teacher education and staffing  
 4 requirements.

1 5. This act shall take effect immediately.

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#### STATEMENT

This bill requires every board of education to develop a five year assessment of its staffing requirements and to advise the professional staff of the district of the results of that assessment. Once completed, the report would be updated annually. It would also be filed with the Commissioner of Education, to be utilized in assessing Statewide staffing requirements.

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**ASSEMBLY, No. 85**

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**STATE OF NEW JERSEY**

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PRE-FILED FOR INTRODUCTION IN THE 1984 SESSION

By Assemblymen MAZUR, KARCHER, Assemblywoman GARVIN,  
Assemblymen DORIA, SCHWARTZ, SCHUBER, ROCCO and  
KERN

AN ACT concerning higher education and supplementing Title 18A  
of the New Jersey Statutes.

1    BE IT ENACTED *by the Senate and General Assembly of the State*  
2    *of New Jersey:*

1    1. Upon the determination by the Commissioner of Education  
2    that a teacher shortage exists in a subject area or that a need for  
3    training in modern technological developments exists within a  
4    subject area, the commissioner shall immediately notify the  
5    Chancellor of Higher Education of the nature and scope of the  
6    deficiency or shortage.

1    2. The chancellor shall notify all public institutions of higher  
2    education in the State of the shortage or deficiency. Within six  
3    months of the notification the institutions shall submit to the  
4    chancellor for approval, proposals for programs to remedy this  
5    shortage or deficiency. In reviewing these programs for approval,  
6    the chancellor shall insure that:

7    a. The geographic distribution of the programs is sufficient to  
8    allow individuals in all parts of the State to participate.

9    b. There are sufficient special programs such as summer or week-  
10   end programs as required pursuant to P. L. ...., c. ... (C.  
11   .....) (now pending before the Legislature as Assembly Bill  
12   No. 86 of 1984) to allow currently employed teaching staff members  
13   to participate.

14   If the programs do not meet these objectives, the chancellor

15 shall assign specific programs to specific public institutions in a  
16 number and in a manner which insures that the purposes of this act  
17 are fulfilled.

1 3. Upon completion of the approval process, the chancellor shall  
2 advise the commissioner of the programs available to meet the  
3 shortage or deficiency.

1 4. This act shall take effect immediately.

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#### STATEMENT

This bill provides that, if a teacher shortage is declared, the Commissioner of Education must notify the Chancellor of Higher Education. It is the responsibility of the chancellor to ensure that programs are offered throughout the State to meet this shortage.

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ASSEMBLY, No. 86

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STATE OF NEW JERSEY

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PRE-FILED FOR INTRODUCTION IN THE 1984 SESSION

By Assemblymen MAZUR, KARCHER, Assemblywoman GARVIN,  
Assemblymen DORIA, SCHWARTZ, SCHUBER, ROCCO and  
KERN

AN ACT concerning education and supplementing Title 18A of the  
New Jersey Statutes.

1    BE IT ENACTED *by the Senate and General Assembly of the State*  
2    *of New Jersey:*

1    1. The Legislature finds and declares that:

2    a. There is a growing shortage of qualified teachers of mathe-  
3    matics and science at a time when our State and the nation is in  
4    need of an expanded program in these areas if we are to remain  
5    competitive in a highly technological society; and

6    b. It is necessary to upgrade the skills of current teachers in  
7    order to maintain a position of leadership in technical areas so that  
8    we can continue to attract business and industry to this State and  
9    ensure the economic well-being of our citizens; and

10   c. We will be failing in our constitutional obligation to the chil-  
11   dren of this State if we do not provide them with the opportunity  
12   to become literate in the new technology so that they can function  
13   as adults in our changing and complex economy; and

14   d. It is the responsibility of the State to remedy the teaching  
15   shortage which threatens our schools before it becomes critical  
16   and to provide excellence in education in our public schools.

1    2. The Chancellor of Higher Education, in consultation with the  
2    Commissioner of Education, shall establish programs at the public  
3    colleges for the training of teachers in the areas of mathematics  
4    and the sciences. The purposes of the programs are as follows:



5 a. To allow teachers who are certified to teach mathematics or  
6 science but who do not have an undergraduate or graduate major  
7 in those fields to obtain the equivalent of an undergraduate major;

8 b. To provide the opportunity for teachers with an undergradu-  
9 ate or graduate major in these areas to upgrade their skills with  
10 special emphasis on new technological developments and computer  
11 sciences; and

12 c. To give teachers who are certified to teach in other areas the  
13 opportunity to obtain certification in mathematics or the sciences  
14 by completing an undergraduate major in those subjects.

1 3. The programs shall be a sequential course of study of collegiate  
2 grade and shall include no less than one intensive summer session  
3 of at least nine semester hours. The programs shall include a  
4 study of technological changes as they relate to other disciplines,  
5 industry and contemporary society, and shall seek to involve busi-  
6 ness and industry in the development and presentation of the  
7 programs.

8 In addition, the programs may consist of special programs, such  
9 as summer or weekend programs, or currently established pro-  
10 grams or a combination thereof; however all programs and all  
11 courses within the programs shall be scheduled in a manner which  
12 insures that no individual is precluded from participating because  
13 of teaching obligations.

1 4. All programs offered pursuant to this act are subject to the  
2 approval of the Board of Higher Education.

1 5. All teachers are eligible to apply to participate in this train-  
2 ing program.

3 a. The board of education shall advise its teaching staff members  
4 of the availability of the program.

5 b. Teachers shall submit an application on a form prepared by  
6 the commissioner indicating the program category in which they  
7 wish to enroll.

8 c. The applications shall be reviewed by a committee consisting  
9 of the chief school administrator of the district, one building  
10 principal, one chairman of a mathematics department and one  
11 chairman of a science department where appropriate, and five class-  
12 room teachers appointed by the local bargaining unit.

13 The committee shall submit its recommendations to the board  
14 of education.

1 6. Based on the list of applicants approved by the committee  
2 and in the order of priority established by that list, each board of  
3 education shall provide the opportunity for teachers to participate  
4 in the training program categories specified in section 2 of this  
5 act within a five year period. However:

6 a. If either a State or a local assessment has indicated weak-  
 7 nesses in the science or mathematics program in the district, the  
 8 board shall insure that the number of teachers who are allowed  
 9 to participate is sufficient to correct that deficiency within a two  
 10 year period.

11 b. If the district's curriculum needs assessment, developed pur-  
 12 suant to P. L. , c. (C. ) (now pending before the  
 13 Legislature as Assembly Bill No. 84 of 1984) indicates an exist-  
 14 ing or potential shortage of mathematics or science teachers, the  
 15 board shall permit as many teachers to be retrained in these sub-  
 16 ject areas as are necessary to meet that shortage within a three  
 17 year period. First preference shall be given to teachers who are  
 18 currently tenured in the district and who are teaching in a subject  
 19 area or at a grade level in which there are dismissals or future  
 20 dismissals due to a reduction in force in the district.

1 7. The board of education shall pay one-half of the tuition for  
 2 teaching staff members who are participating in this program  
 3 pursuant to section 6 of this act. The State shall pay the balance  
 4 of the tuition and fees. In addition, the State shall pay a \$1,000.00  
 5 stipend to each person participating in the intensive summer ses-  
 6 sion required under section 3 of this act.

1 8. A teacher who elects to participate in the program either  
 2 without board approval or without a demonstrated need in the em-  
 3 ploying district may apply directly to the agency or institution  
 4 administering the program; however, the board shall not be re-  
 5 sponsible for the tuition of that individual. However, if the indi-  
 6 vidual is under notice of dismissal due to a reduction in force in  
 7 the employing district, the individual shall be eligible for State  
 8 funding as provided in section 7 of this act.

1 9. In order to participate, a teacher shall be required to meet  
 2 the admission criteria established by the institution administering  
 3 the program and, upon admission, to maintain satisfactory aca-  
 4 demic standing as determined by that institution in order to con-  
 5 tinue in the program.

1 10. Anyone who receives funds pursuant to section 7 or 8 of  
 2 this act shall agree to teach mathematics or science in the public  
 3 schools of this State for a period of five years following completion  
 4 of the program. Anyone who does not fulfill this obligation shall  
 5 be required to reimburse the local board of education, as applica-  
 6 ble, and the State for each year not served in an amount equal to  
 7 one-fifth of the total amount received.

1 11. Individuals participating in an approved training program  
 2 established pursuant to this act at a public institution of higher  
 3 education shall be included in the number of full-time equivalent

4 students for the purposes of calculating State aid for that insti-  
5 tution.

1 12. State aid for the 1984-85 fiscal year for the cost to each school  
2 district of these training programs shall be calculated as follows:

3 a. The school district shall include the cost of each teacher who  
4 will participate in the program in the district's net current expense  
5 budget for the 1984-85 school year.

6 b. The district's net current expense budget for the 1983-84 school  
7 year shall be increased by the amount included in subsection a. of  
8 this section. This increase shall not be subject to the limitations  
9 imposed by section 25 of P. L. 1975, c. 212 (C. 18A :7A-25).

1 13. This act shall take effect immediately.

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#### STATEMENT

This bill provides for a major teacher initiative in the areas of mathematics and sciences in order to meet the critical shortage of teachers in these subjects.

The programs would allow teachers who are certified to teach mathematics or science, but who do not have an undergraduate major in those fields to obtain a major. It would provide for teachers with a major in the fields to upgrade their skills with an emphasis on new technological development. Also, it provides the opportunity for teachers in other subject areas to obtain certification in mathematics or the sciences.

Based upon the recommendations of a review committee composed of administrators and classroom teachers, the board of education would provide the opportunity for teachers to attend one of the three programs.

If the board has a present or future shortage of math or science teachers, or if its current program has deficiencies, then the board would pay half the tuition for the teacher. The State would pay the rest of the tuition and all fees, and would provide a \$1,000.00 stipend for teachers attending the intensive summer program required. Teachers could participate on their own, but the boards would not be responsible for the tuition. The State would provide tuition for individuals under notice of dismissal due to a reduction in force.

Teachers would have to agree to teach for five years to participate. If they do not fulfill this obligation they would have to pay back the State and the local board.

State aid would be paid for the first year of the program rather than as a reimbursement in the second year.

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ASSEMBLY, No. 87

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STATE OF NEW JERSEY

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PRE-FILED FOR INTRODUCTION IN THE 1984 SESSION

By Assemblymen MAZUR, KARCHER, DORIA, SCHWARTZ,  
SCHUBER, ROCCO and KERN

AN ACT concerning education and supplementing Title 18A of  
the New Jersey Statutes.

1    BE IT ENACTED *by the Senate and General Assembly of the State*  
2    *of New Jersey:*

1    1. If a local board of education's curriculum needs assessment  
2    developed pursuant to P. L.       , c.    (C.       ) (now pend-  
3    ing before the Legislature as Assembly Bill No. 84 of 1984)  
4    indicates an existing or future shortage of teachers in any subject  
5    area or at any grade level, and if the same curriculum needs assess-  
6    ment identifies subject areas or grade levels which will be subject  
7    to a reduction in force pursuant to N. J. S. 18A:28-9, the board  
8    shall provide tenured teachers in the areas scheduled for a reduc-  
9    tion in force or in which there has been a reduction in force with  
10   the opportunity to receive training for certification in the areas  
11   of shortage or future shortage.

1    2. The opportunity to apply for training for certification in the  
2    areas of shortage shall be given to teachers on the basis of seniority  
3    and shall include tenured teachers who are on the preferred  
4    eligible list pursuant to N. J. S. 18A:28-12. Teachers currently  
5    tenured in the district or on the preferred eligibility list shall be  
6    given preference in filling the vacancies identified by the needs  
7    assessment, provided that the teacher agrees to teach in the district  
8    for a period of five years following completion of the certification  
9    program.

