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PUBLIC HEARING

before

ASSEMBLY EDUCATION COMMITTEE

and

ASSEMBLY ECONOMIC DEVELOPMENT AND AGRICULTURE COMMITTEE

The Problem of Adult Illiteracy and Proposals to Remedy
the Problem, Including A-4196, Which Establishes a
New Jersey Adult Literacy Partnership Program

June 25, 1987
Room 341
State House Annex
Trenton, New Jersey

MEMBERS OF COMMITTEES PRESENT:

Assembly Education Committee:

Assemblyman Joseph A. Palaia, Chairman
Assemblyman Frank J. Gargiulo, Vice Chairman

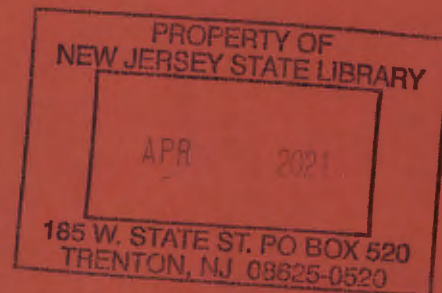
Assembly Economic Development and Agriculture Committee:

Assemblyman Joseph Azzolina, Chairman
Assemblyman Jack Collins, Vice Chairman
Assemblyman John T. Hendrickson, Jr.
Assemblyman John E. Rooney
Assemblyman George Hudak

ALSO PRESENT:

David J. Rosen
Office of Legislative Services
Aide, Assembly Education Committee

Gregory L. Williams
Office of Legislative Services
Aide, Assembly Economic Development
and Agriculture Committee



New Jersey State Library

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Hearing Recorded and Transcribed by
Office of Legislative Services
Public Information Office
Hearing Unit
State House Annex
CN 068
Trenton, New Jersey 08625



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June 16, 1987

ASSEMBLY EDUCATION COMMITTEE
AND
ASSEMBLY ECONOMIC DEVELOPMENT & AGRICULTURE COMMITTEE

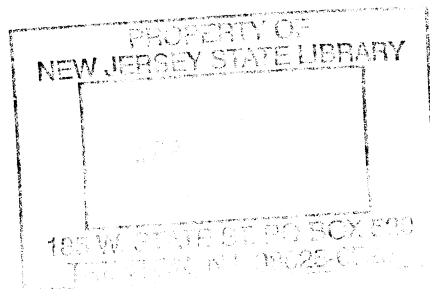
NOTICE OF JOINT PUBLIC HEARING

on

The Problem of Adult Illiteracy and
Proposals to Remedy The Problem, including
A-4196
(which establishes a New Jersey
Adult Literacy Partnership Program)

The Assembly Education Committee and the Assembly Economic Development & Agriculture Committee will hold a joint public hearing on Thursday, June 25, 1987 at 9:45 A.M. in Room 341 of the State House Annex, Trenton, New Jersey.

Anyone wishing to testify should contact David J. Rosen, aide to the Assembly Education Committee at (609) 984-6843 and should submit copies of their testimony to the committees on the day of the hearing.



ASSEMBLY, No. 4196
STATE OF NEW JERSEY

INTRODUCED JUNE 4, 1987

By Assemblyman AZZOLINA, Assemblywoman CRECCO, Assemblymen Gargiulo, Palaia, Collins, Moran and Bennett

AN ACT establishing a New Jersey Adult Literacy Partnership Program in the Department of 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. The United States Department of Education has identified
3 adult illiteracy as a problem of major significance to this nation
4 and estimates that there are approximately 27 million people
5 nationwide who are functionally illiterate;

6 b. The State of New Jersey shares in the serious consequences
7 of the illiteracy problem as there are between 700,000 and one
8 million of its citizens who lack basic communication, computational
9 and problem solving skills, and are unable to adequately perform
10 tasks vital to the activities of daily living such as reading road
11 signs, interpreting medical prescription instructions and complet-
12 ing necessary medical or employment forms; and

13 c. The establishment of a program to foster and improve the
14 reading and computational skills of New Jersey's illiterate adults
15 would be of tremendous benefit not only to those individuals per-
16 sonally, but to the interests of the State as a whole.

1 2. The Commissioner of Education, in consultation with the
2 Chancellor of Higher Education, the Commissioner of Commerce
3 and Economic Development and the Commissioner of Labor shall

4 establish a New Jersey Adult Literacy Partnership Program. The
5 program shall provide for the establishment of a partnership be-
6 tween the State and the private sector in regard to the provision
7 of remedial services to illiterate adults. The program shall co-
8 ordinate the services provided by State operated literacy pro-
9 grams with those offered by private non-profit and corporate
10 sponsored literacy programs. The program shall coordinate re-
11 ferrals to literacy programs within the three sectors and shall
12 foster the development, expansion and support of additional liter-
13 acy programs throughout all geographic regions of the State.

1 3. The Commissioner of Education shall appoint a program
2 coordinator to organize and administer the partnership program.
3 The duties of the coordinator shall include, but not be limited to:

4 a. centralizing the coordination of literacy program services
5 within the State and the referral of illiterate adults to the appro-
6 priate remedial program;

7 b. surveying the literacy programs in operation within the
8 State and working with program sponsors to develop an overall
9 policy with regard to program services and enrollments, priority
10 of referrals, and requirements for the training of program tutors
11 and volunteers; and

12 c. conducting a public awareness campaign to acquaint the pub-
13 lic with the existence of literacy programs and the need for the
14 recruitment of students and tutors.

1 4. The coordinator shall provide to the Commissioner of Com-
2 merce and Economic Development, the Commissioner of Labor,
3 and other State departments and agencies which he deems appro-
4 priate, a listing of State operated, a private non-profit and cor-
5 porate sponsored literacy programs in operation throughout the
6 State and the location of each program.

1 5. The Department of Commerce and Economic Development
2 shall, in connection with any program it operates with business
3 and industry within the State, disseminate information with regard
4 to the availability and location of literacy programs. The depart-
5 ment shall encourage industry participation in the support and
6 operation of literacy programs through such methods as:

7 a. recruiting company employees to provide tutorial services in
8 connection with volunteer literacy programs;

9 b. offering the use of company offices and facilities in connection
10 with the operation of community literacy programs; and

11 c. establishing company operated literacy programs to assist
12 employees whose basic skills need improvement.

1 6. The Department of Labor shall, in connection with any em-
 2 ployee assistance programs it operates, disseminate information
 3 with regard to the availability and location of literacy programs
 4 within the State. The department shall work with the program
 5 coordinator to place participants of its employee programs into
 6 appropriate remedial programs.

1 7. The Department of Higher Education shall assist the program
 2 coordinator in the operation of the partnership program by:

3 a. recruiting college students, teaching staff members and admin-
 4 istrative personnel to provide volunteer tutorial services in con-
 5 nection with literacy programs:

6 b. encouraging public and private institutions of higher education
 7 to make college facilities available for use by community literacy
 8 programs: and,

9 c. working with business and industry to encourage the use of
 10 college personnel in the administration and operation of corporate
 11 sponsored literacy programs.

1 8. In order to assist the commissioner in the administration and
 2 implementation of the partnership program, there is established
 3 the Adult Literacy Coordinating Council. The council shall consist
 4 of the Commissioner of Education, or his designee, the Chancellor
 5 of Higher Education, or his designee, the Commissioner of Com-
 6 merce and Economic Development, or his designee, the Commis-
 7 sioner of Labor, or his designee, the Commissioner of Human
 8 Services, or his designee, the Commissioner of Community Affairs,
 9 or his designee, and two public members and three representatives
 10 of the business or education community who shall be appointed
 11 by the Commissioner of Education and who shall have an active
 12 interest in, and academic or practical knowledge and experience
 13 in the provision of literacy services. The Commissioner of Educa-
 14 tion shall serve as the chairman of the council.

15 The council shall meet on a periodic basis to discuss the develop-
 16 ment and implementation of the partnership program and to make
 17 to the commissioner and program coordinator any recommenda-
 18 tions necessary to improve program operations and the placement
 19 of illiterate adults into appropriate remedial programs.

1 9. The Commissioner of Education, in consultation with the
 2 Chancellor of Higher Education, the Commissioner of Commerce
 3 and Economic Development, and the Commissioner of Labor, shall
 4 promulgate rules and regulations pursuant to the "Administrative
 5 Procedure Act," P. L. 1968, c. 410 (C. 52:14B-1 et seq.) necessary
 6 to effectuate the provisions of this act.

1 10. This act shall take effect immediately.

STATEMENT

This bill directs the Commissioner of Education, in consultation with the Chancellor of Higher Education, the Commissioner of Commerce and Economic Development and the Commissioner of Labor, to establish a New Jersey Adult Literacy Partnership Program. The program shall, through the establishment of a partnership between the State and private sector, coordinate the services provided by State operated literacy programs with those offered by private nonprofit and corporate sponsored literacy programs. The partnership program shall coordinate referrals to literacy programs within the three sectors and foster the development, expansion and support of additional literacy programs throughout all geographic regions of the State.

The bill directs the commissioner to appoint a program coordinator to administer the program. The coordinator shall have the responsibility to centralize and coordinate literacy program services within the State and the referral of illiterate adults to the appropriate remedial programs. The coordinator shall work closely with the Department of Commerce and Economic Development to encourage industry participation in the support and operation of literacy programs and with the Department of Labor to place the participants of that department's employee programs into remedial programs when necessary.

The bill also establishes an Adult Literacy Coordinating Council to advise the commissioner and the program coordinator on the development and implementation of the partnership program and the provision of remedial services to illiterate adults.

EDUCATION—GENERAL

Establishes New Jersey Adult Literacy Partnership Program in the Department of Education.

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ASSEMBLYMAN JOSEPH AZZOLINA (Chairman, Assembly Economic Development and Agriculture Committee): Good morning. I want to thank everyone for coming today. Joe Palaia, Chairman of the Assembly Education Committee, and myself decided to hold a joint hearing on this issue, since the problem is pervasive and the facts are startling.

According to the U.S. Department of Education, 27 million Americans and approximately 700,000 to one million New Jerseyans cannot read or write well enough to function in society to perform such simple tasks as filling out a job application, writing a check or letter, or understanding a newspaper headline or the label on a medicine bottle. Clearly, this lack of basic skills negatively impacts on an individual's ability to pursue real dreams, to get ahead in the workplace and achieve goals, or to exercise the responsibilities of citizenship.

The U.S. Department of Education indicates that another 45 million adults possess only marginal competency in basic skills, and each year this figure grows by a little more than two million. Illiteracy costs society billions of dollars a year, causing serious problems for businesses in their search for qualified individuals.

As our State has experienced a major transition from a manufacturing-based economy to a high-tech infrastructure, the skills needed for jobs have also changed. Individuals lacking basic skills will more profoundly be affected in adapting in the workplace to this major transformation. So investing now in adult literacy and designing the right kinds of public policies for unemployment, job training, adult education, and other programs will reap long-term benefits for continued economic growth in our State.

I hope that this hearing will establish a framework to muster the support to achieve that end. This is rather important when one considers that the conglomeration of various

programs run by State adult education agencies, Laubach Literacy Action, Literacy Volunteers of America, churches, libraries, corporations, immigrant services, correctional institutions, and community-based groups only reach about 5% of those needing assistance.

While I am proud to learn that our State Department of Education is involved with this issue and is promoting more private-sector and business involvement, a lot more needs to be done in this area. This joint hearing will not only hopefully highlight the problems and current level of involvement by various groups in New Jersey, but will also point to new strategies and new areas appropriate for State inter-agency cooperation and public/private partnerships so that the various constituencies who need remedial help can be reached. In addition, we have to match that aim with bolstering and recruiting the manpower and fiscal resources necessary to overcome this problem.

My special thanks to all of you who are participating in this morning's hearing. I also want to especially thank Deputy Commissioner Ken LeFevre, who is filling in for Commissioner Putnam, and Professor David Harman from Columbia University, for coming on such short notice. Also, I thank Sandy Barlow, Director of Literacy Volunteers of New Jersey, for assisting staff in recommending certain individuals who were invited today.

Our Committees look forward to working with all of you on legislative initiatives for the future, and we are grateful for your help in laying the groundwork in this regard.

The other night -- I think it was the night before last -- I went to Bell Labs. They had a program on illiteracy, which I think covered at least 1000 communities throughout the United States. Mr. Duffy from ABC monitored a portion of it. I got there for the last half of it. Mr. Duffy was supposed to be here today, but he cancelled out at the last minute

yesterday. But, it was very interesting to watch this program. It was on for two and a half hours, and I caught the last hour and a half. The tape is going to be available. It was very interesting, and is apropos at this time.

There has been a lot written about our literacy problems. Of course, I am in the business world myself, and I was really horrified to find that a lot of people can't even read an application.

I would now like to turn the hearing over to Assemblyman Joe Palaia.

ASSEMBLYMAN JOSEPH A. PALAIA (Chairman, Assembly Education Committee): Thank you, Mr. Chairman. Ladies and gentlemen, members of the Committees: I also thank you for being here this morning. I have always felt that there has been a direct correlation between education and business. As a school administrator for 33 years, I often met with business people in the community to find out what their needs were, because what their needs were directly affects what we teach in school. I feel that what we are trying to do here today with this illiteracy program is extremely important to the economy of our nation, not only our State. I think hearings such as this are extremely important, in order to get input from the people in the field.

