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ABSTRACT

The New Jersey Workplace Literacy Partnerships Program was conducted from February 1989 to May 1990. The project was funded by the New Jersey Department of Education, with a 30-percent cash match from District 65 of the United Auto Workers, the Standardbred Breeders and Owners Association, and the New Jersey Thoroughbred Horsemen's Benevolent Association. The project accomplished its original goals. In addition, each of the partners was satisfied with the program and willing to continue. Some of the accomplishments of the program were the following: (1) the project implemented six workplace education assistance centers that provide adult basic education and English-as-a-Second-Language instruction; (2) 1 514 employees from 34 companies were served; (3) customized workplace literacy programs were provided to more than 1,000 employees of specially targeted businesses where literacy needs were identified as barriers to productivity; and (4) a statewide process for planning and developing new workplace literacy programs was established. (Checklists and curriculum used in the project and statistical tables are included as appendixes to this report.)

(KC)

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# NJ DEPARTMENT OF EDUCATION DIVISION OF ADULT EDUCATION

## WORKPLACE LITERACY PARTNERSHIPS PROGRAM FINAL PERFORMANCE REPORT

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Project Director: Ms. Lynn-Logo Keepers  
Project Coordinator: Dr. Diane Kubinski

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WORKPLACE LITERACY PARTNERSHIPS PROGRAM FINAL PERFORMANCE REPORT

Grant Award No. V198A80186

Grantee New Jersey State Department of Education

Project Director Lynn Keepers

Phone 609-777-0577

Award Period from October 1, 1988 to May 9, 1990

Average number of weeks in training cycle 10

Average number of hours per week of workplace literacy training 2

Types of training funded:

- ABE - Basic Skills
- English as a second language
- Computer-assisted writing
- Computer-assisted math
- Computer-assisted reading

es:35.4g

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- A. Original Literacy Audit Checklist
- B. Customized Checklist
- C. Customized Curriculum

### TABLES:

- 1. Program Profile
- 2. Training and Technical Assistance
- 3. Terminations
- 4. Profile of Workplace Literacy Participants
- 5. Profile - (Grade Levels, Sex, Ages, Ethnicity)

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- 1. Enrolled Participants
- 2. Age/Sex of Participants

WORKPLACE LITERACY PARTNERSHIPS PROGRAM  
FY 1989 FINAL PERFORMANCE REPORT

Introduction

The New Jersey Workplace Literacy Partnerships Program was originally funded for the period of October 1988 to December 30, 1989. A no-cost extension was granted which changed the instruction start date to February 9, 1989. A second no-cost extension was granted to extend the end of instruction from February 9, 1990 to May 9, 1990.

Total funding for the project amounted to \$537,332. Each of the project partners contributed a 30 percent cash match. The partners included:

- District 65, UAW, AFL-CIO
- The Standardbred Breeders & Owners Association
- The New Jersey Thoroughbred Horsemen's Benevolent Association, Inc., (formerly the Horsemen's Benevolent and Protective Association of New Jersey)

Final Reporting Results

The project was an overwhelming success since it not only accomplished all of its original goals but it exceeded them. In addition, each of the partners involved with the project expressed satisfaction with the program and a willingness to continue. UAW, District 65, AFL-CIO has contracted on its own to use union funds to continue services at some of the workplace education assistance centers so that training may continue. The racing associations have also contracted to continue the training at the racetracks.

According to the specifications outlined in the USDOE letter on final reporting, the Office of Vocational and Adult Education areas on performance reporting are addressed below:

1. Actual Accomplishments Compared to Objectives in Application

The purpose of the New Jersey Workplace Literacy Partnerships Program was to develop and implement a statewide strategy to assist the business community in establishing customized programs designed to enhance literacy skills in the workplace. The project succeeded in developing a strategy by implementing 6 workplace education assistance centers that provide adult basic education, including ESL instruction throughout the state of New Jersey. This contributed to fostering the development of partnerships between state educational agencies and the private sector, including labor unions. It also resulted in upgrading the basic skills of employees in businesses and industries which were members of District 65, UAW, AFL-CIO and of employees of 2 racetracks at Garden State Park and the Meadowlands.

The following is a comparison of the three objectives which were originally developed in the application with the results of the project:

Objective 1

To assist at least 25 employers and 2 racetrack associations in identifying literacy-related deficiencies which inhibit productivity in their work forces through a network of 6 workplace education assistance centers.

Accomplishments for Objective 1:

The project achieved objective 1 and exceeded its goals in providing services to 1,514 employees. (See Table 1.) A total of 34 companies participated in the project. All of the businesses participated in orientation sessions with management, shop stewards, employees and employers. All of the employees of the 34 companies were assessed. A total of 28 companies and 2 racetracks actually held training either on-site or at one of the 6 workplace education centers at convenient hours to employees/employers.

The project established 6 workplace education centers that provided the instructional services. Jersey City State College was listed in the application as one of the workplace education centers. Jersey City State College withdrew from the project and the West New York Adult Learning Center took its place. The federal government was informed about this through the quarterly report and telephone conversations conducted during the course of the project. During the extension period the New Brunswick Adult Learning Center took over the operation of the Revlon site after the coordinator resigned.