1    3. It is the responsibility of the teacher participating in the  
2    training program to gain admission to a program approved for  
3    certification; to meet the certification requirement established

4 by the State Board of Examiners; and to remain in good standing  
5 at the institution in which he is enrolled.

1 4. The board of education shall pay one half of the tuition of  
2 any teacher participating in this program. The State shall pay one  
3 half of the tuition and any fees associated with the program. How-  
4 ever, if a teacher does not teach in the district for five years, the  
5 teacher shall reimburse the board and the State for one fifth of  
6 the total amount paid for each year not served.

1 5. A teacher who applies for the training program and who is  
2 not certified in the subject area or grade level when the vacancy  
3 occurs may teach in that subject area on a provisional teaching  
4 certificate for a period of not more than two years. However, an  
5 individual shall complete no less than nine semester hours in the  
6 major field or discipline prior to beginning teaching in that area.  
7 If the area has been designated an area of teacher shortage by  
8 the commissioner, then the nine semester hours shall include the  
9 summer program provided under P. L. , c. (C. )  
10 (now pending before the Legislature as Assembly Bill No. 86 of  
11 1984).

1 6. Teachers who are enrolled in certification programs pursuant  
2 to this act at public institutions of higher education shall be in-  
3 cluded in the number of full-time equivalent students for the pur-  
4 poses of determining State support for the institutions.

1 7. State aid for the 1984-1985 fiscal year for the cost to each  
2 school district of these training programs shall be calculated as  
3 follows:

4 a. The school district shall include the cost of each teacher who  
5 will participate in the program in the district's net current expense  
6 budget for the 1984-85 school year.

7 b. The district's net current expense budget for the 1983-84  
8 school year shall be increased by the amount included in subsection  
9 a. of this section. This increase shall not be subject to the limita-  
10 tions imposed by section 25 of P. L. 1975, c. 212 (C. 18A:7A-25).

1 8. This act shall take effect immediately.

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#### STATEMENT

This bill provides that if a district determines that it has a shortage in a teaching field, individuals in the district who are in subjects scheduled for a reduction in force will be given the opportunity to receive training for certification in these areas of shortage. A teacher would have to agree to teach for five years in order to participate, and would have to reimburse the board of education and the State if he did not meet that obligation.

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**ASSEMBLY, No. 696**

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**STATE OF NEW JERSEY**

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PRE-FILED FOR INTRODUCTION IN THE 1984 SESSION

By Assemblyman FORTUNATO

AN ACT to provide a credit against the tax liability of certain businesses for certain contributions of equipment to educational organizations and supplementing P. L. 1945, c. 162 (C. 54:10A-1 et seq.).

1    BE IT ENACTED *by the Senate and General Assembly of the State*  
2    *of New Jersey:*

3    1. a. There shall be allowed against the franchise tax liability  
4    imposed for any tax year by P. L. 1945, c. 162 (C. 54:10A-1 et seq.)  
5    a credit for the contribution during that tax year and after  
6    December 31, 1984, but not later than December 31, 1986, of a  
7    computer, of any computer software, of the services of an in-  
8    structor in the programming or use of computers, or of any piece  
9    of scientific equipment or apparatus, to any educational institution  
10   located in this State which meets the description of an educational  
11   organization as set forth in subsection (b) (1) (A) (ii) of section  
12   170 of the Internal Revenue Code of 1954 (26 U.S.C. § 170), pro-  
13   vided, however, that the donee directly applies the contribution  
14   to the education of students in this State, and does not transfer  
15   the property or services contributed in exchange for money or  
16   other property or services, and provided further that, if the con-  
17   tribution is of tangible personal property: (1) that property meets  
18   the description of property under subsection (1) of section 1221  
19   of the Internal Revenue Code (26 U.S.C. § 1221); (2) the contri-  
20   bution is made not later than one year after the date on which  
21   the construction of the property is substantially completed; (3) the  
22   donee is to be the original user of the property; (4) the contribution  
of the property has the approval of the donee; and (5) prior to  
the making of the contribution, the donee provides the taxpayer

*New Jersey State Library*

23 with a written statement representing that its receipt, use and  
 24 disposition of the property will be in accordance with these pro-  
 25 visions.

26 b. (1) The amount of the credit for which a taxpayer may be  
 27 eligible under subsection a. of this section shall be equal to the  
 28 lesser of (a) 25% of the fair market value of the contribution at  
 29 the time it occurs, or (b) in the case of a contribution of property,  
 30 25% of the fair market value of the contribution at the time that  
 31 the construction of the property is substantially completed.

32 (2) Notwithstanding the provisions of paragraph (1) of this  
 33 subsection, no credit hereunder shall in any tax year be allowed  
 34 in an amount which would reduce a taxpayer's liability for fran-  
 35 chise tax for that tax year below the minimum assessment as  
 36 provided by subsection (c) of section 5 of P. L. 1945, c. 162 (C.  
 37 54:10A-5).

38 c. If in any tax year a taxpayer makes a contribution for which  
 39 he is qualified to receive a credit under subsection a. of this section,  
 40 but the allowable amount for that tax year of the full credit, as  
 41 determined under paragraph (1) of subsection b. of this section,  
 42 is limited by the provisions of paragraph (2) of that subsection b.,  
 43 the excess of the amount of the full credit over the allowable  
 44 amount so limited may be carried forward to be applied to the  
 45 taxpayer's franchise tax liability for any of the three succeeding  
 46 tax years.

1 2. This act shall take effect immediately and shall expire on  
 2 January 1, 1990.

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#### STATEMENT

This bill would allow a corporation having as its stock in trade, or in its inventory for sale to customers, computers, computer software or pieces of scientific equipment or apparatus to receive a credit against its liability for franchise tax equal to 25% of the value of any property which the corporation has donated during the tax year to an educational organization in this State for the education of students. A corporation donating the services of a person offering instruction in the programming or use of computers to an educational organization would also be eligible for the credit. The credits would be applicable with respect to eligible contributions made in 1985 and 1986 only, and no credit would be allowed in any one tax year which would reduce a corporation's franchise tax liability below the standard minimum assessment. However, any credit which could not be used in the tax year in which it was earned could be carried forward for up to three tax years.

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**ASSEMBLYWOMAN MILDRED BARRY GARVIN (Chairwoman):** Good morning. We will start our hearing now; I don't like to start late. First, I would like to take this opportunity to thank you for attending this public hearing. I am Assemblywoman Mildred Barry Garvin, Chairman -- and I use Chairman because I never want anyone to dilute the power -- of the Assembly Education Committee. One of the things my Committee is trying to do is take the legislative process to various communities. That means if a legislator has introduced a bill -- or or there have been several bills on the same subject -- we honor that legislator as we are honoring Buddy Fortunato this morning, since this is his district, by having a public hearing on his bill in his district. In addition to Assemblyman Fortunato's bill, we will be hearing about a package of bills from Assemblyman Mazur, who has put in bills dealing with math and science teachers.

So, this is an attempt by my Committee to bring the legislative process to the communities. It is new, and I never take offense if we do not have a large audience. I understand there have been communication problems, and I will publicly state that we will have to tighten up the kind of communication that takes place in a local district when we are going to have a hearing. I apologize to those of you who were not informed in time that we were going to have this hearing, or about the content of the hearing. I apologize up-front because we have beautiful young ladies here who are recording this public hearing and, therefore, I do not want to waste their time with complaints about communication.

We are interested in what you have to say about the bills before this Committee today. Public hearings are very important because we use them to further amend bills which are pending in the legislative process. Many times we get new information.

I would like to thank you for joining us this morning. I guarantee you that if we come to Bloomfield again, we will develop a different kind of communication system, so that all the persons who would like to come will be notified. I think I would be remiss if I did not honor the fact that we have Councilman Fetterly with us and, also, Dr. Harold Morris. I want to welcome them to our hearing, and



thank them for coming. I know they are busy. You have no idea how it helps us as legislators if we get local input and new thinking when we are talking about legislation that is going to impact on the whole State.

I would like the record to show that a \$5 million computer effort has been proposed by the Commissioner of the Department of Education, but the computers, according to his proposal, would be placed in our RCSU. We have three of them in the State. I will be opposing that effort because I think what we have to do, is put computers into the curriculum so they will really affect our young people.

With that, I will introduce my colleague. This is Assemblyman Buddy Fortunato from this district, and I would ask him to say a few words before we go into our hearing.

ASSEMBLYMAN FORTUNATO: Madam Chairman, I want to thank you for allowing this hearing to be held in my district today. Dr. Morris and some of the members who are here are aware of the computer bill, because as you believe in communication with local representatives, I also believe in it. I checked with Dr. Morris early on about the issue of computers being donated to a school district, and he thought it had great viability, as did everyone in the district. I promised Dr. Morris that when this was given a hearing he would be made aware of it, and would be allowed to testify before the Committee.

I want to thank you for the courtesy extended to me in relation to this issue.

ASSEMBLYWOMAN GARVIN: Thank you, Assemblyman Fortunato. Assemblyman Mazur, would you like to make a quick statement?

ASSEMBLYMAN MAZUR: Yes, I would. We are concerned primarily with the shrinking supply of math and science teachers. I would say very briefly that in the six largest State colleges within our State college system -- the ones which have traditionally supplied teachers and the ones which have Departments of Teacher Education -- in the year 1978, 99 science teachers were graduated. In 1981, that figure had fallen to 28, and last year they produced only five. Clearly, there is an impending crisis in the supply of teachers because this phenomenon

has been repeated in other states, in other areas of the country. As our society places increasing demands on mathematicians and scientists -- after all, they will be the mechanics of the future -- we are falling far behind other countries. This has led me to introduce a package of bills that would take advantage of the existing supply of teachers.

It is a great opportunity to be here in Bloomfield, in this seat of culture and sophistication, to present these bills to this Committee. I think it is a very nice opportunity.

ASSEMBLYWOMAN GARVIN: Thank you. The first bills we are going to hear about this morning are the bills dealing with the shortage of science and math teachers. John White, would you please tell me who I have here? Oh, you should know that this is my right arm; this is Mr. John White from the Office of Legislative Services, who is my liaison to the Education Committee. He really keeps me honest, accountable, and all those lovely things. So, when you see him running around, that is his job. He is a part of Legislative Services, and he is assigned to our Committee. Okay, John, who is our first witness?

MR. WHITE: Mr. Ray Petersen from the New Jersey State Federation of Teachers.

RAY PETERSEN: Good morning, Chairman Garvin and members of the Committee. I am Ray Petersen, the immediate past President of the New Jersey State Federation of Teachers. My current function with the State Federation is to represent it in legislative matters.

This morning I am speaking on behalf of the Council of New Jersey State College Locals and its President, Marco Antonio Lacatena. Professor Lacatena regrets that he cannot be with us today; however, he has written a letter which I would like to read to you. In addition to the letter, I would like to present the testimony Professor Lacatena gave to a committee which was studying the shortage of math and science teachers just about a year ago. So, I will read that letter and present the materials to you. I would be glad to answer any questions you may have regarding these bills.

I would like to address Assembly Bills 84, 85, 86, and 87 in the letter. Professor Lacatena's letter reads as follows:

"On behalf of the Council of New Jersey State College Locals which represents the faculties and professional staffs at the nine State colleges, I wish to commend Assemblyman Bennett Mazur and his cosponsors for introducing Assembly Bills 84 through 87. Taken together, this package of bills offers creative, comprehensive solutions to a number of very serious problems facing education in our State. Assembly Bill 84, which would require school districts to develop five-year assessments of their staffing requirements and inform the staffs in the districts of the results of these assessments, is the underpinning -- the necessary underpinning -- of the entire package. It addresses a major weakness in public education, the lack of long-term planning based on good data. Without this bill the proposals set forth in the bills which made up the rest of the package could not be carried out.