I would say that when we correlate everything that is being done here this morning, we will be adding or deleting from the bills that have been proposed by Assemblyman Azzolina. Hopefully, when we present those bills before our whole Assembly, we will have the backing of the entire business community, as well as the education community.

At this time, I will turn the hearing back over to our Chairman, who will call the speakers at this time.

ASSEMBLYMAN AZZOLINA: Thank you, Joe. Is Dr. David Harnan here? (affirmative response) Will you please come up here, sir? Do you have anyone else with you? (negative

response) Dr. Harman is Professor of Education, Teachers College, Columbia University, and President, Institute for Corporate Education. Thank you for coming today, Doctor.

ASSEMBLYMAN PALAIA: Good morning, Professor.

D R. D A V I D H A R M A N: Good morning. Would you like me to start?

ASSEMBLYMAN AZZOLINA: Go right ahead. These mikes over here are for recording purposes. Everything you say will be recorded, sir, so no cursing, no nasty words.

DR. HARMAN: You just caused me to pause.

ASSEMBLYMAN HENDRICKSON: Truthfully, the speaker is out on State Street. (laughter)

DR. HARMAN: If I may, what I thought I might do, after having read a draft of the bill that is being introduced, is say a little bit about the nature of the problem of illiteracy. It is somewhat misleading when one hears figures like 27 million people around the country can't read, or 700,000 to one million people in this State can't read. The figures may, in fact, be much higher than that.

ASSEMBLYMAN AZZOLINA: Higher?

DR. HARMAN: Higher.

ASSEMBLYMAN AZZOLINA: Unbelievable.

DR. HARMAN: Let me explain perhaps what is meant by that. Reading is a complicated set of abilities. It is not a fixed inventory of skills. We don't teach children how to read and fill them up with reading abilities so that they reach a certain level, which then makes it possible for them to do whatever has to be done with reading abilities. Reading is a variable skill. It changes. It assumes different definitions and different contexts. It has an attribute which has been uncovered by a great deal of research over the years, which is that when reading abilities are used, they continue to develop. When they are not used, they recede. We have many instances of people who successfully graduated from high school

and at the point of graduation were able to exhibit eighth, ninth, sometimes tenth grade reading levels, then entered the labor force, were not active readers for a period of years, and when they were tested down the pike, it transpired that their reading abilities were far lower than they were at the point of graduation. There are several aspects, therefore, to reading and writing.

One is, this is a dynamic set of skills. It assumes its shape and its content in direct relation to the context in which people use their reading abilities. Reading abilities can develop; reading abilities can atrophy, all in direct relation to the context in which people live and work, and the uses that are made of literacy skills.

We have two problems we are confronting at the present time. One problem is that of people who are not gaining an adequate basic level of reading ability, which they can then use when they embark on their adult lives. The second, and perhaps more severe problem, is, we are rapidly evolving into a society in which people do not read very much. As a result, they lose whatever skills they have.

There is a large debate among people who work in the literacy field as to what constitutes a basic level of literacy skills that people need in the United States today. The minimalists claim that we are talking about roughly an eighth grade level of ability. The maximalists go all the way up to the eleventh or twelfth grade of ability. I would suggest to you that the skills that are needed are more complicated, because they are contextualized. People's skill requirements have to be defined in relation to the context in which they live and work. And, as different contexts have different sets of requirements, we need different reading skills. Let me illustrate what I mean by that.

There are a great many occupations around the country in which reading and writing are really not required; in which

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people who know how to read do not use those skills, and people who do not know how to read function perfectly well. There are other occupations that we are aware of, where people who can read at eighth or ninth grade levels cannot function adequately. There are courses being held, for example, in industries around the country, in which senior executives are taught how to write a comprehensible memorandum. Most of the people who go into those courses know how to read and write. They simply do not know how to read and write at a level which is adequate to the demands that are made on them for functioning. Therefore, companies teach them how to write a letter with a beginning, with a middle, with an end; how to compose a memorandum; how to communicate; how to use reading and writing abilities as communicative skills.

Those are the two extremes. In-between, there are any number of different sets of ability. The appropriate way to tackle the reading issue, which is, in my opinion, quite grave, requires a two-pronged attack. The first is -- and I think perhaps this is the most fundamental -- we have to get beyond the rhetoric in which we say that reading and writing are important. We have to start seeing to it that reading and writing become very firmly embedded, and reenforce the values of the system -- of the culture. If we don't value reading, then children are going to get the message that it is unimportant. If they don't see significant figures in their lives reading and writing, they are going to get the message that it is unnecessary. If they come home from a day in school and see parents who do not read, they are not going to be given to reading. If you sit in front of a television set for a full day of viewing-- Bear in mind that America's children have spent 18,000 hours in front of a television set by the time they are 18 years old, as opposed to only 11,000 hours in school. Television has an enormous impact. Sit in front of a television set for a day, and you will note that none of the

significant heroes who serve as role models, in many cases, are ever seen reading.

These are messages which we transmit to children and to adults. The popular cultural heroes of society are very often people who were school dropouts. Steven Jobs made a billion dollars by the time he was 30, despite the fact that he dropped out of school, and Lee Iacocca-- One could go on and on and on. There is a certain cultural attitude towards literacy which is inimical to its spread. That is something that has to be addressed. We can pass any number of bills, and make any number of speeches as to the importance of reading, but unless it is real, people will not internalize this. Children will get negative messages.

That is one issue -- a very complicated issue. It is fortunate that ABC and PBS television are engaged in this "Project Plus," because they can contribute to that. But, we all have to get together and coordinate on that specific issue.

The second issue we face is that of the teaching of literacy skills and the development of literacy skills amongst those adults who require them. There have been a great many attempts around the country, through volunteer organizations -- Laubach Literacy Action, Literacy Volunteers of America -- and through the joint Federal/state Adult Basic Education Programs. We estimate that at the present time, there are some three million people per year who participate in literacy programs of one sort or another, which are conducted either by volunteer agencies or by publicly funded organizations and entities.

However, there is very, very mixed experience in those programs. At the present time, approximately 25% of all those who go into literacy programs will come out at the other end of the tunnel having improved their literacy skills. That is not a very good record. That means there is a 75% wastage in these kinds of programs. One reason for that is that literacy is not

generic. It is situational. People do not live in some kind of generic macro-environment; they live in communities, in families, and they work in very specific workplaces.

It is necessary to link the instruction we provide to the environments and contexts in which people live and function, which is why the workplace has such a potentially important role to play in the furtherance of literacy abilities. We have noted in a number of studies over the past few years, that workplace literacy efforts, that is efforts which are linked to the workplace both in content and in venue -- that is, the employee attending the program is getting the message that his employer values his or her going to these programs -- that such programs are five times more effective than the generic non-contextualized activities.

It is, I would suggest, also increasingly in the interests of corporations, especially along the Northeastern Corridor, to engage in activities of this nature. We are facing a demographic trauma. This is an area in which there is at the present time a very high employment rate. We are beginning to see more and more competition for a shrinking number of people for entry level positions. The major growth in numbers is precisely amongst that segment of the population which is the least likely to enter the labor market with well-developed skills.

So, there is, I would suggest, a public interest and a corporate interest which at the present time coincide, and which could be very effectively addressed by programs of the type that you are contemplating, and by conducting literacy programs within the workplace.

One final comment, if I may: The term literacy, as it is presently used, has a very negative connotation. It is almost like a disease. We have this disease called literacy, and it has to be stamped out. That connotation of the term literacy has become so widespread that people are embarrassed

to come forth and say, "We need this." We also have to think in terms of improving the image of the term and what it connotes. We may want to talk about communication skills. When corporate executives are taught how to write memoranda, they would not dream of calling it a literacy program, although, indeed, it is. It is called "Executive Writing," or "Executive Communication."

Let's try to create an atmosphere around this notion of literacy which will make it attractive for people to want to come to participate in, and at the same time, underscore its importance to society and to the workplace.

ASSEMBLYMAN PALAIA: Professor -- if I may, Joe -- I really appreciate your coming here. A few of the things you said I wholeheartedly agree with, especially the last sentence or two about the stigma on the individual who wants to learn to read. I love those commercials we see on television, where they are trying to convince the individual to come into the class to learn to read. We have to change that into a positive, instead of a negative image.

The other thing that is extremely important -- which is something that I, as an educator for many years, have often harped upon -- is, none of this is going to work with our children, unless we get the parents involved. If we have parents who don't care what the children are doing in school, and are content, as you say, to have them come home and watch television for four, five, six hours, and don't insist upon them reading or doing their homework or bringing a book home in some way, and helping them, I don't think we are going to get anywhere. We must convince the parents themselves that they have to take a more active role.

We, as a school, sometimes take on too much in what we have to do. It is becoming all-encompassing now. We are getting into sex education and everything else, which basically belong in the home. But, we have to have some help from parents here, or this literacy program will never go.

I like the other point about concentrating programs in certain areas. I wholeheartedly agree with you. You can go into some areas and if they don't know how to read, that's okay; that's fine; they will get through life. The individual will probably say, "Well, it doesn't matter to me. Look at me, I'm making a dollar." Well, you know, we have to concentrate on those areas. We have many of them right here in the State of New Jersey. We don't have to look at the Northeast Corridor. We can just stay right here in New Jersey, and we have them.

I really can appreciate what you brought forth today. One last thing: Do you find, Professor, that it is easier for individuals who are adults to learn the concept of reading? Do you think they pick it up-- I noticed you used a percentage that was terrible -- that 25% go through a program and still don't get it. Is it difficult for them to pick up those skills?

DR. HARMAN: No, sir, it's not.

ASSEMBLYMAN PALAIA: It's not. It shouldn't be, really.

DR. HARMAN: It is very easy. When all is said and done, the alphabet has 26 letters.

ASSEMBLYMAN PALAIA: Yes.

DR. HARMAN: And you have to put those together in words, sentences, and phrases. Most adults -- all adults -- succeed in learning things which are far, far more complicated than that. The secret to adult learning is that adults are selective learners. They will only learn those things which they internally are convinced that they need. Then they will learn them very well. That is true of reading.

We find that adults who are put into situations in which reading is really required of them, without it they cannot function, learn how to read very rapidly. The example which illustrates that perhaps best is second language instruction. It is widely known that Americans do not do well

in learning other languages. Very often you hear people saying, "Well, look at all those Europeans. They learn three, four, five, six languages. How come we can't?" The reason is, you don't need it; they do.

Immigrants who come to these shores learn English, and learn it fast. The only exception to that is if they come in very large numbers and create their own ghettos in which their own language remains the lingua franca.

ASSEMBLYMAN AZZOLINA: That's right.

DR. HARMAN: Then you have to wait a generation or two until they break out. But the general rule of thumb is, that which the adult values, he or she learns, learns well, and learns very, very quickly.

ASSEMBLYMAN PALAIA: I agree with you. Thank you, Professor.

ASSEMBLYMAN AZZOLINA: One quick question. We are going to have to keep our questions short, because we have about 12 speakers we have to hear between now and 11:30. But, on that program the other night, one of the things they brought up was that you have to train the kids in preschool and kindergarten. That is when their learning abilities are the sharpest, I guess, and that is when they learn. As they get on in years, it becomes harder because of the many other things they pick up. Would you say that is true?

DR. HARMAN: I would disagree with that statement, for the following reason: I think children are unselective learners. They have their whole future ahead of them. They don't know quite what it is. As children, they are willing to learn a lot of different things. They also have a very limited past, so they can't say, "Well, this I am not going to learn," because they didn't work five years ago, or because it was something unimportant.

Adults are very directional, almost like a horse with blinders. They will learn that which they need fast. But, you

can't ask an adult to learn anything. First that person has to be convinced that what it is you are trying to teach is something he or she really needs.

ASSEMBLYMAN AZZOLINA: Right.

DR. HARMAN: Then they become very rapid learners.

ASSEMBLY PALAIA: I agree with you.

DR. HARMAN: The difference between children and adults is that adults are selective that what they learn is a function of two things: their past experience -- and if their past experience is something that has been negative, then that is going to be a constraint to learning -- and their vision of the future. If their vision of the future is that their lives are static and not going to change, and nothing is going to make a difference, they are not good candidates for learning. If their vision of the future -- and this is one of the things that we have to imbue adult learners with -- is that what we are trying to teach them will, in fact, produce change, then they will learn. This is one of the problems with adult literacy programs. We tell adults that if they learn how to read, they will get a job. Well, they go to a class, and they learn how to read -- or think they learn how to read -- and at the end of the pipe there is no job, because the school system can't deliver the job. Then they go back into their communities and they say, "This is a hoax." That acts negatively on their neighbors.

If we promise something, we have to produce it, which is another reason why the workplace is such a good site for the conduct of these programs.

ASSEMBLYMAN AZZOLINA: Okay, two fast questions here. You'll have to make it fast.

ASSEMBLYMAN HENDRICKSON: That's all right. I'll hold mine, Joe.