Each of the workplace education centers was to serve at least 4 training sites except the Revlon site. The goals were met and exceeded since all sites served at least 4 companies. A breakdown of the centers and companies served shows that the goal of 4 was exceeded as follows:

<u>WEA Center</u>	<u>No. of Sites Served</u>	<u>Training Site</u>
Hackensack Adult Learning Center	5	C & C Metal, Hackensack H & P Mayer, Hackensack Ceragraphic Inc., Hackensack Otagari, Hackensack Felsway, Hackensack
New Brunswick Adult Learning Center	9	Childcraft Corporation, Edison Posner Labs, So. Plainfield Cascade Industries, Plainfield Universal Furniture, Plainfield Southern Container, Dayton Plastic Color Chip, Somerset R-Tape, Plainfield Prestype, Edison Midas International, No. Brunswick

<u>WEA Center</u>	<u>No. of Sites Served</u>	<u>Training Site</u>
District 65, UAW, AFL-CIO	1	Revlon Corporation
West New York	8	Coupon Services, Jersey City Meadowlands, Secaucus Book Sales, Secaucus Ribbon Narrow, Secaucus Petrie Stores 1, 2, 3, Secaucus J. Josephson, S. Hackensack Cook & Dunn, Carlstadt Republic Contajner, Jersey City
Union County College	5	Eveready Label, Belleville Alpha Wire, Elizabeth Fablok Mills, Murray Hill Short Run Stamping, Elizabeth Haug Die Casting, Kenilworth
The Work Group (formerly Camden County Cnsonrtium)	5	Cumberland Medical Center, Cumberland Garden State Park, Cherry Hill American Institute of Mental Studies, Cumberland Inscon Cable, Bridgeton Shieldalloy, Newfield

Objective 2

To provide customized workplace literacy programming to a minimum of 1,000 employees of specially targeted businesses where literacy needs have been identified as barriers to efficiency and productivity.

Accomplishments for Objective 2:

Objective 2 was achieved since 1,514 employees were assessed, 1,345 were enrolled and customized workplace literacy programming and instruction were provided to over 1,000 employees of specially targeted businesses whereby literacy needs were identified as barriers to efficiency and productivity. (See Table 1, Attachment A and Graph 1.) This was accomplished by conducting orientation meetings with management, shop stewards, employers, and employees in order to determine instructional and programming needs. This step was incorporated into the literacy audit process. The literacy audit process established needs to be addressed in the curriculum development process for each targeted site in the workplace, thereby resulting in customized curricula. Three of the sites used computer-assisted instruction. A Literacy Audit Checklist was developed by the state project coordinator and adapted by the Developmental Team consisting of all the site coordinators. Attached are copies of the original checklist and a sample of an adapted checklist, along with a customized curriculum. (See Attachments A, B, and C.) The term "literacy audit" was changed to "skills assessment" because employees/employers were reluctant to participate in a "literacy audit" since they associated it with being identified and labeled as "illiterate."

### Objective 3

To institutionalize a statewide process for planning and developing new programs of workplace literacy and to provide training and technical assistance to 40 local adult education administrators in organizing and conducting customized programs.

#### Accomplishments for Objective 3:

Objective 3 was accomplished since a statewide process for planning and developing new workplace literacy programs was established and institutionalized through a network of 6 workplace education assistance centers throughout the state. The 6 centers established were:

West New York Adult Learning Center  
Hackensack Adult Learning Center  
Revlon Corporation  
Union County College  
The Work Group (formerly the Camden  
County Consortium)  
New Brunswick Adult Learning Center

Each of the centers were staffed with a full-time coordinator and teacher and part-time teachers, as needed. The coordinator/teacher conducted literacy audits and responded to training requests of employers. Three of the centers used computer-assisted instruction in addition to paid teaching staff.

The New Jersey State Department of Education, Division of Adult Education's project coordinator, along with staff from the 6 workplace education centers conducted training and technical assistance to over 40 local adult education administrators in organizing and conducting customized workplace literacy programs on October 10, 1989. The state's project coordinator conducted training and technical assistance to 252 participants. (See Table 2 for details on training and technical assistance.) In addition, the project exceeded its goals in this area since training was provided by the project coordinator on a monthly basis at developmental team meetings and by Department of Education staff on monitoring requirements for the program.

#### 2. Schedule of Accomplishments

There was no slippage in meeting the established objectives. The project was granted an extension for the start-up period and for the end of the project. This allowed the project to follow the Management Plan Schedule in the application on an adjusted basis. Adjustments were made for the delay in start up at some centers due to the difficulty they experienced in identifying and hiring coordinators possessing New Jersey State Teacher Certification and a background in workplace literacy.



3. Profile of Participants

The number and characteristics of project participants who did and did not complete planned project activities is detailed in the attached tables. Table 1 shows that 1,514 participants were assessed and 1,345 were actually enrolled. Of those 1,345 participants, 883 successfully completed all project activities. A duplicated count of 474 consists of those employees that participated in more than one course or cycle. (See Tables 4 and 4a for details.)