"In its 1983 report on the math/science teacher shortage, curriculum standards, business involvement, and computer activity, the AFT found that with respect to math and science, staffing data on the shortage was generally inadequate. Regardless of the subject area of shortage, whether it be math and science, foreign languages, or vocational education, systematic collection of good data is a must if we are to provide sufficient well-trained teachers for the courses our students must have if they are to meet the demands of a changing educational and economic environment.

"The AFT's 1983 report also warned that as curricula in math and science are ungraded, there will be an increasing need for additional teachers in math and science, and a hidden shortage will be in the making. If Assembly Bill 85 is enacted, New Jersey will have the mechanism by which any shortages of teachers can be identified, and immediate steps can be taken to correct the situation.

"Assembly Bill 86 has addressed most of the concerns that the AFT has identified in connection with making sure that sufficient fully-certified and credentialed staff in math and science will be available to our school districts. It will provide retraining opportunities for all teachers, not just secondary teachers as many programs now do. It will provide a large-scale effort to retrain

teachers at a time when most training is still done by means of traditional in-service workshops, and it will provide for a long-term effort to recruit and retrain teachers.

"Assembly Bill 87 recognizes that retraining a productive, experienced teacher is necessary if shortages are to be met and teaching talent is not to be wasted. Furthermore, teachers who have made a commitment to students, to teaching, and to the school districts deserve a parallel commitment from their employers to assist them in developing new skills and finding new positions.

"I have appended a copy of my testimony before the Advisory Council on Math/Science Teacher Supply and Demand which addresses these and other issues related to the purpose of A-84 through A-87. These bills are much needed and deserve the Committee's and the Legislature's support." It is signed by Professor Lacatena as our President.

ASSEMBLYWOMAN GARVIN: Okay, Ray, thank you very much. I have one question. Are you talking about those in-service workshops that NJEA runs for certification? Would you clarify that?

MR. PETERSEN: No, we are not talking about those. There are some school districts which do run in-service workshops for teachers, but that is not what we are talking about. What we're talking about is running a retraining program much like the training programs that were done in the post-sputnik area when we suddenly woke up and found out that the Russians were ahead of us. The New Jersey State college system, Princeton University, Rutgers University, and many of the institutions of higher education are geared to, and currently do run programs like this. What we are talking about is an expansion of such training programs on a professional level.

ASSEMBLYWOMAN GARVIN: Would these programs be run by the colleges?

MR. PETERSEN: Yes.

ASSEMBLYWOMAN GARVIN: And, these would be programs where teachers would receive reimbursement from local boards?

MR. PETERSEN: That is included in a bill, yes. There is a stipend in one of the bills for summer workshops.

ASSEMBLYWOMAN GARVIN: Do you see this as a burden to local boards that they would have to, in addition to days off for teachers and in-service training-- Are we talking about training to be paid for by the local district boards of education?

MR. PETERSEN: Well, this would be subsidized by the State, and I believe it should be subsidized by the State. But, one of the things is, there would be a stipend so that teachers could participate in this during the summer. This could be done in late afternoons; this could be done on Saturdays. There are all kinds of imaginative ways that this could be done.

ASSEMBLYWOMAN GARVIN: Okay, thank you. I think the reason I asked that question is that many times we develop something and then it becomes a burden to the local districts. If we're saying that one of the bills calls for the State to fund it, then we are not overburdening the local districts.

MR. PETERSEN: That is correct. What we are looking for primarily are some long-range planning and some long-range identification of needs, and the State should assume -- as we think is appropriate -- the major burden of financing education. That would include the training of teachers and the retraining of teachers.

ASSEMBLYWOMAN GARVIN: I wanted to get that on the record. Thank you, Ray. Does anyone else have any questions?

ASSEMBLYMAN MAZUR: We had some discussions about cost to the State. Do you remember how much that was?

MR. PETERSEN: I'm sorry, I don't remember.

ASSEMBLYMAN MAZUR: You don't? I believe it was around \$15 million for the State. In the original bills, as they are before us -- and they are still in their original form -- 15% of the cost will be borne by the local school boards. There has been some discussion with the School Boards Association on the wisdom of that amount of money, whether it is placing a burden on the school boards -- the "caps," you know, and all the various constraints on the school boards' finances. That would suggest amendment of the bills.

MR. PETERSEN: Well, for a long time our position has been that the State should bear the major burden of the cost of education.

To that end, we would welcome any amendments that would further the basic idea behind this program. Obviously, if part of the cost were to become a great burden on a local school district, it might prevent that school district from participation. So, perhaps the State should take another look at financing 100% of it, rather than 85% of it.

ASSEMBLYWOMAN GARVIN: The only comment -- and I want the record to show that this is an item I would want considered, because this bill would then have to go to the Revenue, Finance, and Appropriations Committee if there is an appropriation attached to it-- In other words, if the \$15 million projection is not in a bill, and if it is put in a bill during the legislative process, you realize it will then have to go to the Revenue, Finance, and Appropriations Committee.

MR. PETERSEN: Yes.

ASSEMBLYWOMAN GARVIN: Okay. I would hope we would consider the cost recommendations, and, Ray, maybe you could give us some additional information on a possible training or retraining package. The \$15 million, to me, seems awfully high, because right now, it would be very difficult for us -- and I support the concept -- to put that kind of money in teacher retraining in place of doing things for kids. It would be a hard package to sell. So, may we have, before the other Committee process, packages with cost factors so we can consider the bill on the other level?

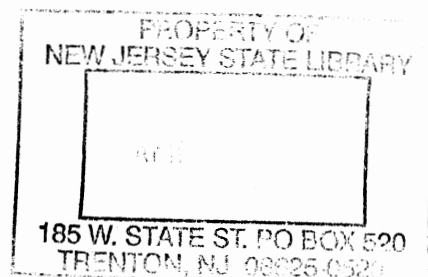
MR. PETERSEN: Yes, we would be happy to do that for you. I would like to comment on your comments. When you are retraining teachers, you are doing things for kids. There is a severe shortage of math and science teachers, and there are other shortages developing.

ASSEMBLYWOMAN GARVIN: Yes, and I support that. I am just saying, give us alternative cost factors so it can succeed.

MR. PETERSEN: We will be happy to do that.

ASSEMBLYWOMAN GARVIN: I think the \$15 million projection is unreal, and even though we do have all that surplus and this should be the time to do it, let's have some alternatives.

MR. PETERSEN: Are you asking me to come back with a different number?



ASSEMBLYMAN MAZUR: Excuse me. The \$15 million was calculated as being for the retraining of 3,500 teachers. However, they were teachers of varying degrees of expertise. There would be some teachers about to be RIFed who had some background in mathematics and, under this program, they would be going back to Saturday college or to summer college to actually get a major in mathematics or science. There would be other teachers who would really only be being brought up to date in the teaching of these subjects. There would be varying degrees. When this goes before the Revenue, Finance, and Appropriations Committee -- that is far too vague a concept to put before them. They will be looking for hard facts. Mrs. Garvin is right.

MR. PETERSEN: So, what you are saying is, we would need a line-by-line cost projection.

ASSEMBLYMAN MAZUR: They will look for cost effectiveness.

ASSEMBLYWOMAN GARVIN: Yes, I think we would need that kind of package before we could go to the Revenue, Finance, and Appropriations Committee. That is all I'm saying. And, you probably have the information and can do it.

MR. PETERSEN: We will be glad to work on that. Professor Lacatena and his committee worked all of that out. I wish he were here today, but he was unable to attend.

ASSEMBLYWOMAN GARVIN: Okay. Thank you, Ray. John?

MR. WHITE: Barbara Hoerner, Council of New Jersey State College Locals.

**BARBARA HOERNER:** (Ms. Hoerner starts to speak from her place in the audience but cannot be picked up on microphone.)

MR. WHITE: You are going to have to speak into a microphone, even though you are going to be brief.

ASSEMBLYWOMAN GARVIN: You have to come up here to speak into the microphone.

MS. HOERNER: Okay. My name is Barbara Hoerner. I am a Staff Representative with the Council of New Jersey State College Locals. My role here is the same as Ray Petersen's; that is, to indicate our support for these bills. Ray has told you the many

reasons why we support them. However, I would like to say the AFT supports them in large part because we represent the faculties which are responsible for training a large number of the teachers at the State colleges and, therefore, we have a very strong interest in this. We think these bills are very important.

ASSEMBLYWOMAN GARVIN: Thank you very much. Do we have anyone else who wishes to testify on Assemblyman Mazur's bills dealing with-- In other words, I would like anyone interested in these bills to come forward now. (response from audience) Would you please step forward. Now, is this on the proposal we were speaking about? It is not on Assemblyman Fortunato's bill, is it? We are going to take them one at a time.

FROM AUDIENCE: I would like to speak on Assemblyman Mazur's bills.

ASSEMBLYWOMAN GARVIN: Thank you.

**JANE BOLLHORST:** My name is Jane Bollhorst; I am with the Cedar Grove Board of Education. I would also like to point out that I am the New Jersey School Boards' Chairperson for the Thirtieth Legislative District, and President of the Essex County School Boards Association. Also, if I may, Mrs. Garvin, I am dealing with late notification, so I do not know how effective my testimony will be because I had very little time to prepare any.

ASSEMBLYWOMAN GARVIN: That is why I stated at the beginning of this hearing--

MS. BOLLHORST: (interrupting) Yes, I know. I will make no more of it.

ASSEMBLYWOMAN GARVIN: I apologized because I did not want to waste my good recorders' time.

MS. BOLLHORST: I will make no more of it, but will state that my testimony may not be totally complete for that reason.

ASSEMBLYWOMAN GARVIN: We appreciate whatever you have to say.

MS. BOLLHORST: On November 2, 1983, the Legislative Committee of the New Jersey School Boards met, and among the bills they considered were A-3787, A-3788, and A-3789. Assembly Bills 84, 85, 86,



and 87 are these bills under different numbers. I take it they were reintroduced in January. At that November 2 meeting, the School Boards voted unanimously to oppose these bills. They have a great many problems with them as they are written. Where I feel I am lacking in being able to testify is, I don't know if any amendments or any consultations have taken effect from that November meeting until now to effect any of the changes the School Boards had in mind on these bills.

At that time -- and I have to deal with all of the bills as a package rather than trying to separate them -- there was additional bureaucratic paperwork that was a concern. Local school boards could be held responsible for retraining their RIFs to prepare them for reemployment in new positions within the districts.

Do we have an obligation as a school district to hire teachers tenured in the district before hiring an experienced English teacher from outside of the district? Under new seniority regulations, a teacher does not have seniority rights in English, but a teacher still has tenure status. It may thus be argued that the retrained teacher has an entitlement to preferential employment over a new applicant. To ignore the teacher's tenure status could be seen to render the protection of tenure meaningless. We feel this is an issue which should be addressed.

The mandated staffing needs' assessment should address the ability of local boards to select teachers for retraining to control the cost of employment and to retain the ability to select the best-qualified instructors to teach in their districts. The first bill on the needs' assessment imposes an unjustifiable mandate, creates additional paperwork, and increases the cost of teacher employment without considering the impact on a board's ability to control their staffing needs. So, I think that is a very real concern.

The teacher training programs -- I think this is probably A-85 now -- in essence, really do not affect local boards of education. However, the training programs to be designed to meet these teacher shortages or subject area deficiencies will affect us, as local staff members may enroll in these courses. Our concern is with the value of this type of course. A weekend course or a summer course may not be adequate for teacher retraining.

Further -- and again I am dealing with all of them as a package, I can't separate them -- the board must ensure that the number of teachers allowed to participate will be sufficient to correct the deficiency within a two-year period. We are required -- and I think this is A-86 -- to give preference to those teachers who may be reduced in force. The bill, at the time of our meeting -- and I am going back to November -- required that local boards pay one-half of the teacher's tuition. I do not know if that has changed in light of what you said this morning.

ASSEMBLYMAN MAZUR: Excuse me, that is the 15%.