ASSEMBLYMAN ROONEY: I missed the beginning, I'm sorry. Was there anything said about the statistics of the

people coming out of the high schools today as to the percentage of those who are actually functional illiterates? Do you have numbers on that?

DR. HARMAN: We have numbers, but I started by saying, "I wouldn't put much trust in them," because the point at which a person departs from high school is not necessarily the point of ability one year down the pike. It depends on what happens in the interim.

We have to get away from the notion of schooling being a preparatory phase, where we fill people up like a safety deposit box, and then let them loose on the adult world. What happens the minute they leave school is going to either increase or decrease or maintain the level of abilities that they gained in the schools. There is an intertwining between school and the real world which we cannot neglect, and which has a great deal to do with the extent to which people are functional or nonfunctional in their abilities.

At the present time, 30 states have laws on the books which make it necessary to exhibit an eighth grade reading ability in order to graduate high school. While an eighth grade reading ability makes it possible for you to read a lot and function in a great many environments, it is inadequate for a great many other environments. So, is that person functionally literate or functionally illiterate? To operate a tank in the military, you have to be able to read, according to their studies, at a tenth grade level. So, is the person reading at an eighth grade level functionally literate or functionally illiterate? It's a relative issue.

ASSEMBLYMAN ROONEY: My question has a point. I came through the New York City school system, with the Regents Exams and that type of a program. When I went into the service, the statistics at that time coming into the Air Force, or any of the armed services, were that New Jersey students -- New Jersey recruits -- who came to the services, were always coming in at

a lower level of education, particularly in literacy, than any other state, in the area particularly. I am concerned that we are letting the children out of school and they are not prepared for anything. If you are literate in school-- Why should we wait for a high school diploma to find out if you have an eighth grade literacy requirement? Why don't we find that out in the eighth grade? I have bills in right now that for the eighth grade-- In order for them to go on to high school, they have to demonstrate that proficiency. That would be a test to go into the high school, the same as they had in the Regents Exams in the city system -- or the state system of New York. I am still waiting for that.

I think we are missing the boat by letting these children out of school totally unprepared for anything. There are a lot of them who just skim through. They keep being moved on and on and on, and they are not capable of being literate. That is where the problems are. I agree with adult literacy, and with the fact that we have to prepare these people afterward, but let's get back to the basics. The school systems, as far as I am concerned, should be testing the children in the eighth grade, before they pass on to the high school; then test them in the high school at each level for all of the quantitative courses -- the math, the sciences -- and on a statewide basis, not on an individual basis.

I've got some problems from back a few years about what we are talking about today.

DR. HARMAN: I agree with you, Assemblyman Rooney, except I would like to perhaps emphasize something that Assemblyman Palaia said. We sometimes ask too much of our schools. Schools cannot do more than mirror the environments in which they function. We cannot ask schools to make people literate in environments which do not respect literacy, and then say that the schools are to blame.

ASSEMBLYMAN ROONEY: I disagree right there, for the simple reason that if we are passing them on--- If we keep moving them through the system, instead of saying "Here's the line. If you don't cross it, you don't pass; you don't get moved on. You stop and you go back and take it over again"-- If that point ever comes in the State of New Jersey educational system, we will improve our educational system. Until that time, if we keep saying that we can't do it, that it has to be done at home, we are never going to increase the educational proficiency.

DR. HARMAN: It doesn't have to be done at home, but it has to be done with the full and active support of the home and the environment. Otherwise, it is not going to work.

ASSEMBLYMAN PALAIA: And, also, we will have 21-year-old eighth graders.

ASSEMBLYMAN ROONEY: Maybe that is the way to do it, Joe.

ASSEMBLYMAN AZZOLINA: Assemblyman Rooney, I have to cut you off, because we are not going to get finished.

ASSEMBLYMAN ROONEY: Yes, okay.

ASSEMBLYMAN COLLINS: I think the two of you -- John and Doctor -- are really coming to the same point. John wants it to be some standard, whether it is 21 years old in eighth grade, or whatever it would be, but, Doctor, you're saying it has to be a community committed to literacy. What we have to do, it seems to me, is combine the two, and have a community that will accept a 21-year-old eighth grader if he cannot get through the various levels that we want. That is the problem, it seems to me, where the schools step over into -- as you said -- a community that is unwilling to accept this. We have an automatic idea in the community, "Oh my gosh, you're seven years old and you're still in first grade. What's wrong with you?" Or, "You're 12 years old, and you're still in second grade."

If we accept the idea that we are going to move at a certain progression tied to literacy, or all of the other requirements, then we will have a community that accepts it, and we will be able to deal with John's concerns, too. Enough said about that.

ASSEMBLYMAN HENDRICKSON: Just one comment, if I may.

ASSEMBLYMAN AZZOLINA: Okay, fast.

ASSEMBLYMAN HENDRICKSON: I can't hardly digest what you said, that we are educating them and releasing them, and they are not prepared. After 12 years, and all of the money that we have thrown at public education-- What I am listening to here today really upsets me; really upsets me. What you're saying is, we have not prepared them for the work ethic. I have interpreted it that in 12 years of school, and with the amount of money we are putting in there, there is actually something wrong at the top level that has fed into that system what we should be teaching them. In Europe, they start, what, in the second or third grade to read other languages? We don't do that until the seventh grade. We do not create the incentive. It is not a question; it is kind of a statement of my interpretation of what you are telling me. I think we have a disaster.

DR. HARMAN: We have a situation in which the workplace -- the adult world -- sort of in a non-interventionist fashion, says to the school system, "Produce what we need." We have a curriculum which is, in many respects, anachronistic. We have--

ASSEMBLYMAN HENDRICKSON: Don't we have a school system that tells us what to teach them?

DR. HARMAN: Excuse me?

ASSEMBLYMAN ROONEY: No, we don't. That is the problem. We don't do that.

ASSEMBLYMAN HENDRICKSON: Don't we have programs for the schools?

DR. HARMAN: We have to create--

ASSEMBLYMAN HENDRICKSON: All right. It is going to take a long time.

DR. HARMAN: It's a long subject, but it's--

ASSEMBLYMAN HENDRICKSON: Yes, it is. It's interesting, and thank you very much.

DR. HARMAN: --a fundamental one. We are creating a situation whereby there is a cleavage between schools and the adult world. We have to bring it together.

ASSEMBLYMAN PALAIA: Thank you, Professor.

ASSEMBLYMAN AZZOLINA: Thank you very much, Doctor.

ASSEMBLYMAN PALAIA: I enjoyed that very much.

ASSEMBLYMAN AZZOLINA: Next we will have Ken LeFevre, Deputy Commissioner, Department of Commerce and Economic Development. We are not going to have too many questions. Make a fast statement, unless you have something extraordinary.

D E P U T Y C O M M . K E N N E T H C . L e F E V R E: Okay. First, good morning, Assemblymen. I am Ken LeFevre, Deputy Commissioner of the New Jersey Department of Commerce and Economic Development. We want to thank you for the opportunity to address the problems of illiteracy in the work force and, in particular, our comments on Assembly Bill 4196.

Our Department is very concerned with this issue and the effect that it has on our State economy. Obviously, the efforts of our Department to retain existing, and attract new businesses to the State, is affected by the skills and educational levels of our work force.

As you are no doubt aware, New Jersey has had a long history of attempts to ensure that all of its citizens can read. One of the first efforts in New Jersey, and in this country as well, was started around 1910 by a community-based program in Passaic. This program taught about 250 adults a year how to read and write. The Passaic program was also the basis for one of the first studies in this country on the problem of adult literacy.

New Jersey, like the rest of the country, has come a long way since the Passaic Program first started. Today, the problem of literacy is couched in different terms. Although the person may be able to read, is he or she able to function and be productive in today's workplace?

For the Department of Commerce to continue to be successful in our efforts to attract businesses to the State, we need a work force that is not just functionally literate, but educated. Our Department thus supports efforts such as Assembly Bill 4196. In regard to this legislation, however, we would like to offer a few suggestions we feel would help to achieve the required results:

Under this bill, there is established an Adult Literacy Coordinating Council. A State Council on Literacy, pursuant to section 1208 (b) of the Federal Adult Education Act already exists. Therefore, this Council would be duplicative and unnecessary.

Our Department will encourage industry participation in the support of, and will disseminate information with regard to, the availability and location of literacy programs. However, we feel the other responsibilities under section 5 concerning the program area should be in the Department of Education, where the expertise exists.

By farming out various activities under this program, instead of leaving those activities with the program under the Department of Education, this bill actually decentralizes the State's efforts in this area. Currently, the Adult Education Act is being considered in Washington for reauthorization, and it is through this Act that New Jersey receives much of its Federal funding for literacy programs.

Our current understanding of this reauthorization bill is that there will be substantial cuts in program authorization levels. Therefore, we believe this legislation should carry an appropriation in order to be effective.

Finally, our Department would request that this program, if adopted, pay special attention to the results of the Cabinet Task Force on Employment Policy appointed by Governor Kean. The programs envisioned under A-4196 would be an integral consideration of the study. We believe the findings and recommendations of the Task Force would help maximize the effectiveness of a State literacy program benefiting the workers, the businesses, and the economy of New Jersey.

Thank you. If there are any questions, I will be happy to answer them.

ASSEMBLYMAN AZZOLINA: Are there any questions?

ASSEMBLY HENDRICKSON: Could we not be using some of our vocational facilities out there for these programs, and perhaps cut some of the costs, or are we already doing that?

DEPUTY COMMISSIONER LeFEVRE: I am not sure if we are already doing that, but I think one of the points that was made in the Task Force Commission Study Report was that corporations make available their facilities.

ASSEMBLYMAN HENDRICKSON: Their facilities.

DEPUTY COMMISSIONER LeFEVRE: And also offer volunteers from their work force to act as tutors.

ASSEMBLYMAN HENDRICKSON: Aren't most of the industries only trying to help their own -- the people who are in their own employ -- rather than the general public?

DEPUTY COMMISSIONER LeFEVRE: That has been the case up until now, I think, but they should open their arms--

ASSEMBLYMAN HENDRICKSON: You are trying to target--

DEPUTY COMMISSIONER LeFEVRE: Yeah.

ASSEMBLYMAN HENDRICKSON: Thank you.

DEPUTY COMMISSIONER LeFEVRE: I might mention, I heard this morning that we lost a very talented humanitarian, Jackie Gleason. One of the things I never knew about Jackie Gleason was that he was a high school dropout, and his greatest passion

in life was reading. He had assembled the greatest library, probably, in southern Florida, and he also had a photographic memory. Here is a fellow who took to that passion for reading, without much of an education.

ASSEMBLYMAN HENDRICKSON: And developed it.

DEPUTY COMMISSIONER LEFEVRE: Yeah.

ASSEMBLYMAN AZZOLINA: Thank you, Ken.

DEPUTY COMMISSIONER LEFEVRE: Thank you.

ASSEMBLY PALAIA: Thank you, Ken.

ASSEMBLYMAN AZZOLINA: Judy Fernald, Vice Chairman, National Advisory Council on Adult Education. Judy?

J U D Y F E R N A L D: Good morning, gentlemen, and thank you for this opportunity. I am Vice Chairman of the National Advisory Council on Adult Education. This Council was established by Congress in 1970 and was extended by the educational amendments of 1984. There are 15 people on this Council who have been presidentially appointed. We advise the President, the Congress, and the Secretary of Education in the preparation of general regulations and with respect to policy matters in the administration of the Adult Education Act, and procedures governing the approval of state plans, as well as policies to eliminate duplication.

You just heard where there is a potential duplication in the coordinating council or the advisory council that has been proposed in this Act.

I might say that yesterday I spent the day in Washington -- I do live in Montclair, New Jersey -- and we were talking about our literacy symposium, which will take place in Philadelphia at the University of Pennsylvania, working in conjunction with the Literacy Resource Center there. The purpose of this is to help to find out what illiteracy is. We try -- and you have heard from David Harman-- We kind of dabble with what this really is. Let's have, you know, concrete definitions. We just don't have them. You can play

with it any way, and there has been endless discussion on it. We are going to try to bring some of that discussion together, and at least provide a working definition for people like you, and certainly for us.

One of the other interesting things when you talk about literacy is to add the numerical, not just reading and writing, but the numerical element as well. From the discussion we had, last year we produced a literacy report, which we understand from the government printing department has been a best seller. This addresses how we have come to this problem today. So, I will make sure that some of you have copies of this. It was sent out to all of our legislators, but this was over a year ago and, since you have evinced a very keen interest, I think you will be extremely interested in some of our findings. It was a report several years in the making.

ASSEMBLYMAN HENDRICKSON: I serve as the President of the Ocean County Vocational Board of Education.

MS. FERNALD: Wonderful. I am also the Council's voting member on the Coalition for Literacy, which is a national group with 11 organizations, all dealing with literacy -- providers, and people keenly aware. This Coalition came about to make literacy awareness in this country. It has been two and a half years, and the PLUS campaign, which you mentioned, we feel is an outgrowth of the efforts of this Coalition.

I might add that the Coalition, when I first came on it, had turf battles -- everyone having their own area. That was one of my points for a little later, because I think cooperation is vital. In this last year, I have seen a new oneness of spirit among those who serve on that Coalition. We are coming together with a new spirit of cooperation, which I think is very positive. I think this bill certainly addresses that.

As I read Assembly Bill 4196, I was overjoyed, and I want to extend congratulations to those who developed the legislation. From my point of view, the Act is well-conceived and an important piece of legislation that will, should it pass, put New Jersey in the forefront of the crusade against illiteracy. I say illiteracy, because we are even saying, "Should that be a word to be used?" in this constructive and innovative approach.

The legislation expresses the problem well, and points to a possible solution through partnership, cooperation, and coordination, especially with the private sector. As you probably well know, this is the new area that has been developing in the literacy field -- reaching out into the private sector and the JTPA. It has just been a very meaningful and a very exciting thing to see since I have been on the Council.

I visited many Adult Basic Education Programs, and I am constantly impressed with the need for coordination of effort. One of our recommendations in our soon-to-be-released annual report urges a closer relationship among literacy providers, and encourages greater cooperation among state and local programs. Certainly, your proposed legislation addresses that.

Resources, we know, are limited, and must be used most effectively. There is a need to share information and resources. The stakes for our population are too high for the traditional turf battles. I might also mention that I saw a beautiful thing in New York City -- a dynamic in that city. It is a cooperation among providers. I haven't had that privilege here in New Jersey yet, to see that kind of breaking down of turf, but the cooperation is unique because it brings in the Board of Education, community-based organizations, the State Department of Education, the City University of New York, and the Public Library. The Literacy Research Center in downtown

New York is a powerful resource for bringing that together. I would suggest that you may, at some point, want to take a look at the sort of things the Literacy Research Center does in New York. It brings a lot together, and many of the things you are addressing are being addressed by that particular Center.

Perhaps missing in the proposed legislation is an element of accountability. The Commissioner of Education appoints the Program Coordinator to organize and administer the partnership program. Does the Program Coordinator report to the Commissioner of Education, who, in turn, evaluates the effectiveness of the program itself? To serve our taxpayers, there should be a built-in accountability, including the cost-effectiveness, to chart progress, measurement -- in that direction. This is something we have found lacking, I think, in many programs -- that accountability.

Would it not be important to involve our Public Library system as well in the partnership -- you may have had that in your minds, but I didn't read it into it -- particularly as they are recipients of large Federal grants running into the millions, and are increasingly involved in literacy programs? I happen to serve on our Montclair Public Library Board. We have had a grant, and I have been saddened to see that there hasn't been more guidance and more direction. It is reinventing the wheel, and I think that many other libraries which have these grants from the Department of Education are finding that they need the guidelines, too.

I hope that our New Jersey Adult Literacy Partnership Program is not only enacted into law, but will become an effective model for our nation.

Thank you.

ASSEMBLYMAN AZZOLINA: Thank you very much. Are there any questions? (no response) Thank you for coming.

ASSEMBLYMAN PALAIA: Thank you.

MS. FERNALD: Thank you.

ASSEMBLYMAN AZZOLINA: Mr. Robert Simons, Director, Division of Adult Education, Department of Education?

D R. R O B E R T R. S I M O N S:-- Good morning to everybody. My name is Bob Simons. Bill Gavin is joining me here at the table. Bill is our newly appointed assistant for literacy in the State of New Jersey.

As State Director, you can well imagine that I have a lot to share with you this morning. I will do it as quickly as possible, and will then be available for any questions, of course. My goal this morning is to talk with you about the problem of illiteracy in New Jersey, some current efforts, some linkages and cooperative projects that are already in existence, some existing concerns, some needs, and a brief discussion regarding the bill.

I would like to frame out the problem, if I may, for you, and keep my remarks centered on New Jersey, rather than nationally. It has been determined that in New Jersey, 14% of the population of 20-year-old adults and older -- that number is 700,000, as you are well aware -- are considered to be functionally illiterate. Perhaps a more interesting statistic is that one-third of the entire adult population in the State of New Jersey has not completed eight years of school. That is a staggering statistic.

ASSEMBLYMAN COLLINS: Could you repeat that?

DR. SIMONS: Yes. Thirty-two percent of the State's adults, aged 25 and over, have not completed high school.

ASSEMBLYMAN AZZOLINA: Twenty-five and over?

DR. SIMONS: Yes. What I would like to do is talk briefly about some of the sources--

ASSEMBLYMAN ROONEY: Excuse me. You said, "Haven't completed eight years," and then you said, "Haven't completed 12 years."

DR. SIMONS: I beg your pardon -- have not completed high school.

ASSEMBLYMAN ROONEY: High school?

DR. SIMONS: Yes, excuse me. I would like to talk about some of the sources, why so many? The first source is that New Jersey, historically, has a large number of adults for whom English is not the native language. I am sure this prestigious group understands that New Jersey ranks fifth -- right after California, Texas, Florida, and New York -- in immigration and refugee resettlement. We receive about 27,000 immigrants annually in the State of New Jersey. The 1980 census tells us that 800,000 New Jerseyans, aged 25 and over, have completed eight years of school, or less. Lastly, New Jersey has a 16% dropout rate.

ASSEMBLYMAN HENDRICKSON: Sixteen percent?

DR. SIMONS: That is correct. That represents approximately 15,000 students a year.

Let's talk for a moment, if we may, about the consequences. Billions of dollars in cost to the economy annually are lost through industrial productivity, unrealized tax revenues, increased costs for welfare, prison maintenance, crime, and other related social problems. Unemployment-- Even when jobs exist -- as Dr. Harman referred to -- qualified manpower to fill them may not, especially along the Eastern Corridor. When adults lose employment, a lack of literacy skills needed for retraining may not exist. Family and school problems are only enhanced by illiteracy, a lack of a literate parental role model for children to emulate, lack of parental participation in the children's educational process, and a lack of participation in community and civic processes.

I would like to tell you about a few of our current events. We provide instructional programing in the State of New Jersey -- the New Jersey Department of Education through the Division of Adult Education -- to approximately 28,000 adults annually in basic reading, writing, and computational skills. We also provide, to approximately 12,000 adults

annually, high school equivalency. We prepare them to take the GED test. Literacy Volunteers of New Jersey, whom you will hear from shortly, provide instruction for approximately 2000 students annually. All told, we are servicing about 42,000 adults on an annual basis, out of a recognized pool of 700,000 people.

We provide instruction -- or funding for instruction -- through New Jersey Network. We provide programs such as: "Learning to Read," for beginning readers, "Another Page," for readers at the fifth to seventh grade level, "TV GED," for adults preparing for the GED test, and we have approximately 500 people who are actively involved in instruction through TV.

Recently -- as Dr. Harman also pointed out -- ABC and PBS created an awareness campaign. We call that "Progress Literacy U.S.," better known as "PLUS." The New Jersey Department of Education has created a PLUS Task Force in response to this awareness campaign. The Task Force brings together service providers, support organizations, State agencies, and the private sector for the following purposes: We in New Jersey would like to raise public awareness. We establish networking of literacy service providers, and we involve the private sector for resource development and information dissemination.

The Advisory Council for Adult Education is also being organized. Many of the representatives in the bill that you suggest be part of your partnership, are presently part of the New Jersey Advisory Council.

I would like to talk for a moment about recruitment referral. We fund a literacy hot line in the State of New Jersey, whereby any adult who wishes to volunteer his or her services to tutor, or who has a problem and needs literacy training, is free to call. Since September of 1986, we have received 2500 calls. Eleven hundred of those calls were people volunteering throughout the State of New Jersey; 900 were

people calling for help. They were needy adults asking where they could receive education. Five hundred people called to say that they would like to participate in the TV GED educational opportunities.

The New Jersey Department of Education is also in the process of developing a literacy volunteer recruitment kit for dissemination to corporations, government agencies, social service organizations, and community-based groups which have an interest in adult literacy, in order to increase the numbers of literacy tutors throughout the State. Presently, we are developing a statewide public relations recruitment campaign that will be aimed at raising the awareness level of all New Jersey adults.

I would like to talk briefly about linkages and cooperative projects that are already in existence. The private sector first: Primary private sector linkage is through Commissioner Cooperman's adult literacy initiative. Very briefly, the State Board of Education, in December, 1986, passed and approved the adult literacy initiative. Briefly, what we are hoping to do is have 10 corporations step forward and join us in a partnership, and tell us -- and I believe two of those corporations are here today, and will be represented in the testimony -- that they will provide for us at least 100 employees annually who volunteer to tutor an illiterate adult. I am proud to say that New Jersey Bell and Howard Savings are the first two corporations to step forward.

The New Jersey Department of Education has also considered itself as a corporation, so to date we have three corporations in the State of New Jersey. In the first three days, we had 87 employees in the New Jersey Department of Ed who stepped forward, who now have been trained, and who are being matched and are tutoring throughout the State of New Jersey. The Commissioner was the first volunteer. He has been trained, and he is tutoring an illiterate adult. You will hear more from the corporations, I am sure.

I would like to talk about our present involvement with other State departments. We have had a 10-year history of cooperation with Human Services programs for refugees. We now look forward to being deeply involved with the Governor's priority of Project REACH. Project REACH, as you well know-- Its efforts are directed toward attempting to take people who are now receiving welfare, providing them with education, or employability skills, and then moving them, of course, off of welfare and into the work force.

Our business is educating adults. We are the natural component to help those folks make that transition. So, we look forward to working with Human Services and continuing those efforts.

We also anticipate working with Human Services in providing educational programs under the Immigration and Naturalization Act. The Department of Labor has also had a long history with the Department of Education. For the past three years, we have had their active support, and that of the Private Industry Councils for programing under JTPA. PICs have established with us basic skills remediation for adults, and many have played key roles in special programs for dropouts. We have worked with the Department of Community Affairs for the past two years. The Department has joined with the Department of Community Affairs in the implementation of the New Jersey Youth Corps. The Division of Adult Education operates 16 dropout centers across the State of New Jersey, servicing approximately 1250 young adults 16 through 21. Community Affairs has joined us in that effort.

I would like to talk briefly and finally about the current concerns and needs in the State of New Jersey. Maintaining high levels of basic skills is critical. Concern has been expressed for our ability as a nation to maintain a strong labor pool, with so many youth and adults lacking basic skills for job training and retraining. This is crucial to

continue economic growth. New Jersey cannot afford to have a segment of the population excluded from the work force because they cannot read or write well enough to be trained for work, or retrained for a new job.

According to the National Alliance of Business, companies will find that basic skills deficiencies of employees will add to their costs, not only through greater remediation expenses, but through lower productivity, higher supervisory costs, and poorer product quality. The Business Advisory Council of the Education Commission of the State said: "In order to fill jobs, assuming the economy continues to grow in New Jersey and in the nation at a moderate pace, business will be forced to dip increasingly, by 1995, into an employment pool that consists largely of those who are least employable -- today's so-called at-risk youth."

I would like to speak for just a moment on non-English-speaking adults in the State of New Jersey. About 60% of our program funds for adult basic education are used to support English-as-a-second-language classes. New English-as-a-second-language classes could be filled easily in urban areas across this State. Many non-English-speaking adults remain on waiting lists. We are not nearly servicing the amount of people who step forth.

ASSEMBLYMAN COLLINS: Excuse me, Dr. Simons, if I may, Mr. Chairman. Why aren't we servicing them?

DR. SIMONS: The Division of Adult Education has not received an increase since Fiscal Year 1984.

ASSEMBLYMAN COLLINS: In the funding, is what you're saying?

DR. SIMONS: Yes.

ASSEMBLYMAN COLLINS: Thank you.

DR. SIMONS: There is a concern about how well a nonliterate parent -- as Dr. Harman pointed out -- can reenforce the work of the schools, particularly with the

young. Reading begins in the home, or it certainly should be practiced there. Children need to see their parents as capable readers, deriving satisfaction and pleasure from the reading process.

There are special populations that we have directed our attention to very recently that need attention in the State of New Jersey. They include: older adults, dropouts, and teen-aged parents. Many older adults cannot read. They also have special informational needs regarding such matters as health and nutrition. We are servicing a fraction of this population. Youth who drop out of high school will earn thousands less over the course of their lives than someone who completes school. Teen-age parenthood contributes dramatically to the dropout rate. It is also a factor in promoting dependence on various forms of public assistance.

In a 1986 report from Ernest Boyer, the then Secretary of Education estimated that 80% to 90% of teen-age mothers do not finish high school. Half never complete the eighth grade. Not completing high school doubles the probability that a woman will receive Aid to Families with Dependent Children.

We need more coordination; not only more, but better coordination is crucial. It is working presently, but on a very small scale. Problems do not exist in isolation, and neither should our response to them. Adults who cannot read often have more than educational needs. They may need help with employment training, housing, counseling, child care, etc. No one program or agency can do it all.

I know you gentleman will be faced today with others discussing money. While I do not intend to do that this morning, I would like to conclude by saying, I wonder what \$125 would buy for each of us in this room today. Let's just talk for a second about what it could buy you. You could take your family out to dinner. You might be able to buy a sports jacket. It might pay for three months at a health club. Or,

we could give it to an Adult Basic Education Program in the State, because that is the exact amount they have to service each adult they are dealing with in the State of New Jersey.