ASSEMBLYWOMAN GARVIN: After you have finished your testimony Assemblyman Mazur has some questions.

MS. BOLLHORST: Okay. The State will pay the balance, as well as provide the teachers with a \$1,000 stipend for participating in the training program. The teachers who would receive these funds would be required to teach science or math in New Jersey for a period of five years. Where? In the local district which has provided 50% of the teacher's tuition, or just within the State of New Jersey? This is a concern we have, and I think it is something that could be tightened up. If they are not required to teach in the district which has paid half of the bill, then I think something is lacking in the bill.

Also, without a guarantee of adequate program content and demonstrated mastery -- just because they took a course does not mean they will have the guaranteed mastery required to be a teacher. The bill's focus on math and science deficiencies is too narrow. It does not permit a systematic process to remedy future teacher shortages or weaknesses in other curricula areas, and that could be home economics or industrial arts. It could also depend on a geographical location of the State. One part of the State may be able to come up with math and science teachers, but not industrial art teachers. This, I think, is probably A-86 or A-87 I am dealing with now. I have the numbers confused.

Rather than go on, because I know these concerns have been brought up by school boards to Assemblyman Mazur-- I want to go on record, since the hearing is being held here, as adding my initial

support to the School Boards' position on these bills. However, as they are written now, I cannot support them as a local member, as a county member, or as a legislative member.

ASSEMBLYWOMAN GARVIN: Jane, thank you very much. There will be another opportunity, when we schedule the bills for a hearing, for the School Boards' position to be dealt with after the public hearings. So, we did need your information. Okay, Assemblyman Mazur has some questions.

ASSEMBLYMAN MAZUR: Well, I have one question, and a couple of responses. The bills do provide for teaching in the district, if my memory serves me correctly. The teachers have to teach for a certain number of years in the district, and the number of years relates to the amount of investment the district made in that teacher. If the teachers do not do that, then they must repay the district for the segment or share of the tuition that the district paid. Now, if we eliminate the district's contribution -- the requirement of the district contributing something -- then some other mechanism would have to be worked out. The teachers have to stay in the district for a number of years, you know, as a sort of a contractual arrangement. For instance, if you go to West Point, you have to sign an agreement with the United States Army that you will serve for four years after graduation. This is so that it is not wasted and the teacher cannot fly away to some other district.

As for the mastery of the subject, the requirements of the particular State college -- and there is a question about whether it should be limited to State colleges or extended to private colleges as well -- the student has to have good standing in that institution. In other words, students would have to have good grades. They would have to pass all of their courses, and they would be focusing on a major in a particular area. They would require up to 32 credits. They would have to fulfill all the requirements that would be required of any student graduating with a degree in Teacher Education from that institution, meaning that they would be, when they were finished, as qualified and as good as any new student. Plus, they would have the added years of classroom experience which no one can really discount, nor can anyone put an exact price tag on it.

The one question I have is, in the absence of this, how are your boards of education going to face the rising crisis in the provision of math and science teachers, when a young graduate, who might be a mathematics major who might have a degree, or even if he had a degree in Teacher Education and mathematics, could go out and get a job as an actuary, or you know, as almost anything, at a beginning salary of \$25,000 a year? Why would they come to your local district for \$8,500 a year when they have this other opportunity to achieve, you know, to do so much better?

I'm not saying there is anything wrong with your district, or anything like that, but I am just trying to say there is a crisis coming and we are trying to head it off in advance. I think the Department of Education has also been alerted to this problem. In the absence of some other broad comprehensive kind of program, this is all we have. If you have specific suggestions for amendments, we would be glad to entertain them.

ASSEMBLYWOMAN GARVIN: I'm sure the School Boards Association will be submitting their recommendations to us at the next level of consideration.

MS. BOLLHORST: (interrupting) Mrs. Garvin, may I comment?

ASSEMBLYWOMAN GARVIN: (continuing) I did want to take the bill-- Page 2, Section 4, Lines 3 to 6 of the bill does respond to your concern. "If a teacher does not teach in a district for five years, the teacher shall reimburse the board for one-fifth of the total amount paid for each year not served." Therefore, A-87 does include and address your concern.

MS. BOLLHORST: Mrs. Garvin?

ASSEMBLYWOMAN GARVIN: Yes?

MS. BOLLHORST: I started my testimony based on the fact that I was dealing with bills I dealt with back in November because I did not know about the hearing, or whether the bills had been amended. I have one here that says, "Anyone who received funds pursuant to this bill shall agree to teach math or science in the public schools of this State for a period of five years following completion of the program. Anyone who does not fulfill this obligation shall be required to

reimburse the local board." There is nothing there that says they must participate at the local districts which footed the bill. It says, "They will teach science in the State for a period of five years." The local district is not mentioned.

ASSEMBLYMAN MAZUR: Then we will have to put in the words "local district."

MS. BOLLHORST: Right. But, it is my understanding, if I may, that the bill has been amended to say "district," or am I not reading the correct bill?

ASSEMBLYWOMAN GARVIN: No, the bill has not-- The purpose of the hearing, Jane, is so we can get recommendations for amendments which will be recorded. Because the sponsor has said that that is a good suggestion, at the next level, which is the Committee, that will be one of the amendments. Plus, the members of the School Boards Association who are not here today--

MS. BOLLHORST: (interrupting) No, they're not.

ASSEMBLYWOMAN GARVIN: No, I do not see them.

MS. BOLLHORST: The communication problem existed there also.

ASSEMBLYWOMAN GARVIN: They will probably present their amendments to us at that time. Okay?

MS. BOLLHORST: I spoke to them this morning and they said they had contacted you about many of their concerns. They said you had been most responsive, and I commend you for that. I think, with their input, those bills could become better than they are. If I may answer the question you raised-- First off, you came up with a figure of \$8,500, I guess, as a starting teacher's salary in the State, but it is no longer that. However, I would agree that it is too low. That is a problem that should be addressed and one which is being addressed currently by the State. I do not necessarily agree with the way they are going about it, but I do feel that local districts have to face the concern of higher teacher starting salaries. That is one of the ways to address these problems.

ASSEMBLYWOMAN GARVIN: Thank you very much. We will make sure you are notified -- I wrote "Cedar Grove" down here -- of any further meetings.

MS. BOLLHORST: Thank you.

MR. WHITE: Ms. Jeannine Frisby-LaRue from the New Jersey Education Association.

**JEANNINE FRISBY-LaRUE:** Good morning. I am not going to belabor the point; I simple wanted to come up for the record. First of all, we would like to commend the Assemblymen for sponsoring these bills. NJEA is in total support of the entire package. We also had a task force convened last year to discuss the shortages in math and science. One of the things they talked about -- and I'm glad to hear a school board member discuss it this morning -- was the salaries. The salaries of teachers are too low. But, with the recommendations-- There was one recommendation that kept coming through loud and clear, and that was, why don't we retrain the teachers who are currently in the classrooms? So, we welcome this bill -- well, the whole package. We really applaud it. We hope it is released from the Assembly Committee when it comes up in Trenton.

ASSEMBLYWOMAN GARVIN: With amendments, Jeannine?

MS. FRISBY-LaRUE: With amendments, yes. Thank you. I just wanted to say that for the record.

ASSEMBLYWOMAN GARVIN: Thank you for coming. Do we have anyone else? (no response) I see that the Department has representation here today. Are you here as an observer? (Assemblywoman Garvin addresses this question to someone in the audience.)

UNIDENTIFIED PERSON IN AUDIENCE: Yes.

ASSEMBLYWOMAN GARVIN: I just wanted to acknowledge your presence.

MR. WHITE: Mr. Russell Malloy, New Jersey Association of Superintendents.

**RUSSELL MALLOY:** That is the New Jersey Association of School Administrators.

MR. WHITE: Okay, thank you.

MR. MALLOY: The New Jersey Association of School Administrators opposes this package of bills, A-84 through A-87, for a number of reasons. They basically establish a mandated administrative procedure for all local districts to follow. Assembly

Bill 84 encroaches on the authority of the Department of Education by forcing it to conduct a comprehensive needs' assessment of staffing requirements for all local districts. Many of the school districts in the State of New Jersey do not need a five-year plan to determine their staffing requirements. However, the legislative mandate would require all local districts to follow through with this paperwork.

If a local school district must complete the five-year analysis within six months and specify those areas which will incur a reduction in force or substantial new openings, there is a question, from the Association's viewpoint, as to what the effect will be on collective and negotiated bargainings. In effect, Assembly Bill 84 is a mandated survey to be conducted by the Department of Education. We oppose the sweeping nature of the bill as a legislative mandate of administrative duties. If the Department of Education is required to do this on top of its other duties, it will be unable to focus on what it was originally established to do.

The remaining bills in the package imply a method to these teacher shortages, as well as promote reeducation for reduction-in-force teachers. A-85 is primarily a higher education bill. It is a cumbersome one that would legislatively mandate administrative duties for the Department of Higher Education. Once the Department of Education gives information to the Department of Higher Education, the Department of Higher Education will have to turn around to all the public colleges in the State of New Jersey and require them to submit proposals to create programs to reduce the shortages and deficiencies. The public colleges will then have six months to respond. If they do not respond properly, the Department of Higher Education will be required to set up a new procedure that will force the local public colleges to develop these new programs.

We also oppose Assembly Bill 86. This particular bill has a legislative declaration which, in effect, destroys the necessity of Assembly Bill 84. In the legislative declaration, it is deemed that qualified teachers of math and science are a shortage at this time. Therefore, the necessity of Assembly Bill 84, which would conduct a survey to say the same thing, is deemed unnecessary.

All teachers under Assembly Bill 86 would be eligible to apply for a math or science undergraduate course of study. Applications would be reviewed at the local level by five teachers and another group of approximately three or four members. The make-up of the process for this review committee guarantees that all teachers who apply will be selected. The local school board must pay, in accordance with the current form of the bill, one-half of the tuition, regardless of where the teacher attends the public college. Paragraph 10 of that bill states: "Those who receive money from either the local board or the State must agree to teach math or science for five years." In that bill, which is Assembly Bill 86, there is no requirement that a teacher return to that school district for the five years. The previous speaker mentioned that there was a problem. This is that particular bill. The later bill on retraining requires the teacher to go back to the local school district. This particular bill does not require that; this bill states that it is any public school in the State of New Jersey. Therefore, at a minimum, it should be amended to reflect that the teacher should return to the local school district. If this is not amended, we will have something similar to the following scenario: Let's assume that Bloomfield does a staff assessment as required under Assembly Bill 84, needs three positions in math, and that these three positions will be open within the next two years. Under Assembly Bill 86, let's assume that five teachers apply. A review committee that is established will guarantee and recommend that all five attend the programs, and the vote will probably be a five to three vote. That would be the five teachers and then the three other supervisor/administrative people.

The board of education would then be required to pay for all five to attend public colleges; that is, one-half of their tuition, no matter, of course, which public college the teacher would be choosing. As soon as the five teachers complete their programs, let's assume that three would thereafter go to the Livingston Public School System. The other two would leave school because of the reason Assemblyman Mazur mentioned earlier, they would be offered a substantial salary increase, and they would leave the public sector entirely.



Now Bloomfield, in the present formulation of the bill, could do nothing at all about those three teachers who went to the Livingston School District, so long as those teachers continued to teach for five years. Assembly Bill 86 also states that Bloomfield would be entitled to be reimbursed for the money expended for those teachers who leave the public school system; however, there is no enforcement clause listed in the bill. Therefore, in order to go after those two teachers who left the school district entirely and who also left the public school system, we would have to go after them individually to sue them. Therefore, the Bloomfield Board of Education would have to use an attorney to go after those two individuals who left the system and sue each one of them individually to try to recoup those lost funds. There would be increased costs not only for the tuition initially expended by the local school district, but you would also have increased costs for legal fees in order to secure the remaining funds. Of course, it would end up, with this scenario, that Bloomfield would have a shortage not only of the three positions they initially identified, but they would also have to fill five other vacancies for the teachers who had left their own local school district.