Thank you very much for your attention.

ASSEMBLYMAN AZZOLINA: Thank you.

ASSEMBLYMAN COLLINS: Just one quick question.

ASSEMBLYMAN GARGIULO: Mr. Chairman, I have a question.

ASSEMBLYMAN COLLINS: Go ahead.

ASSEMBLYMAN GARGIULO: Thank you, Jack. During the course of your presentation, you mentioned that you service approximately 46,000 adults who are illiterate. After they are processed, are they literate? Is the program working?

DR. SIMONS: I believe the program does work. There are small percentages, of course, which are moving from level to level. There are four major levels by which we classify adults when they come into our program -- Levels 1, 2, 3, and 4. The ultimate goal, of course, is to move adults along, so that they end up being able to either enter an adult high school or take the GED test. Our success rate has been increasing over the years. So, I do believe the programs are successful.

ASSEMBLYMAN GARGIULO: What is the rate?

DR. SIMONS: Approximately now, annually-- Eighteen thousand adults in New Jersey took the GED test last year, and out of those 18,000, I believe the figure is 8400 who passed it.

ASSEMBLYMAN GARGIULO: So, of the 46,000, 8000 -- or 20% -- are becoming literate?

DR. SIMONS: Yes, but the others are moving toward that. In other words, we have some very low level learners who entered at the bottom of the rung, but who are working their way up.

ASSEMBLYMAN GARGIULO: Thank you.

ASSEMBLYMAN HENDRICKSON: Just real quickly, what percentage of our dropout rate is pregnancy related? Do you have any of those statistics?

DR. SIMONS: An extremely high portion of the dropouts in the State of New Jersey are pregnancy related. I don't know the exact figure.

ASSEMBLYMAN HENDRICKSON: Are we addressing that in any way on the adult side?

DR. SIMONS: I believe we are. I think through our Urban Youth Dropout Programs, we have insisted upon components that not only teach basic skills, but begin to teach employability skills. We also, with Youth Corps, now help young adults to go out after the morning session of basic skills and get a job within the community. If, in fact, they do not go to work in the p.m.-- Excuse me. If they do not go to school in the a.m., they are not paid for their work in the p.m. The program has been quite successful. The last component of those programs includes counseling -- major counseling for all of the adults entering the Urban Youth Dropout Programs.

ASSEMBLYMAN HENDRICKSON: Thank you.

ASSEMBLYMAN AZZOLINA: Thank you very much.

ASSEMBLYMAN COLLINS: Mr. Chairman, one quick question. With the figures you started with -- which grabbed all of our attention -- 14% of 20-year-olds functionally illiterate; 32% of 25-year-olds, or more, without high school diplomas, is there-- Keeping percentages in perspective, are there greater numbers of people in the urban areas who meet this criteria, or in the rural areas, or in the suburban areas? Which would it be?

DR. SIMONS: That is an excellent question. Out of the 700,000 functionally illiterate adults we have recognized in the State, 408,000 are centered in urban areas throughout our State. We have--

ASSEMBLYMAN COLLINS: So, over 50% of them are in the urban areas. The answer gives us that there are more in the urban areas, but what I was really driving at from my own

thought process was, of that 700,000, more are in the urban areas, but there are more people who live in the urban areas.

DR. SIMONS: Of course.

ASSEMBLYMAN COLLINS: What I was wondering is, a longer range-- Without putting you on the spot at all, I was trying to put together an idea. Are the urban schools failing in the bigger picture -- the rural schools -- the rural type idea that, "Hey, we don't have to go to high school to move out to the farm" -- that type of thing? That is more why I was asking percentage-wise. The greater number, of course, is in the urban areas because more people live in the urban areas. But, you would not be able to tell me if a greater percentage of the larger population in the urban areas was illiterate, as compared to a rural area?

DR. SIMONS: I would not this morning, but I will certainly get that answer for you.

ASSEMBLYMAN COLLINS: I would appreciate that very much.

ASSEMBLYMAN AZZOLINA: Thank you. We are going to have to keep the questions down, because we have six more speakers, and we will never get through. In fact, more than that, I guess. Thank you.

Sandy Barlow, Executive Director, Literacy Volunteers of America-New Jersey, Inc.?

S A N D Y B A R L O W: Good morning. Illiteracy is a problem which affects us all. Everyone should be able to read road signs, read to their kids at home, and read safety instructions in the workplace. Bob Simons just told us that there are about 700,000 functionally illiterate adults in New Jersey. We have found the best way for an adult to learn to read is through one-to-one instruction that is geared toward that particular student's interests and needs. The learning situation should be private and non-threatening. The only feasible answer to providing thousands of people with a private tutor, is by utilizing volunteer tutors.

In 1978, there was no statewide volunteer literacy effort in New Jersey, so Literacy Volunteers of America -- LVA -- was formed in New Jersey to recruit, train, and give support to community volunteers who want to pass on to someone else their gift of reading. Through the efforts of a dedicated band of volunteers, the State Department of Education's Division of Adult Education, and the State Library, LVA of New Jersey spread throughout the State and is now functioning in every county. We are part of the national LVA organization, which is in 36 states.

The three keys to LVA's success are: 1) utilizing volunteer efforts; 2) supplying those volunteers with comprehensive training; and 3) providing continuing support for those volunteers.

Typical LVA volunteers begin by being shocked that there are so many people in their own communities who can't read. The initial response is the thought that they love to read, and they would love to help someone else learn that skill. This motivates them to take the LVA 18-hour tutor training workshop to learn proven techniques that succeed with adult learners. They are then matched and meet with a student once or twice a week in a convenient place -- sometimes for months, sometimes for years.

Before tutoring sessions, volunteers spend time making lesson plans and gathering materials, such as getting a bank deposit slip or an application form, so the student can learn how to fill them out. Tutors take in-service training courses so they can learn more about reading comprehension or learning disabilities, so they can help their students more. The volunteers are dedicated people who want to pass on to a fellow human being the ability to read and write -- people who have said "Yes," when undereducated adults wanted to take hold of their lives and ask for help with basic skills.

Some literacy work is being done in the workplace. LVA has gone into hospitals and trained nurses and other staff to tutor other hospital employees. Tutoring can be done at lunchtime or right after work. Some corporations sponsor tutor training on company premises, and some offices are sites for the one-to-one teaching.

One problem of illiteracy in the workplace is that low level readers don't want their bosses to know they can't read well, so they fake it. It is imperative that people can go for private, confidential tutoring if they don't want people to know about their disability.

LVA of New Jersey has about 2500 volunteer tutors. The tutors are only part of the LVA model. Our volunteer groups have to be organized so there is support for all those giving volunteers. The "behind the scenes" people are fulfilling management activities, planning training, finding suitable sites for tutoring. They are ordering materials, baking cookies for tutor meetings, carrying slides and tapes and audio visual machines back and forth. They are serving on boards of directors and taking more training so they, in turn, can train more tutors. They are speaking to groups, writing press releases, raising funds-- The list goes on and on. These are unselfish, giving people, giving their time. They believe -- as I believe, and as I think you believe -- that we do live in a land of opportunity, and that if some people have missed their first educational chance, they are willing to give them a second try. They want to help to enrich a person's life, and subsequently enrich our communities.

I believe that people who want to work -- who want to support their families -- deserve a chance to improve themselves and improve their skills. But, before they can go for high-tech training, they need the basic skills of reading, writing, and computing. One-to-one tutoring with a well-trained volunteer works.

New Jersey State Library

I am convinced that New Jersey has the most giving people in the world, and the volunteers connected with LVA are giving of themselves in a special way. But, volunteers are not free. They need support services to back up their efforts. Notices need to be mailed out, training materials must be purchased, records have to be kept in a central place. Someone has to coordinate the local efforts, and we are finding we need a paid volunteer administrator -- sometimes part-time -- but someone there to do the coordination.

I got a rather weary letter this week from a wonderful volunteer, who told me she simply could not go on much longer. That particular local LVA program has almost 100 tutor/student pairs, and the coordination is simply too much for a volunteer.

An LVA group down in South Jersey had a meeting and, because they have no money, the woman acting as coordinator sent out the notices and paid for the postage and envelopes herself. Most of us are willing to do that once or twice, but that is no way to run a literacy program.

Our volunteers are going to burn out if we don't offer them support. We need to supply the local chapters with funds to cover basic office supplies and some clerical help. They need training -- board training, workshop leader training, management training. Many have offered to speak to interested groups, but we need to supply them with brochures and visuals. Tutors need books to use with their adult students. We need to recruit students, and there is a particular challenge in reaching people who don't read well. Radio and television are obvious mediums. We need an all-out, comprehensive statewide student recruitment campaign that will be ongoing for at least three years.

We need to reach the illiterate young parents and teach them basic skills, so they can pass learning on to their children. We need to encourage our volunteers, recognize them, cheer them on. I wish each of you would call your local LVA

group and volunteer to go to a meeting to thank the volunteers for their efforts. I have a State Directory, and I am going to make sure that everyone gets one before you go home. We need to link our volunteers with computer use, so we can use technology with the learning process.

Last year, the average cost of LVA students -- nationwide -- was \$190 per student. That includes budgets from local, state, and national LVA. Here in New Jersey, with approximately 2500 LVA students, if we multiply 2500 students times \$190, we get close to a half a million dollars we could be spending if we were in the national average.

I won't ask for a half a million dollars for next year for LVA, but I do have to repeat: Volunteers are not free. LVA needs to do what we do best, but we need to do more. We need to do double, triple, quadruple. I am asking for support from the Legislature. We need \$190,000 per year for the next three years.

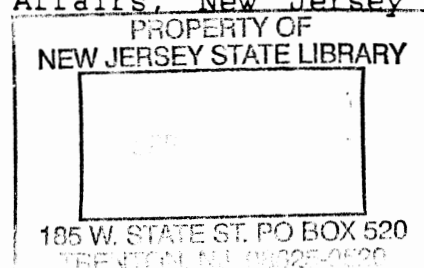
The good people of New Jersey are willing to give their time. Corporations want to help. LVA has good training and materials. The LVA prototype is a proven method to teach people to read and write. The LVA volunteer management system works. The groundwork is laid. The infrastructure is in place in New Jersey. We are in every county. The New Jersey 800 number can refer anyone in the State to a local program. What we need now is funding. When I say funding-- What we need is money.

Thank you for your attention.

ASSEMBLYMAN AZZOLINA: Okay. I won't ask for any questions, because we have six more speakers to go. But, I think we got the message. Money is the key.

MS. BARLOW: But we're doing the work.

ASSEMBLYMAN AZZOLINA: I know. Thank you very much. Mr. Warren Davis, Staff Manager-External Affairs, New Jersey Bell, will be our next speaker.



Actually, I have six more speakers. I would like to get everyone on, but we have to conclude at 11:45 because we have a couple of bills we have to take up in the Economic Development Committee for about 10 minutes afterward. So, with six speakers left, and we have about 40 minutes, I would like to have everyone time themselves, if they can. Thank you.

WARREN H. DAVIS: I will cooperate.

ASSEMBLYMAN AZZOLINA: By the way, that was a great program that Bell Labs-- You're not connected with Bell Labs, though, are you?

MR. DAVIS: No.

ASSEMBLYMAN AZZOLINA: No more.

MR. DAVIS: No more. Mr. Chairman, my name is Warren Davis. I am Staff Manager-External Affairs for New Jersey Bell, and I am the Coordinator for their Adult Literacy Initiative Program. I appreciate this opportunity to comment, in a supportive way, on Assembly Bill 4196, a New Jersey Adult Literacy Partnership Program.

New Jersey Bell, through our President, Anton J. Campanella, has long been supportive of corporate involvement in the educational issues being addressed in our State. We have been involved in a number of educational programs, such as:

- 1) Conducting administrative studies which have resulted in cost savings to local school districts;
- 2) Offering management training courses, which are conducted at our Corporate Training Center, to educators and administrators;
- 3) Presenting, through volunteer role-model employees, high school dropout prevention programs;
- 4) Having volunteer employees tutor elementary school students weekly in math and writing skills;
- 5) Conducting partnership programs in specific schools and with the Department of Education of New Jersey; and,
- 6) Recruiting employees as volunteer tutors to teach adult illiterates to read and write.

It is the latter that I would like to spend a few additional minutes discussing.

When Dr. Saul Cooperman announced his Adult Literacy Initiative, which challenged corporations to recruit 100 employees to volunteer as tutors to work with functionally illiterate adults, New Jersey Bell accepted, primarily because its employees traditionally respond to such worthy community service projects.

As a first step, we outlined a plan to our department heads in which we would assume all costs of training, and grant time off to volunteer employees for training purposes. Then, we published a feature article in our company newspaper. Ultimately, 180 people responded to this appeal.

Thereafter, we established 13 training sites throughout the State to accommodate these volunteers. All of these training sessions were conducted by the Literacy Volunteer organization you just heard from. These training sessions have been completed, and we now have our volunteer employees trained and certified as tutors to work with adult illiterates. However, this is where the hitch lies and where the Partnership Program can provide the necessary coordination in pairing tutors to students.