To alleviate the financial burden on local districts, Assembly Bill 86 permits the inclusion of the cost for each teacher in the net current expense budget -- that is the NCEB -- which would then be calculated in the formulation for State aid. Of course, State aid is based on a percentage basis and, hence, Bloomfield would not receive 100% reimbursement for this added cost of tuition for the training of these teachers.

Further, since there is no 100% reimbursement, we would also have the typical State aid problem which has been recurring since the passage of the T&E law, which is that the State has refused to fully fund the formula. So, to have a bill or a series of bills that requires that State aid would be put into place, even with an amended version of this particular bill, that State aid would be used to reimburse the local school districts. We are assured that the State will refuse to make that 100% reimbursement and, therefore, I can almost guarantee at this stage that the local school district will have

a burden placed upon it by the passage of all of these bills. A burden on the local school district is a burden on the local taxpayers because they would have to raise the increased funds to pay for this retraining, etc.

A further note deals with the overall, somewhat philosophical viewpoint of Assembly Bill 86. This particular bill addresses the needs for math and science teachers, which is a recognized shortage problem. Unfortunately, with the increased use of mandates in this field, it narrows the focus and freezes the thrust in the educational field to math and science. As a result, there is a narrowing of interest, and in order to excel in the State of New Jersey in education, we need to have a much broader view of what it is, in fact, that educational excellence should achieve. It should not simply be limited to math and science, especially in the growing technological world. Where we do not know what is going to happen a couple of years down the road, it seems somewhat misplaced to have a focus merely on math and science. We would hope that should this package of bills pass, at least there will be a concern expressed for other areas of education.

Assembly Bill 87 deals with new certifications of teachers. If a reduction in force is necessary due to budget cuts, this particular bill would also require the local school district to pay for one-half of the tuition for all RIF teachers with tenure who seek new certification. Now, this is somewhat of a cyclical problem, because if the local school district is forced to pay one-half of the tuition for these teachers, in those instances where a school district is forced to RIF teachers because of budget cuts, these same teachers would then be allowed to apply for new certifications, which would incur greater budget cuts on the local school district. So, there would be no resolution. You would have to RIF more teachers to pay for the teachers who were originally RIFed who were going to go on for more education. Assembly Bill 87 does not limit the teachers to public colleges. The earlier bill I mentioned limited teachers to public colleges in the State of New Jersey. This bill broadens it to: "public institutions of higher education." Now, teachers would have

the choice of not only going to those six or so public colleges in the State of New Jersey, but they would also be allowed to go to, say, NJIT or Rutgers University, and the local school district would have no choice as to what amount of tuition they would be reimbursing them. As it stands now, they would have to pay 50% of the tuition and, therefore, we would have a lot of teachers who would end up going to the higher-priced public institutions in the State of New Jersey, rather than to the "public colleges."

Assembly Bill 87 also has the same problems with the net current expense budget as noted in Assembly Bill 86. The local school district would still incur the cost; that would not be covered by State aid. Of course, should the teacher decide to leave the district after training, the local school board would also have to go out and sue that individual to recover the money that it had already spent.

There is a unique aspect to this particular bill, in that provisional teaching would be permitted. With nine credits in their new field, teachers who are undergoing a new course of study would be permitted to teach classes in math and science for a period of up to two years. I do not think that a teacher with three credits in geometry and six credits in algebra should thereafter be permitted to teach a course in calculus in high school. I feel that the area of provisional teaching needs further consideration. It is a very delicate area because it does go against what the State Department of Education is currently pursuing, and is something that I think needs to be much more drawn out in discussion and debate.

Therefore, for the foregoing reasons, the New Jersey Association of School Administrators must respectfully oppose this package of bills.

ASSEMBLYWOMAN GARVIN: Thank you. Assemblyman Mazur, do you have any questions?

ASSEMBLYMAN MAZUR: What is your recommended solution to the growing math and science shortage?

MR. MALLOY: Well, there is certainly a great amount of need currently. Whether or not we need a survey-- I do not think we need a survey to say that there is a shortage of math and science teachers.

We can just turn around and look at the public colleges to see what they are coming out with. Therefore, I think we have to talk about increasing teachers' salaries, for example, to encourage people to enter the teaching field. Not only is there a lack of people going into the teaching of math and science, but we are also seeing a lack of people in the whole area of teaching. We are getting people who are not getting the highest grades. It is almost like, "If I cannot do anything else, I'll become a teacher." That is not meant as an attack on teachers, because I was a substitute teacher myself for awhile and I have the utmost respect for that profession. But, I think in order to gain qualified individuals, we have to encourage them by giving them certain guarantees, not only by offering them an interesting field of endeavor for their lifetime profession, but also by compensating them appropriately through funding.

I think the Department of Education has conducted a recent survey, along with the Department of Higher Education, on math and science needs, and their proposals are pending before the State Department of Education to resolve this question. I certainly think the introduction of these bills is appropriate to stimulate the discussion of this particular area, and I think it is going to encourage some sort of movement in this area. However, I do not think these bills are the ones that are going to answer the problems. I think instead we are going to burden the local districts, and we are not going to solve the problems.

ASSEMBLYMAN MAZUR: On the subject of the master plan, the School Boards Association has informed me that many of the school boards in New Jersey have already performed this. They have a master plan of what their teaching needs will be in the coming years, at least for the five-year time horizon; they do not find it a burden because they are performing it already. However, there are some others that do not perform this survey. There are unforeseen consequences just beyond the next school year.

MR. MALLOY: That is correct, but the problem with the bill is that what you would be doing, would be telling the Department of Education to set up criteria for this staff assessment. All the

districts which are currently conducting their five-year programs would have to revamp them entirely, and it would not meet their local needs, it would meet a State need. Further, a lot of local school districts which do not perform the assessment do not do it because they do not need to. They know what their staff assessments are. I would venture to say that a good administrator has some sort of plan, if not in writing, then something certainly that he is comfortable with in his own head, and there would not be a need for a legislative mandate for all school districts throughout the State to perform this function.

ASSEMBLYMAN MAZUR: Well, you see, I am a professor of planning and public administration--

MR. MALLOY: (interrupting) I understand that.

ASSEMBLYMAN MAZUR: (continuing) so, therefore, my approach is somewhat different than the one you are expounding. If you have any specific amendments you would like to suggest, I would be very receptive to considering them.

MR. MALLOY: I appreciate that; thank you.

ASSEMBLYWOMAN GARVIN: I would recommend that you meet with the sponsor to go over your concerns before we have our other meeting in Trenton.

MR. MALLOY: I was planning on doing that specifically. Thank you.

ASSEMBLYWOMAN GARVIN: You're welcome. Okay, I don't think we have anyone else here to speak on Assemblyman Mazur's bills. I don't see anyone raising his hand, so I will cease the portion of this public hearing dealing with math and science retraining. We will now go into Assemblyman Buddy Fortunato's bill dealing with computers.

Let me share this with you. Because of the whole high technology thrust that we are going through, we have had several bills introduced in the Legislature dealing with computers, all the way from "A" to "Z." I think Assemblyman Fortunato's bill happens to be one that is different. What will probably happen during the legislative process is, I will take testimony on computer bills. Before these bills are released, I will probably have to come up with what we call a Committee Substitute. That Committee Substitute would involve

components of all the bills that are introduced. This will not be the only public hearing I will have on "computer science," if you will. I will probably have another hearing in South Jersey, again, outside of Trenton, before we really decide how best to deal with this high technology thrust.

So, to me, this is a thorough way to do legislation, by getting the public's input. Since it is a popular subject, we have had several bills introduced. I would like to say, though, Assemblyman Fortunato's bill has sort of a different flavor. No matter what they do with it, this is a base for action. I will now turn the mike over--

John, I would like you to give a quick summary of Assemblyman Fortunato's bill, and then I will ask him to comment on it.

MR. WHITE: This bill provides corporation tax incentives for private industry to donate any scientific equipment or apparatus, laboratories, computer hardware and software, and computer services to any educational institution, public or private. The form of the tax reduction is a credit against its liability for franchise tax equal to 25% of the fair market value of any property which the corporation has donated during the tax year. However, the credits would be applicable to eligible contributions made in 1985 and 1986 only, and no credit would be allowed in any one tax year which would reduce a corporation's franchise tax liability below the standard minimum assessment. Further, any credit which could not be used in the tax year in which it was earned could be carried forward for up to three tax years.

ASSEMBLYWOMAN GARVIN: Okay, thank you, John. Assemblyman Fortunato?

ASSEMBLYMAN FORTUNATO: Assemblywoman Garvin, I thank you again for the courtesy of not only hearing my bill, but for allowing me to be part of your panel. Also, I would like to make a comment concerning something that John White just told me; that is, that Mr. Malloy's grandfather, I believe, was Honey Russell, who is legendary, I would imagine, in this area, and who is a dear friend. When I was participating in athletics, his grandfather was someone who was always present and he made a great contribution in this area. I just wanted to mention that to you, Mr. Malloy.

ASSEMBLYWOMAN GARVIN: I'm sure if he heard your testimony he would be disturbed.

ASSEMBLYMAN FORTUNATO: But proud.

ASSEMBLYWOMAN GARVIN: But proud, okay.

ASSEMBLYMAN FORTUNATO: I want to indicate the basis for the origination of this bill. I have been a firm believer that communication within the legislative process is what makes that process go. It is what makes it work, and it is what makes us all a part of it and a believer in it. I believe that the educational process also works because of communication, especially today, with the tremendous fiscal problems we have. I think that communication between the private sector and the educational area is needed more today than ever before.

After I discussed this bill with my staff, I sat with various superintendents in my district and discussed it with them. We talked about the fact that the computer area is a burgeoning area which is just beginning to emerge in our educational system, and which is getting ahead of our budgets and ahead of our school boards. They cannot cope with the growth that is beginning to take place. When I sat with Dr. Morris, he indicated that maybe we should also include a provision for other forms of equipment -- a credit that could be received by the private sector for donating other forms of equipment. In this manner, we would not only cover the computer area, but other possible areas that would begin to emerge.

Mr. Malloy, you asked me earlier why that provision was in the bill. That is why I put that in there, but did not specify computers alone. But, I leave it up to the Committee process and the Legislature to act on that. I wanted to provide that clause in the bill because I felt that Dr. Morris had raised a good point and I wished to address it.

I think this process, if implemented, will be the beginning of coordination between the private sector and "education." I think we have to have greater dialogue. Students would be able to appreciate the private sector that much more. They would be prepared by the private sector through coordination and communication with private

industry. For example, a possible offshoot of this proposal could be instructors coming to the school to deal with the implementation of computer sciences in our everyday life in the private sector of industry.

So, what I wanted to do was to provide the mechanism, which I felt was important, and which many of my constituents were happy to hear I was doing. They also think it is important. I think the school boards and educators in my district who were made aware of this -- and who got in touch with my office -- also feel it is important. So, Madam Chairman, I thank you again. I think this is a mechanism which provides for addressing the problem we faced in the past and which we are going to face even more in the future. I hope that your Committee will act favorably on it. As you indicated, maybe you can make this a part of the package.

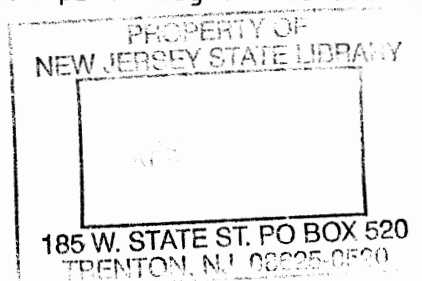
ASSEMBLYWOMAN GARVIN: Thank you, Assemblyman Fortunato. John, may we have the next speaker?