As we have heard, it is estimated that we have over 700,000 functionally illiterate adults in New Jersey, but except for a relatively small percentage, we don't have any idea who they are or where they live. This legislation can remove a major obstacle, if:

- 1) It will expedite the identification of those adults needing help; and,
- 2) It will provide the coordination to link a volunteer tutor with a student.

Because most volunteer tutors have certain available hours within a preferred geographical area -- mainly where they live -- this poses restrictions that need attention, or else we

lose the volunteers. I think that is what we are being faced with right now. However, with these barriers removed, I think a partnership with the corporate community will be very successful.

This legislation will provide important ingredients that are currently missing. Therefore, I urge that it be passed so that New Jersey can start making real progress in addressing the illiteracy issue which has grown to staggering proportions.

I thank you for this opportunity to address you.

ASSEMBLYMAN AZZOLINA: Thank you very much. Ms. Janet Gregory, Manager Public Affairs, Howard Savings Bank.

J A N E T G R E G O R Y: Good morning. If I may just make one corrective note. I am really the Manager of Employee Activities at the Howard Savings Bank, which will clarify--

ASSEMBLYMAN AZZOLINA: Some people get the words some of the times.

MS. GREGORY: I get paid to have fun. Basically, I organize leisure-time programs for our employees. One of the most important parts of my job function is to organize community service projects which the employees can participate in.

The Howard Savings Bank first became involved with the PLUS Initiative through the National Employees' Services and Recreation Association, which is the professional organization to which I belong. NESRA is one of the organizations supporting PLUS on the national level, and it was through their information that they distributed to the membership that I became aware of the PLUS Initiative, and even aware of the magnitude of this problem. I think awareness is one of the key words.

I approached our Chairman, Mr. Donald F. McCormack (phonetic spelling), and outlined the enormity of what we are dealing with here, and the type of assistance needed. I

received full support from senior management for my efforts to recruit volunteer tutors from our employees. Mr. McCormack authorized release time for the employees to be trained during regular business hours, and the bank will also absorb the costs of the purchase of the tutor training materials for our employees.

We also plan a public awareness effort of our own, using our capacity to generate messages on the bottom of bank account statements. We will devote one month to a public awareness message, and will provide the PLUS hot line number for everyone who wants to help, or who knows someone who needs help.

I have been organizing leisure programs for seven years for the employees of Howard. In that time, I have found that community service opportunities are the second most popular thing we can do. The only thing that beats them out is a chance to save money. But, the response -- time and time again -- to any way that is demonstrated to be a real meaningful, productive helping effort, is overwhelming. I believe this is typical of all human beings, and I am convinced that basic human decency is the force that is going to defeat illiteracy eventually.

I think that the enthusiasm we see in our own employees time and time again needs to be focused and channeled and directed, to avoid reinventing the wheel, as someone has already mentioned.

Thank you very much.

ASSEMBLYMAN AZZOLINA: Thank you

MS. GREGORY: You're welcome.

ASSEMBLYMAN AZZOLINA: Mr. Barry Tarzy, State Education Adviser, IBM.

B A R R Y T A R Z Y: Thank you for the opportunity to be with you this morning. It is an honor and a pleasure to review with you IBM's involvement on both the national and the State

level in what we believe is probably one of the most pressing issues facing our nation today.

Before I tell you about IBM's efforts and focus, I would like to compliment all of the people whose efforts on behalf of literacy have been under way for years. My hat is off to these people and the many hours they have given their pupils, building not only literacy skills, but their pupils' self-esteem, for it is not only productive contribution in society that is the issue, but human tragedy as well.

Adult illiteracy has been a long-term illness, hidden under a blanket. Over the last few years, for many different reasons, the blanket has been pulled down and this illness exposed. It will take some time to remedy it.

Adult illiteracy is a problem that must be addressed in two places. First, at the source, in early childhood; and second, with the adolescent and the adult, who, for whatever reason, did not learn to read and write. The preparation of our nation's young people for effective citizenship should be our society's first priority. Unfortunately, alarming numbers of our children have not, and are not receiving the skills they require to become productive adults. Growing numbers of our young are not, and may never, live up to their potential. They may never make a contribution that creates self-respect.

Nationally, 29% of our children drop out of high school before graduation. That is almost one out of three who do not finish high school. In some major cities, it is over 50%, and we see it in cities spread across the nation. It is not a local New Jersey problem. It is not a regional problem. It is, rather, one that crosses the United States. Our society has failed, when a million of our children each year fail to acquire the skills they need to live and work, and to be successful. And the demands, as you well know, for literacy and thinking skills will be even greater in the future.

While it appears that children do not drop out until the tenth grade, educators will confirm that they drop out mentally in the early grades -- third and fourth -- when they have not learned to read and write. A child who cannot read, cannot succeed in the formal education learning process. This child sits in class in frustration, and finally becomes a dropout statistic in the ninth or tenth grade, at the same time building anxiety and resentment for society. Literacy provides access to, and is the basis for confidence. It provides jobs and self-respect, and it is essential for success in school and in life.

Now, this may sound self-serving, but I believe that if we are to have the impact and make significant progress in solving this problem, we must use technology where it is at its best -- helping people. Today, we have that technology. When we put the IBM Education Systems Organization in place a few years ago, we set, as the number one priority, literacy. We thought that if we could leverage technology to teach a significantly greater number of our children to read and to write, that would be the most important thing we could do to help to fight adult illiteracy longer term, and provide the opportunity and the environment for early success.

So, what I am going to talk to you about are two IBM literacy programs: one that addresses the young child beginning in school, and the other the adolescent and the adult, both programs developed by Dr. John Henry Martin, a noted educator, working jointly with the IBM Corporation. Writing to Read is for early childhood -- kindergarten and first grade -- and PALS, the Principle of the Alphabet Literacy System, is for the adolescent and the adult.

The basis of Writing to Read is that it builds on each child's natural language growth. Children come to school with a vocabulary of 2000 to 4000 words, which they can express orally in complex sentences. Writing to Read is a multi-media

education system designed to teach children how to write what they can say, and how to read what they can write. In 1983, we started to install a number of Writing to Read centers in many school districts across the United States, with a little over 10,000 children in the test group. The results of the independent testing done by the Educational Testing Service in Princeton, is documented. You have the documentation in the packet I passed out to you.

We have longitudinal data today from the children who started in kindergarten who are now in first, second, and third grade, and those early installations, and it is extremely positive with all children, regardless of color, poor or rich, boy or girl, urban or suburban, be it the north, east, south, or west.

In addition to achieving significant improvements in writing and reading, the schools are reporting improvements in math as well, and we are being told by the educators that the math improvement is not only the effect of being able to read better, but that Writing to Read causes a profound attitudinal change -- a positive attitude about learning and themselves. The teachers say they see an increased self-esteem, and they feel that self-confidence is a major cause of the math improvement.

We are getting positive results like this from Georgia, Florida, Ohio, Michigan, New York, California, Texas, and other states all across the country. We are hearing the same things from educators in Englewood, Hackensack, Linden, Ridgewood, Teaneck, Upper Montclair, Atlantic City, Camden, Marlton, Haddonfield, and other cities and towns in New Jersey, where schools are using Writing to Read. We estimate that 600,000 children nationwide will start school with Writing to Read this coming September.

So, the next logical question is, if Writing to Read can do this for children, why can't we use it for adults?

Well, it is directed at five-year-olds, using techniques like stamping feet and clapping hands, engaging the entire child in the learning process. It would be inappropriate, and surely demeaning, to use these same techniques with adults. However, Dr. Martin used the learning theory and success of Writing to Read -- the basics -- and put them into an adult program that he calls PALS. While Writing to Read is focused on early childhood -- the prevention of illiteracy, PALS focuses on the remediation of the adolescent and the adult. It uses the most advanced info-window, touch-screen technology, and is specifically addressed to the person with less than a sixth grade reading level. The system delivers the curriculum.

The objective of PALS is to improve reading skills, both vocabulary and comprehension, and to improve writing skills, which are both built on the foundation and exposure and practice in alphabetic principles. PALS also includes learning how to touch type, to use a computer, and a word processor. In the process, PALS instills feelings of self-worth and develops ownership in tracking one's own progress. The lab accommodates 16 students per class, and is designed to handle 500 students per year. The cost of this, in comparison to some of the one-on-one techniques that are happening today, is approximately \$100 per student the first year, and \$10 per student in the years following.

Washington, D.C. was the first PALS site, and the results were documented by ETS. In 1983, Dr. Martin took two classes of high school students in the lower 10% of the school -- 23 students in all. The results of these classes were, first, a class attendance that rose from 67% to 98%, and second, a reading growth level in the participating students of almost three grade levels. They learned typing skills from 15 to 35 words per minute -- they could not type before entering the program -- and all of this was achieved in 20 weeks. The program also focuses on completing job applications, creating a

resume, and doing personal typing. Of the 23 students in the original test group, 12 were located three years later, in May, 1986. Eight of those are in college, or working with college planned.

There are early installations in many states across the United States -- the 1986 test group. They are in South Dakota, Florida, Indiana, Massachusetts, Kentucky, Michigan, Cincinnati, and West Virginia, and all of these installations hit specific segments of our society -- students from regular high schools and vo-tech schools. They include previous recent high school dropouts, people in prisons, people in the elderly population, and both private and public industry workers. Included in your packet are several articles from different sources about our involvement with the State literacy efforts and PALS.

Now, to support these efforts we have created a National Literacy Center, which is located at the IBM Education Systems headquarters in Atlanta. The responsibility in this organization is to provide support to our customers on these literacy products, to provide briefings to executors like yourselves, and to work with customers to understand their current literacy products and projects, to develop joint studies with them, and to test new literacy products.

Let me tell you about a model that is being formed in the city and school system of Atlanta, because I think it is comprehensive. First, the Atlanta school system, under Dr. Crimm (phonetic spelling), the Superintendent, has installed Writing to Read in all 83 elementary schools, with the intention that every child who starts school in the Atlanta public school system will be provided the benefits of Writing to Read. Additionally, with the help of Jean Young, Mayor Andrew Young's wife, we have established a Writing to Read Program at a housing project, and children from five other projects are brought there each day. They are being taught to

read and to write at three and four years of age. This is a Head Start Program for children at risk, to give them a greater chance at success once they get to school. About 200 children have participated in this program to date.

Additionally, the school system and the city, working together, are reporting that the PALS lab they installed is meeting their objectives for the kids in school, for the dropouts, and for adult city workers.

Let me summarize: Literacy must be provided to all of our children, our teen-agers, adults, and the aged. No one program is a panacea that will work for everybody. It will take the combined efforts of people like all of us in this room, working together with the proven techniques, and creatively employing technologies that work. The American Seminar, which was a major closed network broadcast made this past Tuesday to over 1000 locations nationwide on the subject of literacy, is an example of people and organizations working together to solve the problems.

We strongly support these efforts, both financially and with human resources. The IBM Education Systems organization has state education advisers for every state in the nation. The two advisers in New Jersey are Fred Hooglen (phonetic spelling), who is in the northern New Jersey area, and myself, in Trenton and South Jersey. We are committed to this effort. We know, as you do, that literacy is essential to an individual's self-respect and to our State's and country's economic success. It is you in the political process who set New Jersey's priorities. Surely the ability to read and write for all of our people must be one of the highest priorities.

We do not have time today to look at a documented video. However, I would be happy, if you so desire, to send you this video. I think that Dr. John Henry Martin said it best, when he said: "Literacy may not guarantee our freedom, but illiteracy will guarantee its death." We look forward to working side by side with you to conquer this problem.

Thank you for the opportunity to be with you today.

ASSEMBLYMAN AZZOLINA: Thank you very much. May we have Pat Holliday, Director, Education Office, Department of Human Services?

P A T H O L L I D A Y: Good morning. I am Pat Holliday. I come to you with two interests in the problem of adult literacy. One certainly in my role as Director of the Office of Education for the Department of Human Services, and second, as the Chairperson for the New Jersey State Advisory Council for Adult Education. My comments today will appear from the perspective of the Department of Human Services.

The Department of Human Services has long recognized the problem of illiteracy, a problem that has limited the transitional opportunities of the adult client leaving the institution for the community; a problem which has restricted State employees from advancement beyond entry level positions, and which interferes in their daily performance; a problem which prevents welfare recipients from acquiring decent jobs at adequate salaries.

While the economic impact of illiteracy is significant, the social and psychological factors are equally noteworthy. Illiteracy devalues people personally, as well as economically; it reduces self-esteem and individual motivation; and it limits social interaction and leisure activities. It is, indeed, costly in both human and economic terms.

While the negative impact of illiteracy is clearly visible, its solutions are elusive. We have learned from past experiences that illiteracy is so complex that its remedy involves a unified coalition of resources. The New Jersey Adult Literacy Partnership Program can provide that coalition, and we in the Department of Human Services seek to make a valuable contribution to it.