MR. WHITE: Gary Wasserman, a parent from Old Bridge.

ASSEMBLYWOMAN GARVIN: We commend you for coming from Old Bridge to share your information on this important subject.

**GARY WASSERMAN:** Thank you, Madam Chairman, and respected members of the Committee. First, I want to identify myself. I am Gary Wasserman; I am from Old Bridge. As of this past Monday, my term as President of a PTA in an elementary school in Old Bridge expired, so I am not here as a PTA President today. I am not employed in the town, or anything. I am a parent and I have children in the school system.

Prior to the expiration of my presidency and our election process for the Board of Education in April, a referendum for \$200,000 to appropriate funds for computers in our school district went down. The budget went down -- for the nineteenth time in 20 years I have been told. I know the budgets have been going down for the last six years. Our district is a very large district. Old Bridge, as a town, encompasses parts of Matawan, Parlin, the Laurence Harbor area, and Cliffwood Beach. It is a \$41 million plus budgeted school district with, I think, over 9,000 children.





After the referendum was voted down by 87 votes, which was not necessarily a mandate to our Board of Education, I took the initiative with a particular bill which happened to have been in your Committee, Mrs. Garvin, a bill which was instituted by Assemblywoman Marie Muhler, Assembly Bill 568 -- the Computer Literacy Act, as it was called. At the time, since it was in your Committee and no other bills were in at the time, as far as I knew, I took the initiative to approach the Board of Education of our town, the Town Council, the PTA Presidents, the teachers' union, and the principals' association to ask for their help in an effort to get some type of unified support for kindergarten through twelfth grades for computer literacy in the education process in Old Bridge, not only in computer sciences, but in computer assistance, instruction, and everything that goes along with it.

I came here today primarily to ask of everyone here-- Assembly Bill 568 called for a \$50,000 appropriation. As I understand it from all the information that has been given to me by the appropriate people I have talked to in Trenton, \$10,000 would be distributed among five pilot school districts. By the way, I do not know if you are familiar with the bill. (Members of Committee respond that they are familiar with the bill.) I don't have to repeat what the bill is all about then, okay? That \$50,000 is negligible compared to the amount of money necessary, but the bill also calls for sponsors and that the boards of education be responsible for putting together a curriculum plan, as well as cost estimates, and so forth, including the sponsorships that would be forthcoming.

A district like Old Bridge, which as I have indicated is large, is a district where the taxpayers are very heavily taxed because there is no business of any magnitude in our town which contributes or has any intention of contributing whatsoever to the educational process of the children in the town. I would like to ask a few questions. Provided Old Bridge were to be considered as a pilot district when the bill becomes law, since a town like Old Bridge does not have businesses as maybe Bloomfield might have, the Town of Old Bridge becomes a middle-of-the-road town with a large need for support from the State in

this endeavor. Certainly, Assemblyman Fortunato's bill attached to that bill, or a similar bill, would provide an avenue as a mechanism, or whatever you call it, to help towns like Old Bridge get it. I would like to ask, would the particular towns that have businesses in them receive donations directly from those businesses, or would those businesses go through the State, with the State funneling out which school districts would get that donated equipment? That is one of my questions.

The other question is, with all the bills -- and I commend the Assembly people who have had the foresight to begin acting on major efforts to get school districts totally involved in the necessities of the high tech requirements of the 1980's, 1990's, and the year 2000 -- there is a requirement, I believe in Old Bridge, that as a large town, as a town where the residents are heavily taxed-- We have a limited ability to get the total funding necessity from the cooperative effort of businesses in our town. I would like to ask if this bill or any other bill provided for the pilot project schools -- five of them -- would be helped by the State in getting those sponsors to aid us? I believe we are forming a committee now to head us in that direction, to talk to businesses, corporations, and entities -- as they are called in the bill -- to seek help. However, I believe the State would have to allocate funds, personnel, and the actual mechanism to get major corporations to donate the type of people and products to the school districts for an elaborate school program. Those are my questions.

ASSEMBLYMAN FORTUNATO: If I may, Assemblywoman Garvin -- Mr. Wasserman, I did not intend to prohibit or preclude a company in Bloomfield from donating to any other community in the State. We have instances of corporations with such a magnitude of size and an ability to relate to communities, I wanted to give them that opportunity, and not just say that a company that happens to be located in a specific town can only donate to that individual town, because I was aware of circumstances which exist such as you have indicated. I would also like to say that I think your point about the State maybe having a master list, or something like that -- that is a point well taken. But, I think that if a program such as this is implemented in my bill,

the local school districts should take an active participation in seeking these funds, and going out and contacting the private sector. That can only lead to benefits and a line of communication such as I was referring to. That can only help the educational process.

MR. WASSERMAN: I appreciate that answer. I will leave certain documents with you relative to what we are presently doing in Old Bridge. The Board of Education has been heavily inundated by the efforts of the PTA Presidents' Council in Old Bridge to develop a major effort among themselves -- in lieu of the fact that they may or may not get any support from either businesses or from the State -- and to get an elaborate plan at least on the table, and then to work that plan by any support necessary for the passage of your bill or any other bills that go along with it, any other businesses, or any other lists that may be done. I would like to leave these articles for you to document my position here, as well as to give you an idea of the type of position a town like Old Bridge has with respect to the middle of the road -- from not the lowest on the scale of all our five hundred some odd school districts, but certainly not at the top. Being as large as we are, we would hope to get as good a consideration as possible with the respective bills and the school districts which will be chosen for these bills.

ASSEMBLYWOMAN GARVIN: Okay, thank you, Gary. I think your comments are well taken, because I think in the overall consideration, we will have to look at those municipalities that do not have the assets that certain other municipalities have. I am glad to see that the Department is represented here this morning to hear this testimony, because those are the kind of things -- out of the \$5 million that has been allocated -- where maybe we could redirect the use of it. So, I thank you for your testimony.

MR. WASSERMAN: If I may just add one more thing, I was down at the RCSU unit one time, and I talked to a number of people down there in East Brunswick in the Middlesex County area. They informed me of what they are doing to offer the teachers in the Middlesex County area the ability to be informed and educated in the direction you are going in. So, everything seems to be going in the right direction, and

I commend everyone for that. By my sitting here, I would hope to improve the situation for my children because that is the only reason I am here.

ASSEMBLYWOMAN GARVIN: We want the money to follow the direction.

MR. WASSERMAN: No question about that.

ASSEMBLYWOMAN GARVIN: Okay, Gary. Thank you so much. I see Dennis Crowley here, who represents Commissioner Cooperman, Commissioner of the Department of Education. Dennis, I think you should stand and be recognized, so they can hit you instead of me. Okay, that is Dennis Crowley, who is the legislative liaison from Commissioner Cooperman's office. John?

MR. WHITE: Ms. Josephine Cerone, Bloomfield Board of Education.

**JOSEPHINE CERONE:** I am not prepared either, but I just wanted -- as a member of the Bloomfield Board of Education -- to lend support to Assemblyman Fortunato's bill. The value, naturally, of anything we can get from private industry to help us out financially will be appreciated.

I have only one thing that I would like to see included in that bill; that is, that either services or equipment that would be donated would fit into our programs. In other words, not equipment they were trying to dump.

ASSEMBLYWOMAN GARVIN: Oh. Buddy, do you want to respond to that?

ASSEMBLYMAN FORTUNATO: Yes. I would hope there would be a provision that the only way a company could get or enjoy the tax incentive would be if the equipment or services donated could be used by the school district or could be implemented by the school district. That should be a contingency. Otherwise, I agree with you that it just would not make any sense for XYZ Company to donate one million widgets to a school district.

MS. CERONE: Yes. I have to say, and I would like to say too because we have enjoyed a good relationship with many companies with our Cooperative Effort Program-- I'm sure that if they had a tax incentive, it would be even better for us. Thank you.

ASSEMBLYWOMAN GARVIN: Thank you very much.

ASSEMBLYMAN FORTUNATO: Thank you.

ASSEMBLYWOMAN GARVIN: John?

MR. WHITE: Dr. Harold Morris, Superintendent of Schools, Bloomfield, New Jersey.

**DR. HAROLD MORRIS:** Thank you, Assemblywoman Garvin, Assemblyman Fortunato, and Assemblyman Mazur. I have had an opportunity to discuss some of these measures with Assemblyman Fortunato and members of his staff, and we certainly appreciate his effort and his thrust in this area, and the support of others. We have had some opportunities to give our input, and we believe that for the most part that input and the questions we have asked have been considered by Assemblyman Fortunato.

Previously I raised issues about expanding the bill with Assemblyman Fortunato, and they have been somewhat addressed. We also talked about some of the problems of distribution. I do not want to repeat what is already on the record, but I would say that while we applaud this as a thrust in the right direction, public education still has some major concerns in this area. I would remind members of the Committee that we are now in a very difficult conversion period. If one is conversant with the literature, the trends, the directions, the megatrends, the high technology, and so forth, certainly the economic conditions of what is facing Essex County and the Northeast New Jersey quadrant, if one is aware of the loss and change of job opportunities, the loss of blue collar technology and the increase of white collar technology, and so forth, we have some serious concerns that have to be addressed. Probably one of the best ways to address these concerns is the thrust and direction of our public education bodies toward meeting and training resources. Probably our most valuable resource is the youth in this country today.

In moving in this direction one of the concerns we have is, while private donations are an important part of the picture, they are only one step in the puzzle. I think we would be silly to delude ourselves that public education -- probably one of our most important priorities -- needs to depend necessarily on donations from private

industry to fund a most important conversion. While it is desirable, it is certainly not the solution. It is a step in the right direction, but it is certainly not long-term enough.

I think a number of things have to be addressed. The Committee has to consider the fact that if education in total, and if the funding of education in total are important priorities, they cannot be overlooked in any aspect of legislation addressing conversion periods, such as conversion to high technology in our schools and conversion for the training of personnel. Secondly, I think that in our own local effort in Bloomfield, I am very pleased and proud to be part of a system that has taken local leadership on local funds because of this priority. The Bloomfield School District has advocated that computer literacy programs be funded locally, that is, dependent on local funds. But, the enormity of the problem is this, Assemblywoman Garvin, Bloomfield currently operates locally on a budget of some \$22 million. I am almost ashamed to say that because of financial constraints and because of cost cutbacks, we are only able to allocate less than one-half of 1% for total equipment purchases out of a \$22 million budget. I am sure that members of the Committee and members of the audience are fully aware of the fact that approximately 80% of local school budgets are basically involved in people costs, and rightly so. We are a service-oriented organization. Unfortunately, because of the constraints of decreasing tax bases locally, and the unfortunate failure of the legislators to be able to fully fund education in accordance with already-established statutes, very clearly the local burden that is put upon local taxpayers-- I might remind you that not only do we have to go out and campaign every year -- we run for election in a sense every year -- but we beat the drums for funds in the community every year with a population that is again becoming increasingly distant from the schools due to the simple fact that enrollment is declining. Statistically, I'm sure members of the Committee are aware of the fact that in 1966, approximately two-thirds of the people in the community had children in school. Projections right now indicate that by 1985, less than one-third of the people in the community will have children in school. That in itself helps to

inhibit a school district from trying to seek the local support it needs to fund such programs.

To get back on track, we feel there are a number of steps which can be considered. Certainly, of all the bills we know that are being introduced, we believe Assemblyman Fortunato's has the most promise and should be given very heavy consideration by your Committee and, of course, by the entire Assembly.

We think it is important that we continue this thrust and bring the problem out in this direction. We certainly want to see immediate relief. For example, we would suggest that immediate steps be taken to allocate funds to school districts across the State from the surplus of funds now available in the State, not only to bring it up to full funding, but to provide funds for these very critical shortages in the conversion to the high technology thrust in our public schools.