The Department holds a well-defined responsibility in adult literacy, in that it serves clients sorely in need of

literacy programs. It employs untrained staff in entry level positions, and it seeks appropriate employment for clients who are mentally ill, developmentally disabled, and recipients of welfare. The Department has three major initiatives which are adult-literacy oriented. First, it offers, on a limited scale, functional -- and I emphasize the word "functional" -- adult literacy programs to its clients within State facility programs. These Adult Basic Skill Programs involve all of the communication and computational kinds of things that we think of as being literacy, but also related skills -- managing one's resources, controlling environment, appropriately interacting with peers, child care, and the like. For clients in the mental health system, these skills may be the necessary ingredient to community integration and job success. During the 1985-'86 school year, 500 adult clients were served and benefited from programs of this type.

The second initiative is, the Department has tried to implement programs to train State employees, especially those at the lowest entry level positions. Some of these people lack appropriate literacy skills essential to satisfactorily perform their jobs, to advance through the established career ladders, or to manage their personal lives after work. The Department has encouraged employees to take part in available literacy programs and, in cooperation with the Division of Adult Education, the Department of Human Services has offered Adult Basic Education Programs which lead to adult high school diplomas, to many State employees in our institutions. Currently, volunteers are being sought to assist in this initiative.

Finally, English-as-a-second-language programs are offered to some of our professional staff who need that necessary reculturization as they enter this country. While programs of this type are beneficial, they are limited and all too small to make a major impact. As a Department, we seek to

replicate programs for staff and for clients within State facilities and, of course, to do so will involve more resources, preferably through volunteer groups and through inter-agency agreements.

It is now time for the Department, though, to look beyond State facilities and to reach out to the community. Through its REACH initiative, the Department of Human Services will try to provide literacy training to welfare recipients, as either a supplement or prerequisite to employment. While this initiative has yet to be undertaken, it does hold the promise of a public/private partnership, and one of an interdepartmental effort.

The Department of Human Services, in cooperation with the Division of Adult Continuing Education, is planning for this activity. It will seek to utilize adult high schools. It will consider establishing alternative programs, and will encourage private employers to offer literacy training. While the Department of Human Services literacy initiatives are in need of further expansion and development, they do recognize and address the problems of illiteracy. Because of this fact, the Department seeks to play a valuable role in the New Jersey partnership, and supports your efforts insofar as the bill is concerned.

I thank you very much.

ASSEMBLYMAN AZZOLINA: Thank you.

ASSEMBLYMAN HENDRICKSON: What is your budget in the Department of Human Services for education? How much of your budget is--

MS. HOLLIDAY: We have a large education budget for the population that is under age 21, because that funding comes through the State Facilities Education Act. The budget for the adults comes mainly from Federal sources and some from State sources, through the Division of Adult Education.

ASSEMBLYMAN HENDRICKSON: Because of time, will you let us have that breakdown later, please?

MS. HOLLIDAY: Yes.

ASSEMBLYMAN HENDRICKSON: I would appreciate it.

MS. HOLLIDAY: Thank you.

ASSEMBLYMAN AZZOLINA: Thank you, Pat. Ray Peterson, New Jersey State Federation of Teachers? I have 10 minutes to get three of you in. I don't know how I am going to do it.

R A Y M O N D A. P E T E R S O N: Good morning, Mr. Chairman and members of this Joint Committee. I am Raymond A. Peterson. I represent approximaely 10,000 members of the American Federation of Teachers in New Jersey. I am also President of the Middlesex County AFL-CIO Labor Council, and a member of the Middlesex County Literacy Task Force.

My testimony today will include information and viewpoints that have been developed through publications of the AFT and the AFL-CIO, as well as the United States Department of Education and the Literacy Task Force.

The scope of the problem is enormous. It appears to be understated in the preamble of A-4196, which is the only bill under consideration today. The fact sheet prepared by the U.S. Department of Education indicates that an estimated 2.3 million persons join the pool of functional illiterates each year. Less than half are high school dropouts or pushouts, and a majority are refugees and immigrants, both legal and illegal.

In defining functional illiteracy, the Department of Education means the ability to read and comprehend, write, and compute at a level which enables one to cope with such situations as completing a job application, passing a written driver's test, or using public transportation. That is not a very high standard, and yet the only proposal before the Legislature today is one geared to the minimal requirements for entry level employment.

Literacy has been described by some as a shifting standard, which is changed from time to time to meet the perceived needs of society, if not the needs of the

individual. For example, in the nineteenth century, one would be considered literate if he could sign his name and recite or recognize passages from a core of works -- poems, novels, or the Pledge of Allegiance. With the coming of the industrial age, the public demanded sign literacy and comprehension literacy. A standard approximating the third grade reading level was the minimal expectation in the era of industrialization. By the Vietnam War, 80% of the draftees were tested at this level or above.

With the advent of the electronics age -- or the information age -- higher expectations of literacy were established, including the ability to read at the seventh grade level, and comprehend newspaper articles, magazine stories, and some textbooks. Last fall, the "National Assessment of Educational Progress" announced that this standard had almost been reached. What, then, is the present literacy crisis?

We suggest that it is multifaceted. Employers are alarmed because too many employees in entry level positions are unable to understand written directions, manuals, instructions, or are unable to write understandable reports. Government officials and religious and community leaders, as well as educators and union officials, see an ever-increasing pool of people who are unemployable, or marginally employable. They frequent our unemployment offices, swell our welfare rolls, and inhabit our prisons. Eighty percent of the inhabitants of our prisons are illiterate. It is believed that as many as 800,000 New Jersey residents are functionally illiterate, and that number is increasing.

Two nights ago, in a nationwide teleconference, 1000 communities were joined in a call to action. State and national leaders provided examples of literacy programs that are working in various parts of our nation. All of those leaders called for the broadest possible community involvement in campaigns to reverse this growing threat to our national

well-being, to our ability to compete economically and militarily, and to the continuation of democracy as we know it. All of those leaders called for investments of time and money by the more successful elements of society to help to elevate the standards of literacy and the standards of living for those unfortunate members who need a chance, or a second chance, to change their lives.

But, it is not enough to merely attain the sign level of literacy. That level merely qualifies people for the most menial of jobs, and such jobs are disappearing rapidly from the American scene. Nor does that level enable a person to make wise choices in consumer goods, or to understand the complex issues facing society. We ought to focus our efforts on moving people to the highest levels of literacy that they are capable of attaining. The thousands of our citizens who have not earned high school diplomas should be encouraged and helped beyond the ability to function at some low level job. They should be encouraged to earn a high school diploma and then go on to more advanced programs. As a nation, we cannot afford a less ambitious program, since we are competing with nations that place great emphasis on education. As a State, we find a growing market for those with technical skills, and a shrinking market for the unskilled and the undereducated.

Voluntary tutoring has its place. It has proven successful in such states as Nebraska, whose indigenous and immigrant populations are quite different from New Jersey's. There are some successful tutoring programs to be found in Jersey, as well. But, there is a real need for a comprehensive effort that will gain the cooperation and support of all of the major elements of society, not only business or labor or educators, but government, religious, and community leaders as well. There are roles for college students, for colleges and junior colleges, for the schools, for the welfare and unemployment offices, for the print and the electronic media,

and there is a great need for coordination and outreach. We cannot succeed with a Band-Aid approach or an unfunded, headline-making panacea that will blow away with yesterday's newspaper.

It is our recommendation that a Committee Substitute be developed for A-4196, and that it include the broad spectrum of those organizations and institutions that have an interest in, and capability of reaching out to the community at large and developing local programs that replicate the successful programs that have been developed by labor organizations, by business organizations, and by collaborative governmental and community efforts. An effort of this magnitude will require more than a single coordinator based in the State capital. It will require organizers and coordinators in each county and each community with a significant population of illiterates. It will require major commitments of resources and personnel who can create local teams of participants to seek out and help the victims of illiteracy in a variety of programs.

This problem deserves more than lip service, and more than a token or symbolic effort. It deserves a mobilization of all the people and organizations that are willing and able to be part of the solution.

I was going to solicit some questions, but I know you don't have the time.

ASSEMBLYMAN AZZOLINA: Thank you very much.

The next two people-- I would like you to limit your comments to just a couple of minutes. Joan Lazar, Newark Literacy Campaign, Inc.? (Ms. Lazar not present) Okay. Ronald Muzyk? (affirmative response) You will be our last speaker.

R O N A L D M U Z Y K: Thank you. Good morning. My name is Ron Muzyk. I am the Supervisor of Planning and Policy Development for the New Jersey Division on Aging in the Department of Community Affairs.

Statistics available through the United States Department of Education, indicate that 35% of the people aged 60 to 65 are functionally illiterate. No firm figures are available for the over 65 population, but it is almost certain that the incidence is higher in this age group. In New Jersey, the number of functionally illiterate persons over 65 years of age is estimated to be 320,000. This means that these 320,000 people cannot read a book, write a letter, or read medication directions. It is also reported by the United States Department of Education that based on 1981 statistics, only 6.5% of persons who participated in Adult Basic Education Programs were 60 years of age or older. Similar figures from Literacy Volunteers of America confirm these facts, that while the 60-plus population has the highest rate of functional illiterates, this group receives a minimum amount of adult basic education and literacy services.

Within New Jersey, many programs exist to provide literacy services, including the Literacy Volunteers of America-New Jersey, Laubach Literacy International Projects, and programs funded by the New Jersey Department of Education, Division of Adult Education, including Adult Basic Education Programs, literacy partnership grants, and Project FIST -- Functional In-Service Training. New Jersey Network has also developed television programs to combat adult functional illiteracy. However, reports from these programs indicate that a minimal number of elderly are involved in these services.

The New Jersey State Division on Aging is working to reduce illiteracy among New Jersey's elderly by promoting methods and practices that will motivate functionally illiterate older persons to participate in established literacy programs. Serving as a catalyst, the Division on Aging brought together agencies with literacy programs and media marketing specialists to develop strategies and products with the express purpose of attracting older adults to enroll in literacy programs.

In accomplishing these, we took a survey of 100 older non-readers in an effort to determine awareness of programs that provide literacy education and reasons for participation and nonparticipation, as well as information to indicate appropriate methods of providing publicity about programs and for overcoming problems of participation. We also designed materials within the project, which was funded by the Administration on Aging from the United States Department of Health and Human Services, and other resources were identified to support a marketing approach to reach functionally illiterate older persons and to assist in the training of volunteer tutors for the elderly.

Included within the materials that were designed and developed are radio public service announcements and an 18-minute broadcast quality video tape done for us by New Jersey Network. It is called, "It's Never Too Late." It shows an important and moving story of four New Jersey senior citizens who learned to read by participating in free literacy improvement programs and Adult Basic Education classes and tutor literacy programs.

In the late fall of 1986, a series of workshops were held to heighten the awareness of elderly illiteracy, to share the need to address the problem, and to present materials and resources. Specific workshops were held for adult educators, librarians, media professionals, and those who provide services to older persons. Also, linkages and ongoing working relationships continue to be cultivated between aging illiteracy networks and the private sector, in order to address the problem of elderly illiteracy on a continuing basis.

We have done a lot of work; a lot more needs to be done. We would like to cooperate with the Committee here, and with the other agencies here, to further our efforts on behalf of the older population.

I would like to publicly thank New Jersey Bell for making 100 copies of its "It's Never Too Late" available to us to send to literacy programs, agencies within the State, and to all 50 states on New Jersey's efforts to improve literacy amongst older persons.

ASSEMBLYMAN AZZOLINA: Thank you very much, Ron. John, did you want to say something?

ASSEMBLYMAN HENDRICKSON: Just in conclusion. If you have anyone else--

ASSEMBLYMAN AZZOLINA: No, there is nobody else. That's it.

ASSEMBLYMAN HENDRICKSON: All right.

R O G E R M c D O N O U G H (speaking from audience): Mr. Chairman?

ASSEMBLYMAN AZZOLINA: You weren't on the program, but go ahead.

MR. McDONOUGH: My name is Roger McDonough. I am from the New Jersey Library Association. Our libraries are already deeply involved, and are prepared to be more fully involved if this legislation becomes a reality.

I just wanted to introduce Tom Oliver (phonetic spelling), President of the New Jersey Library Association. We will submit a brief statement to you. We will not take any more of the Committee's time this morning.

Thank you.

T H O M A S O L I V E R (speaking from audience): I am President of the New Jersey Library Association, former Director of the Newark Public Library, and former President of the Newark/Livingston Campaign.

I know full well the problems. We heartily endorse the bill, and will submit a more detailed statement to the Committee for the record.

Thank you.

ASSEMBLYMAN AZZOLINA: Okay. John?

ASSEMBLYMAN HENDRICKSON: Just in conclusion, I would like to go back to my earlier statement that a lot of the problems we have, result from the existing problems in the school system. When we pass people through the eighth grade level, and then we test them later on for the eleventh grade level, I think it is too late. What we have to do is stop-- You know, this program is absolutely necessary to go back and retrain these people, and give them some degree of literacy later in life. But, if we are going to implement the system and do nothing else, then what we've got is a self-perpetuating system that is going to continue to produce people who are illiterate.

I appreciate the New Jersey Federation of Teachers saying in their report that we have an estimated 2.3 million persons joining the pool of functional illiterates each year, and less than half are high school dropouts or pushouts. I am concerned with that less than half. That is still almost 50%, or probably over a million students. I don't have the exact numbers in New Jersey, but I still believe that unless we start looking at our basic elementary school system, and unless we change that now, we are going to continue to have functional illiterates in our society, and it is going to be our downfall.

We are a high-tech State. We need people who are highly trained. We need people coming out of the system who are able to take these high-tech jobs. If we don't do it, we are just going to be fooling ourselves. I still recommend to Assemblyman Palaia of the Assembly Education Committee that he look at my bills on Regent type exams for the lower level, and an exam that they would pass on to the eighth grade. I think that if we caught them then, we would not have the dropout rate we do in the high schools, because at the lower level -- elementary school -- is the time to train them and educate them. By the time they get into high school, they are too frustrated with the system, and that is why they drop out. If

they were held back a year, if they were given the additional training, and caught earlier, then they would be trainable and teachable, and they would be literate when they got out of the system.

It still bothers me that we have this problem in the State of New Jersey. I think we are higher than other states in our area in the problem, and it is because of our system.

Thank you, Mr. Chairman.

ASSEMBLYMAN AZZOLINA: Thank you, John. We want to thank everyone who has participated today at our hearing. I want to thank the members for listening and for the great statements that were made, because they helped us in preparing the bill.

At this time, we will adjourn our hearing. The Economic Development Committee will continue with its meeting, and the Education Committee will be dismissed.

Joe, I would like to thank you for permitting us to participate in this hearing.

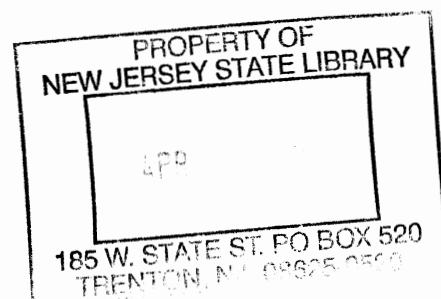
ASSEMBLY PALAIA: I think we have to work hand in hand.

ASSEMBLYMAN AZZOLINA: Since it affects economic development.

ASSEMBLYMAN PALAIA: It sure does.

ASSEMBLYMAN AZZOLINA: Thank you, Joe.

(HEARING CONCLUDED)



APPENDIX

STATEMENT
PREPARED FOR
THE
JOINT HEARING OF THE
ASSEMBLY
ECONOMIC DEVELOPMENT AND AGRICULTURE COMMITTEE
AND
THE ASSEMBLY EDUCATION COMMITTEE
ON
ADULT ILLITERACY
JUNE 25, 1987

NEW JERSEY DEPARTMENT OF LABOR

THE DIMENSIONS OF ADULT ILLITERACY IN AMERICA ARE VERY BROAD AND VERY DEEP: 23 MILLION ADULT AMERICANS ARE FUNCTIONALLY ILLITERATE WITH BASIC SKILLS AT THE FOURTH GRADE LEVEL OR BELOW. THIS TRANSLATES INTO ONE OF EVERY FIVE ADULTS IN THE NATION. THERE ARE ANOTHER 35 MILLION WHO ARE SEMI-ILLITERATE WITH SKILLS BELOW THE EIGHTH-GRADE LEVEL.

ILLITERACY IS WIDESPREAD, IT IS A PROBLEM IN EVERY STATE AND COMMUNITY. IT IS NOT LIMITED TO ANY ONE REGION, ETHNIC GROUP OR SOCIAL CLASS. OF ALL ADULTS CLASSIFIED AS ILLITERATE, 37% SPEAK A NON-ENGLISH LANGUAGE AT HOME. 13% OF STUDENTS GRADUATING FROM HIGH SCHOOL CANNOT READ WELL ENOUGH TO FUNCTION ADEQUATELY. MORE THAN 20% OF NEW JERSEY'S EMPLOYABLE POPULATION CANNOT READ A WANT AD, UNDERSTAND A TRAINING MANUAL OR FILL OUT A JOB APPLICATION.

THE HUMAN LOSS IN SELF-ESTEEM AND QUALITY OF LIFE RESULTING FROM ILLITERACY IS A GREAT TRAGEDY. THE ILLITERATE ADULT CANNOT PARTICIPATE FULLY AS A CITIZEN, CANNOT ASSIST IN THEIR CHILDREN'S EDUCATIONAL PROGRAM NOR CAN THEY BE WISE CONSUMERS IN TODAY'S COMPLEX MARKET-PLACE. OFTEN, THE ILLITERATE ADULT IS ASHAMED TO ADMIT THEIR INABILITY TO READ AND WRITE BECAUSE THE GENERAL PUBLIC EQUATES ILLITERACY WITH STUPIDITY. THUS, MANY ADULTS SUFFER IN SILENCE FROM THEIR MALADY, AVOIDING PROMOTIONS OR ADDITIONAL TASKS WHICH REQUIRE READING AND WRITING IN THE WORKPLACE. A NATIONAL SURVEY OF EMPLOYERS REVEALED THAT OVER 50% OF EMPLOYEES HAVE PROBLEMS IN GRAMMAR, SPELLING, PUNCTUATION AND MATHEMATICS.

THE FUTURE LABOR MARKET IN NEW JERSEY AND THE NATION IS NOT BRIGHTENED BY THESE ADDITIONAL FACTS: THE POOL OF ILLITERATE ADULTS IS GROWING, PRIMARILY THROUGH SCHOOL DROPOUTS. UP TO 75% OF THE UNEMPLOYED HAVE INADEQUATE BASIC SKILLS. BY 1990 IT IS ESTIMATED THAT 3 OUT OF 4 JOBS WILL REQUIRE SOME EDUCATION OR TECHNICAL TRAINING BEYOND HIGH SCHOOL. ADULT ILLITERACY COSTS US AN ESTIMATED \$225 BILLION A YEAR NATIONALLY IN LOST PRODUCTIVITY, UNREALIZED TAX REVENUES, WELFARE, CRIME, POVERTY AND RELATED SOCIAL ILLS.

STUDIES HAVE SHOWN THAT ADULTS WITH MINIMAL OR NO READING AND WRITING SKILLS HAVE ACCOUNTED FOR 1/3 OF THE AFDC MOTHERS, 85% OF THE JUVENILES WHO APPEAR IN COURT, AN ESTIMATED 60% OF PRISON INMATES AND NEARLY 40% OF OUR MINORITY YOUTH.

THESE STATISTICS ARE OFTEN OVERLOOKED IN DISCUSSIONS OF NEW JERSEY'S BURGEONING ECONOMY AND LOW UNEMPLOYMENT RATE. BUT, ILLITERACY THREATENS NEW JERSEY'S ABILITY TO COMPETE IN OUR SERVICE ECONOMY AND IN THE WORLD MARKET. WE ARE FIGHTING BACK TO STEM THIS RISING TIDE OF ILLITERACY IN NEW JERSEY.

THE DEPARTMENT OF LABOR HAS ALWAYS INCLUDED BASIC SKILLS REMEDIATION SERVICES IN IT'S EMPLOYMENT AND TRAINING PROGRAMS. UNDER THE JOB TRAINING PARTNERSHIP ACT, EACH OF THE 17 SERVICE DELIVERY AREAS OFFERS ADULT BASIC EDUCATION SERVICES TO THOSE IN NEED. SUCCESS IN TRAINING IS PREDICTED UPON THE PARTICIPANT'S MASTERY OF LITERACY SKILLS. LACKING BASIC SKILLS, ANY OPPORTUNITY FOR EMPLOYMENT AND/OR TRAINING IS FORECLOSED. WE ALSO RECOGNIZE THE NEED TO PREVENT ILLITERACY AMONG YOUTH THROUGH OUR "ENRICHED" SUMMER JOBS PROGRAM. WHERE FORMERLY WE OFFERED ONLY A JOB FOR THE SUMMER, WE HAVE NOW REQUIRED UP TO

20% OF THE SUMMER FUNDING BE SPENT ON CURRICULUM BASED CLASSROOM TRAINING LIKE BASIC SKILLS. LAST YEAR, THIS EMPHASIS ON BASIC SKILLS TRANSLATED INTO 3,066 YOUTH ATTENDING SUCH CLASSES. THIS YEAR WE ANTICIPATE OVER 4,000 YOUTH BEING ENROLLED.

ANOTHER SIGNIFICANT GROUP IN OUR SERVICE POPULATION ARE THE "DISLOCATED" WORKERS. THESE MEN AND WOMEN HAVE BEEN WORKING, BUT HAVE LOST THEIR JOB THROUGH A PLANT CLOSING OR RELOCATION. MORE AND MORE WE DISCOVER THAT THESE DISLOCATED WORKERS EXHIBIT A NEED FOR BASIC SKILLS, DESPITE THEIR FORMER PRODUCTIVE AND LENGTHY CAREERS. WE HAVE SERVED OVER 10,000 DISLOCATED WORKERS AND MORE THAN 20 PERCENT WERE SCHOOL DROPOUTS. THROUGH OUR PLANT CLOSING RESPONSE TEAM WE HAVE BEEN ABLE TO OFFER NOT ONLY THE MONETARY U.I. BENEFITS THEY ARE ENTITLED TO, BUT ALSO EMPLOYMENT AND TRAINING SERVICES, WHICH INCLUDES BASIC SKILLS TRAINING, THROUGH THE COORDINATED EFFORTS OF THE DEPARTMENT, THE SERVICE DELIVERY AREAS, AND THE LABOR AND MANAGEMENT OF THE AFFECTED FIRMS. WE ANTICIPATE AN INCREASE IN THE NUMBER OF DISLOCATED WORKERS REQUIRING BASIC SKILLS TRAINING AS WE EXPOSE THE "HIDDEN" DIMENSION OF ILLITERACY TO THE PUBLIC.

CLEARLY, THE LACK OF PUBLIC RECOGNITION OF ADULT ILLITERACY NEEDS HAS BEEN NEW JERSEY'S LONGSTANDING PROBLEM. AS A RESULT, THE AMERICAN BROADCASTING COMPANY AND THE PUBLIC BROADCASTING SERVICE LAUNCHED PROJECT LITERACY U.S. (PLUS) AS A NATIONAL AWARENESS CAMPAIGN. WE HAVE AT THE STATE LEVEL A PROJECT PLUS TASK FORCE TO PROMOTE PARTNERSHIPS WITH THE PRIVATE SECTOR, TO PROMOTE PUBLIC AWARENESS OF THE PROBLEM OF ADULT ILLITERACY AND TO DEVELOP RESOURCES TO ASSIST

LITERACY PROVIDERS. THIS TASK FORCE HAS IMPLEMENTED A NEW JERSEY LITERACY HOTLINE AND A STATEWIDE STUDENT/VOLUNTEER TUTOR REFERRAL SYSTEM; THE USE OF NEW JERSEY NETWORK AND NEW JERSEY CABLE TELEVISION NETWORK PROGRAMING FOR INSTRUCTION AT HOME OR IN THE CLASSROOM IN PREPARATION FOR THE GENERAL EDUCATIONAL DEVELOPMENT (GED) LIST; A GOVERNOR'S PROCLAMATION DECLARING NOVEMBER 1986 AS NEW JERSEY ADULT LITERACY MONTH AND A NEWSLETTER TO PROMOTE PUBLIC AWARENESS. NATIONALLY, PROJECT PLUS HAS PROVEN SO SUCCESSFUL IN THE LAST YEAR THAT ABC AND PBS HAVE AGREED TO CONTINUE PROJECT PLUS FOR ANOTHER YEAR. AS WELL AS WE HAVE BEGUN IN OUR FIGHT AGAINST ILLITERACY, WE HAVE MUCH MORE TO DO. IF WE ARE TO PREPARE ALL OF NEW JERSEY'S CITIZENS FOR FUTURE EMPLOYMENT, WE MUST DO MORE TO EXPOSE THE PROBLEM OF ILLITERACY. ONLY THROUGH AN AWARE PUBLIC WILL ADULT ILLITERACY BE EXPOSED AND DEALT WITH. BY REMOVING THE STIGMA OF ILLITERACY, MORE ADULTS WILL COME FORWARD TO ACKNOWLEDGE THEIR PROBLEM. AS WE DRAW OUT ADULTS IN GREATER NUMBERS, WE IN THE PUBLIC SECTOR MUST JOIN THE PRIVATE SECTOR IN THE ESTABLISHMENT OF A STATEWIDE COALITION ON ADULT LITERACY. THERE MUST BE AN EXPANSION IN THE NUMBER AND SIZE OF LOCAL VOLUNTEER TUTORING PROGRAMS AND IN THE USE OF VIDEO PROGRAMING IN SUPPORT OF LOCAL PRIVATE AND PUBLIC LITERACY EFFORTS.

WE IN THE DEPARTMENT OF LABOR WILL CONTINUE TO SUPPORT THE DEPARTMENT OF EDUCATION'S EFFORTS THROUGH OUR MEMBERSHIP ON PROJECT PLUS. WE WILL CONTINUE TO OFFER REMEDIATION TO PARTICIPANTS IN OUR EMPLOYMENT AND TRAINING PROGRAMS.

WE WILL MEET THE CHALLENGE OF ILLITERACY IN NEW JERSEY.