I think it is also important that additional work be given to school districts. Again, I am not talking about salary subsidization; I am talking about nonrecurring expenses that would enable school districts to continue with capital improvement programs toward insulation facilities. I think there are two thrusts which have to be addressed also regarding the differences between computer services for instructional services and those needed for management services. I think in the area of management services, providing municipalities and school districts with computer base services and consolidating efforts are steps in the right direction and need to be further addressed by the members of your Committee, the Legislature, and the State Department of Education. Probably one of the biggest differences to a new superintendent who just came to New Jersey a year and a half ago from New York has been the duplication of effort throughout the State in providing management computer services. This has taken a lot of funds, a lot of time, and a lot of effort. Unfortunately, this has caused a lot of school districts to reinvent the wheel. This is unfortunate and unnecessary, and efforts must be taken to address that serious problem, because, quite frankly, it seriously drains our ability to locally fund computers, computer software, and

constructional services in the classroom. So, I think that is another area of consideration and I hope that will be addressed.

I think, last but not least, I have had a number of experiences in the private sector having been an executive for 10 or 12 years in private industry as a management consultant, and I am reminded of the saying, "One of the greatest time wasters is finding the right answer to the wrong problem." What I am concerned about in what I have heard so far, is that while we are on the thrust and on the edge of a major problem, really what has to happen is, there has to be a consolidated effort on the part of the Assembly and the Senate of New Jersey, and the Commissioner of Education, to really get down to grips on the problem of funding, the role of local and State sources of funds, and the cooperative level to provide some relief to local taxpayers, so that wealth can be shared around the State and inequities can be dealt with.

I thank you for the opportunity to address you. I hope we will have an opportunity to continue to work with you and members of the Committee to further efforts in this area. Thank you.

ASSEMBLYWOMAN GARVIN: Thank you. John?

MR. WHITE: Councilman Robert Fetterly of Bloomfield.

**COUNCILMAN ROBERT FETTERLY:** Thank you. On behalf of the people of Bloomfield we welcome you here. I congratulate you for reaching out to people and taking your show on the road, so to speak. We appreciate it, and I hope we see more of it from our State Assemblymen.

I do not really want to address the educational benefits. I think Dr. Morris did that very well. But, I would like to address, from the standpoint of the taxpayers of Bloomfield, whom we represent, and also the Board members, the benefits that this might have to relieve the local burden, which would also benefit our people. I think the second part of it for all different types of capital improvements in our town, donations from corporations-- We have had some here in Bloomfield, things which the School Board could not afford and the Township could not afford. I am not sure if they received tax credits or not. I think that is a very good point of the bill.

To conclude, I certainly hope you will pass this bill and move it on. I again thank you for coming to Bloomfield.



ASSEMBLYWOMAN GARVIN: Thank you, Councilman Fetterly.

MR. WHITE: Dr. Sherry Wilson, Executive Director of the Educational Information and Resource Center, Sewell, New Jersey.

ASSEMBLYWOMAN GARVIN: Well, thank you for joining us all the way from South Jersey. That's all right. I would like to welcome you to North Jersey, sir.

DR. SHERWOOD WILSON: Thank you, Madam Chairman. I am pleased to be here, although I heard you say earlier that you may be coming to South Jersey, and I probably would have waited until you came to South Jersey.

ASSEMBLYWOMAN GARVIN: That is why I didn't say it before I scheduled this hearing.

DR. WILSON: Madam Chairman, there are three issues that the schools really need to address when addressing computer technology growth and development in the school districts. One is acquisition, two is the use, or what that equipment will do in the schools, and three is the cost. The bills you are talking about this morning, including Assemblyman Fortunato's bill, have to do with both acquisition and cost. I think they are a commendable effort on the part of the Legislature to help in that area and to involve business and industry in it.

We are experiencing a tremendous amount of change right now in education and in society. The central issue through all the change we are going through is, what is the school district going to be like? What is it going to be delivering? Like many other institutions, we need to clearly define what our business is actually going to be. Defining the business will be one of the most difficult things we face. The tension between business, organized labor, and other areas will manifest itself in the schools as they try to define what the schools should be. Each will try to influence education and what it should be.

As an example, today students are preparing for jobs which will no longer exist five or ten years from now. They must be able to move into jobs that might not even exist. There are 90,000 different occupations in our society, and the number keeps increasing. Students

coming out of high school today have to change their life work four or five times during their careers. One hears frequent reference to the information explosion, but few of us really comprehend the extent of the increase in available information. Ninety percent of all of the scientists who ever lived are alive today. Technical information doubles every ten years. There are 100,000 journals available now, and the number doubles every 15 years. The explosion will continue at even faster rates in the years to come.

In this information society the crucial resource of the future will not be money, but will be, as it was in our industrial hey-day, knowledge and the crucial means of managing that knowledge and that resource. That resource will be technology. Yet, in John Naisbett's words, "Technology will help us to manage the information society only to the extent that its members are skilled in using it." There are several million computers in the world today that are already doing the work of ten trillion people. It is an amazing figure. All aspects of the work force are now involved in using computers in some way, from the agricultural community, to the business community, to the industrial community, and to the collegial and educational community -- everyone. There is no one left out of using computers now.

Graphically illustrated recently in Scientific American, if the aircraft industry had evolved as spectacularly as the computer industry, a Boeing 767 would cost \$500.00 today, and it would circle the globe in 20 minutes on five gallons of fuel. That is how much progress we have made in the computer industry.

The issues you are addressing in the bills you are talking about do address the acquisition, the use, and the cost of providing computer education in the public schools. I was glad to hear you say that these bills will probably be combined in some way into a common bill which will cover all of these things, because it just flows from one to another, to another, to another. You started out by saying there is a need for curriculum in the school districts. That is needed. Many of our school districts have already developed curricula for their computer programs. Many schools now have programs. They have program computers in use. Right now, we do not know whether it

is better to put a computer or two in a classroom, or to put a group of computers in a lab. We do not know which is the best way to go, and we are trying it different ways in education. We know that some schools have the money to pay for the computers, but we also know that some schools do not have the money to pay for the computers. We have found some schools which have bought computers and have asked us to come out to assist them. Then we found the computers in a closet gathering dust. But, we used to find that years ago with motion picture projectors, with overhead projectors, and with tape recorders -- those kinds of equipment. They were all teaching tools we used. This is not just a teaching tool. This is a tool for the future for everyone. So, we are going to have to take an entirely different approach to deal with it.

Assemblyman Fortunato's bill has proposed that industry be encouraged to participate in assisting schools by donating both equipment and services, and this is commendable. He has also said this equipment should be recent equipment, not equipment that has been stored in a warehouse someplace which a salesman or a computer firm wishes to get rid of. However, that may be another piece that we will want to look at. The equipment that may be sitting in a warehouse, if it has been overproduced, could still be valuable to the schools. If we had to have very recent or new equipment every year, we would have to turn over our equipment every year, and we could never afford that. So, equipment that is a year, or two, or three years old is still valuable to us. We ought to encourage the provision of recent equipment, and we ought to give industries an incentive to do that. There may be other kinds of incentives also to provide equipment that may not be of recent one-year vintage. It would still be valuable to us in the schools, the elementary schools in particular.

You have addressed the need for training in one of your bills. That is critical. Computers are scary machines to some people. They are fearful of them; they are as fearful of them as they used to be of some of the other equipment. But, computers can probably be the least hurt of all the equipment we have used. A film projector can break; with a computer, it is not likely that there will be a

problem. We just need an opportunity to work with teachers, to help teachers use them, and they are going to take advantage of it. Administrators won't take advantage of it at all.

You have addressed cost in a "cap" waiver bill, in the donation of equipment by business and industry and, also, in budgeting and providing costs for a technology center. We think all of these bills are very appropriate and will help school districts meet those needs. I feel that way. I urge that they be combined and that some of the rough spots be smoothed out in all of them.

Thank you for the opportunity to speak before you.

ASSEMBLYWOMAN GARVIN: Dr. Wilson, I would like to let the audience know that you are one of the finest educators we have here in the State, even though you are from South Jersey. You always render good recommendations and suggestions. I am going to take the privilege of asking a couple of questions that bother me regarding the computers that are now in existence. We have a lot of school districts with computers, and yet we do not have people in those school buildings to train the teachers or the children. There is always a reason for what I do, as you all know; that is why I would like to put the training bill in with the computer bill. I think one of the things that has not been mentioned is, we are going to have to somehow deal with whom we are going to train in the local school districts, so that every donated or purchased computer has an expert within the local district.

Dr. Wilson, I would like you to share some of your ideas with us. I won't name the district, but there is one which is presently a problem. We probably have more computers which have been donated or are going to be donated, and yet I think local school districts are lacking the skilled personnel to effectively use those instruments. How should we resolve that? I am not sure that RCSUs, with three in the State, unless they are going to develop regional training, you know, out of the \$5 million-- I just don't know who's responsibility it is really going to be -- so we do not overburden the taxpayers -- as to who gets the donated computers, because then they will have to spend more money to train teachers to use them. That is something we are going to have to look at.

DR. WILSON: Training is going to cost money no matter how we do it, even if it is done 15 different ways. We can't ignore that. However, there are ways in which we can provide training via a ripple effect, via reaching out to the districts, and getting training centers as close to the districts as possible. We know from working with other kinds of training programs and from information, that people will use them when you get them as accessible as possible. There is a magic; we do not know what that magic point is where they are accessible enough that everyone will use them, or where they are not accessible enough and no one will use them. Yes, ideally it would be good if you could have a computer training program in every school. That is probably as accessible as you could make them, but you can't do that. Training centers would be accessible if you had them in school districts. I think some school districts should have a computer in the school district for training purposes to encourage teachers to use it, and to provide them opportunities to use it. They should also provide someone to train teachers to use it.

I think, reaching out from that, we need to go into a regional type of delivery system for that kind of program. I think from recently reading In Search of Excellence, which concentrated on some successful industries, that bigness is not the solution. Smallness provides much more productivity than bigness and much more creativeness than bigness. So, we need to find units that can be small, that can be challenged, that can be creative, and that can be freed, in order to deliver those kinds of programs to the school districts, with software and other kinds of materials -- lending libraries of software which can be made available.

ASSEMBLYWOMAN GARVIN: Okay, thank you. That is why these bills have to be put together so we can address all of the problems. Where did we start teaching reading? Was it sputnik when we all of a sudden--

DR. WILSON: (interrupting) No, we started long before that, Mrs. Garvin.

ASSEMBLYWOMAN GARVIN: Yes, well you know, Johnny couldn't read until sputnik and then we went on a massive reading streak all

over the country. Yet now we have a very high illiteracy rate. Do you understand? We did something before that didn't really work, and I am honored to be a part of the system now to, hopefully, effect a positive effort in computer science.

DR. WILSON: Our Center started a microcomputer training lab about three years ago, and about a year and a half ago it went operational. We keep it busy most of the time -- teachers, administrators, and others who come in. You probably cannot train more than 5,000 or 6,000 people a year in one computer lab. It is going to take time to reach everyone. Everyone has to feel comfortable using it. It is not something we can really force someone to use by saying, "Now you will use it," because it will not be used. There have to be ways of bringing people on. That is what we are encouraging school districts to do -- to take some people who are creative and who want to do it, train them, and let them go back into their schools to try it. Let them begin to show other teachers and begin to create interest. The other teachers will begin to ask, "Can I try it?" and the first thing you know, you have things going on in the school that will pay off.

ASSEMBLYWOMAN GARVIN: Okay, thank you. Buddy, do you have any questions?

ASSEMBLYMAN FORTUNATO: Yes, thank you. Dr. Wilson, I don't believe the provision in the bill is that the company in the private sector would receive a tax credit for recent equipment; they would receive it for usable equipment. I think that is what I referred to when someone asked a question earlier.

DR. WILSON: May I question then just the statement: "The contribution is made not later than one year after the date on which the construction of the property is substantially completed." I thought that tied it into a year. That is my interpretation.

ASSEMBLYMAN FORTUNATO: By property-- John, were you referring to the construction of the equipment?

MR. WHITE: Property would cover virtually everything except the services.

ASSEMBLYMAN FORTUNATO: All right. Then I think we should take a look at that.

ASSEMBLYWOMAN GARVIN: If they want to give us -- yes.

ASSEMBLYMAN FORTUNATO: Doctor, the other thing is, what is asked of you by school districts in this area? What are the most frequently asked questions in this area?

DR. WILSON: Well, I could probably have someone here who could answer this question better than I can. They ask questions regarding the selection of equipment, such as, how do I know what equipment is best going to meet my needs? What are the capabilities of that equipment? Can you provide levels of training for my teachers -- an introductory level of training, a secondary level of training, a third level of training, and so forth? Can you come into our school districts? The most critical part is that they need you to come into their school districts. They need you to come in and sit down with them. They need you to hold their hands once in a while. They need to be able to call you on the telephone when they have a problem. They need that kind of assistance. Without that assistance, the computer gets shuffled off. If they can't get an answer, the computer gets shuffled aside and gets put over in a corner. They won't deal with it.

So, the most important thing is to be able to call us and get an answer. I have two staff members who are very actively involved in microcomputers and who are able to respond. Or it's, can I bring my staff into your Center and train them? We have five groups, Madam Chairman, from the Camden City Hispanic Youth Organization who are bringing their students to our Center for one week of training in the evenings from seven to nine-thirty, one week each for the five groups. That is what they are asking for.

ASSEMBLYMAN FORTUNATO: Thank you.

ASSEMBLYWOMAN GARVIN: Thank you, Dr. Wilson. Again, welcome to North Jersey. You know, I will have to get to South Jersey before the year is over. John?

MR. WHITE: Dr. Edward Kealy, Director of Special Projects, Montclair Public Schools.

DR. EDWARD KEALY: Thank you and good morning. I want to bring greetings, Madam Chairman, from my Superintendent, Dr. Mary Lee Fitzgerald. We are happy to see the Committee here in our area. and we

commend you for making it a policy of your Committee to bring yourselves, the legislators, and the issues before us here in an area which is convenient for us. This enables us to make a contribution. We, the Montclair Public Schools, appreciate the chance to provide input on educational policy before it is made, so I commend you.

I would also like to note that Assemblyman Fortunato has given us that opportunity many times on educational issues and on current legislation. So, we are glad to be here to make note of that. I am not prepared to make a detailed presentation. I would just like to say that in my role in the Montclair Public Schools, this sort of initiative that Assemblyman Fortunato has taken, I believe, will be a great help to our school system and to many school districts which see it as vitally important to open up another front of resources, and another place to go to enhance the education of our children. Specifically, my role in the school district is to develop as many outside resources as possible, for instance, grants. Now we are moving into the area of private business/industry contributions and partnerships with business. This sort of legislation enables us to go out there and make a good presentation to a business or an industry with these sorts of incentives in place. In this general way we commend Assemblyman Fortunato for this effort, because we feel that many school districts will want to do this in the future. They will want to have a way to go, in a businesslike way, to the private sector to make some recommendations on how they can help the schools.

This legislation which provides these sorts of initiatives, I think, will give us something in our tool kit to make the sort of presentations to the private sector which will get them more involved in our schools. We appreciate this sort of legislation and the philosophy behind it.

I also want to note that the Montclair Public Schools are very interested in the computer education movement, and we currently have a grant from the Federal government to develop a demonstration project in the use of computers in the classroom. Hopefully, a year from now, we will have some demonstration sites in our district, and we will be glad to make them available to other districts in the area and



in the State, so they can see how computers can be used to improve education for our students. Again, this sort of legislation will further enhance that, because what we see in our schools is that ultimately we are going to want every child to have a reasonable amount of access to computers. It is going to cost quite a bit of money and effort to put aside an adequate amount of resources so the students can get the time. We always hear "time on task." Well, that applies to computer education as well as anything else. If there are no computers available, if there is one per building, or one per classroom, then the quality of our students' education in this area is going to be limited. So, we are talking about a major effort to equip our schools for this new high technology area, and any sort of legislation that helps to broaden our means to achieve this end is going to be helpful.

I just wanted to make a brief statement and, once again, thank you for coming up to our area.

ASSEMBLYWOMAN GARVIN: Thank you, Dr. Kealy. John?

MR. WHITE: Is there anyone else who wishes to comment?  
(response from audience)

ASSEMBLYWOMAN GARVIN: On the computer bill?

MR. MALLOY: (returns to the podium) Yes, I would like to comment on Assembly Bill 696 in particular. The School Administrators Association does not have a position on this bill per se, but I want to raise two concerns -- two questions perhaps. I mentioned one earlier to the sponsor with respect to the language used, "or of any piece of scientific equipment or apparatus." We should attempt to avoid the widget problem of having non-useful items donated to educational institutions.

The second concern I have is the use of the language: "Any educational institution located in New Jersey which meets the description of an educational organization as set forth in the IRS Code." To make this more palatable, I would suggest that perhaps the words "public school" should be included, because to refer to any educational institution located in the State implies that nonpublic schools will be entitled to receive this type of donation and, therefore, corporations would be entitled to receive tax credits for

donations to nonpublic institutions. So, in order to push it before the public, I would suggest that perhaps this should be addressed as well.

ASSEMBLYWOMAN GARVIN: Mr. Malloy, thank you for your comments, but really you must know that when we introduce a bill like this, I don't think we could restrict it in any way, because what this bill does is give a tax deduction to a private corporation. I don't think we, as legislators, can restrict what educational entities they serve. I just don't think we have that power, but I will check it out. In other words, I am not sure with what Assemblyman Fortunato's bill says that we, as legislators, can dictate to private corporations who they do what for. I don't know if that would be discriminatory and really create problems that we would not want to see come up with this bill. I will check it out legally.

MR. MALLOY: I would suggest that it is something of a concern, not a particular provision. I think we could discuss that before the next meeting.

ASSEMBLYMAN FORTUNATO: Mr. Malloy, I think you are omitting a great sector of the educational process by doing that. I do not think you are doing a service to the students, just the parochial area as an example. I don't think you want to omit that specific area. They are in dire need of funds, and I am not talking about any specific religious denomination. I just think that that is an area that needs as much attention as any other area. So, I think your point is well taken, but I do not happen to agree with it. But, that is what makes the world go around. I do appreciate your input.

MR. MALLOY: Thank you very much.

ASSEMBLYWOMAN GARVIN: Thank you, Mr. Malloy.

MR. WHITE: Mr. Petersen.

MR. PETERSEN: (Mr. Petersen returns to the podium) Thank you. Madam Chairman, I think you have more power than you think you have.

ASSEMBLYWOMAN GARVIN: Oh, tell me about it. Is there something I'm missing?

**New Jersey State Library**

MR. PETERSEN: The statutes enacted by the Legislature and subsequently signed by the Governor do become law, and we all have to live by those rules whether they have to do with depreciation, whether they have to do with tuition tax credits, and so forth. So, I don't really think you need to consult with an attorney to determine that you have a lot of power.

I would like to indicate right at the outset that I agree with much of what was said by the previous speakers. I would like to commend Assemblyman Fortunato for two things. Number one is his statement about the need for greater communication between the business community and the educational community. We -- our one group at least, and I am sure there are others -- are looking for opportunities to bridge that gap. We also agree with the general thrust of this bill, which is to provide up-to-date equipment which is needed in so many of our school districts, particularly in view of the Old Bridge experience, the Woodbridge experience, and so many experiences where school budgets are defeated year after year. The "cap" laws are still there and school boards are in a constant bind as to how they can spend their money. The disparity in the equipment that is available has been brought out by Senator Lautenburg in many recent news releases and, indeed, he has introduced legislation on the Federal level to help to do something about the training and the equipment needed.

So, in general we agree with the thrust of this bill. I am concerned about three or four words in the bill. I'm sure that those concerns can be resolved. Like the School Administrators Association, we do not have a formal position on this bill yet, but we could easily go on board.

I am looking at the words on Lines 4, 5, and 6, words such as "a computer." We are a little bit concerned about obsolescence and getting credits for things that may not be useful. I think that can be worked out. We are concerned about the words "any computer software." We think that perhaps some amendment might be made there to allay any fears that just any software might be donated. One of our major concerns has to do with "an instructor in the programming or use of computers." We are concerned that businesses would be getting tax

credits for sending in someone who may not be qualified to teach students or to teach faculty members. We think that some modification could be made in these areas. However, we agree with the general thrust of the bill. We think that with some modifications, it is something we could support with great enthusiasm.

ASSEMBLYMAN FORTUNATO: Thank you.

ASSEMBLYWOMAN GARVIN: Okay, thank you, Ray. Do I have anyone else who would like to testify? (response from audience) Yes, Gary. Do you want to comment on A-696, the same bill?

MR. WASSERMAN: (Mr. Wasserman returns to the podium) Yes, Madam Chairman. I will be very quick. In addition to what I said before and your suggestion of maybe being restricted from suggesting to corporations where they may or where they may not donate equipment, there is discussion in a number of the bills about clearing houses and opportunities for cooperative efforts and communications between businesses and school boards. I would like to suggest that there may be an opportunity for these bills to also include an opportunity for the State to have a committee of sorts to act as, let's say, an overseer of certain types of equipment, because if there are, say, five types of businesses throughout the State which are able to donate a massive amount of equipment and services, educational capabilities, instruction, and so forth, that committee in Trenton might be able to disburse the opportunities of these five so-called companies' donations throughout many different districts. There are certain sections of the State which are more powerful in their business sectors than other sections of the State.

ASSEMBLYWOMAN GARVIN: Thank you. Before this hearing I mentioned to John that we are really going to need information from the Commissioner on just where our computers are presently located, in what school districts, and to what extent. I am not going to initiate a bill for that because I think we can get that information. If local boards have not given the Commissioner that information, he should arrange to get it. I think that before we conclude with all of our computer bills, we ought to know what the base is, you know, where we stand. I would hope, Dennis, that that information could be gathered.

**DENNIS CROWLEY:** For the record, I am Dennis Crowley from the Department of Education. Just as a point of information about the point you just raised, Madam Chairman, when I testified before your Committee on Marie Muhler's bill providing the pilot programs, I indicated that a survey was in the process of being completed which does that very thing. It is in our Print Shop right now, and it should be available within the next five days.

**ASSEMBLYWOMAN GARVIN:** Thank you very much, Dennis. Before I conclude this hearing, number one I would like to thank the fine Mayor, who is not here, and the clerk, I guess, who did the work to arrange for this hearing.

**ASSEMBLYMAN FORTUNATO:** That was Councilman Fetterly.

**ASSEMBLYWOMAN GARVIN:** Councilman Fetterly, I would like to thank you publicly for your assistance today. I would be remiss if I did not thank Jeanette and Terry who are here again from Trenton. Believe me, we have hearings in Trenton and they do an excellent job. I don't overwork them, but I think I would be remiss if I didn't thank them for their effort because they traveled a long way. You know, in doing this I am not the most popular legislator because people are so accustomed to hearings in Trenton. But, I think that over time, we will begin to take Trenton out to the communities so we can get a broader outlook on issues.

I would like to thank all of you for coming and, of course, invite you to come to Trenton. Buddy, would you like the final word?

**ASSEMBLYMAN FORTUNATO:** I always leave the final word to the Chairman of the Committee, because as a Chairman of a Committee I always want the final word too. That is what you call a reciprocal obligation.

**ASSEMBLYWOMAN GARVIN:** For people who are here for the first time who have not received copies of the bills, I am going to ask John to put out some copies so you can begin to learn the legislative process, and so we will not have to take them back to Trenton. Thank you, again, for coming.

**(HEARING CONCLUDED)**