Table 3 reports that the number of terminations totaled 359. A breakdown of the 359 terminations shows that 76 participants pursued other training, 1 was promoted on the job, 15 had to leave the program due to a conflict with overtime, 78 had to relocate, 22 were laid off, 25 left the job, 15 had child care problems, 26 had a conflict with their second job, 15 had transportation problems, 82 left for unknown reasons, and 4 left because the English level was too high.

Table 5 indicates that the number of male participants totaled 434 and that the female participants totaled 486. The ethnic background and educational levels of participants are included in Table 5. It reports that 521 Hispanics, 173 Blacks, 134 Whites, and 93 Asian or Pacific Islander students participated in the program. A total of 277 participants completed or were at educational functioning Level I (grades 1-8), and a total of 644 were at Level II (9-12). See Table 5 for further details. See Graph 2 for Age/Sex breakdown.

4. Dissemination Activities

Copies of the final performance report, the evaluation, and related materials were sent to:

Dr. Martha Posci, Director  
Northeast Curriculum Coordination Center  
New Jersey State Department of Education  
Division of Vocational and Technical Education  
Crest Way  
Aberdeen, NJ 07747  
(201) 290-1900

The ERIC Clearinghouse on Adult, Career and Vocational Education  
The Ohio State University  
1960 Kenny Road  
Columbus, OH 43210-1090  
(614) 292-4353, (800) 848-4815

5. Evaluation Activities

An internal evaluation was conducted for this project as required in the application. See the attached Final Evaluation Report.

6. Report on Changes in Key Personnel

At the state level, there were several staff changes in the project director's position which were due to the organizational changes and needs of the New Jersey State Department of Education, Division of Adult Education. These changes were reported in the quarterly reports to Washington.

At the third-party level, changes in the project coordinator position occurred at the Hackensack Adult Learning Center and at District 65, UAW, AFL-CIO, Revlon site, due to employee resignations. These changes were reported in the quarterly report to Washington.

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ATTACHMENT A

LITERACY AUDIT CHECKLIST

Date: \_\_\_\_\_

Employer: \_\_\_\_\_ Site: \_\_\_\_\_

Contact Person (Program Coordinator): \_\_\_\_\_

TASK 1: Observe employee to determine basic skills needed to perform the job effectively.

Checklist:

\_\_\_\_\_ 1) Date employee was observed, including number of hours observed and tasks done.

a) Date Observed: \_\_\_\_\_

b) Hours: \_\_\_\_\_

c) Tasks: \_\_\_\_\_

\_\_\_\_\_ 2) List number of times worker

a) Reads: \_\_\_\_\_ Setting \_\_\_\_\_

b) Writes: \_\_\_\_\_ Setting \_\_\_\_\_

c) Does Arithmetic: \_\_\_\_\_ Setting \_\_\_\_\_

\_\_\_\_\_ 3) Determine purpose of tasks performed:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ 4) Were tasks performed individually \_\_\_\_\_  
or in groups? \_\_\_\_\_

**TASK 2:** Collect all materials that are written and read on the job to determine the degree of skill proficiency an employee must have to do the job well.

**Checklist:**

- \_\_\_ 1) List materials collected:
  - a) Memoranda \_\_\_\_\_
  - b) Telephone Messages \_\_\_\_\_
  - c) Manuals \_\_\_\_\_
  - d) Bills of Sale \_\_\_\_\_
  - e) Forms:
    - i) inventory lists \_\_\_\_\_
    - ii) balance sheets \_\_\_\_\_
    - iii) requisition slips \_\_\_\_\_
    - iv) other \_\_\_\_\_
  
- \_\_\_ 2) Explain what materials were examined to determine reading levels, vocabulary, and style.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
- \_\_\_ 3) Explain how the content of these materials were analyzed to determine their function.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**TASK 3:** Interview employees and their supervisors to determine their perception of the basic skills needed to do their jobs.

**Checklist:**

- \_\_\_ 1) List the date of interview \_\_\_\_\_
- \_\_\_ 2) Identify the skills that the top-performing employees say are most important.

List them: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- \_\_\_\_\_ 3) Ask top-performing employees which skills they use the most and how they use them.

List:

Most-Used Skills

How Skills Are Used

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- \_\_\_\_\_ 4) Ask supervisors which skills are needed for the job, identifying those deemed critical.

List:

Skills Needed for Job

Skills Critical to Job

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- \_\_\_\_\_ 5) Conduct discrepancy analysis:

Ask both supervisors and top-performing employees how they would perform a task step-by-step. Then, compare answers.

List step-by-step process stated by supervisor.

---



---

List step-by-step process stated by top-performing employee.

---



---

Task 4: Determine whether the employees have basic skills needed to do their job well.

Checklist:

- \_\_\_\_\_ 1) After combining information gathered from observing employees, collecting materials used, and interviews, provide a written description of each of the audited jobs in terms of

reading \_\_\_\_\_  
 writing \_\_\_\_\_  
 computation \_\_\_\_\_

\_\_\_\_\_ 2) Follow-up by returning to work setting to observe how or whether the tasks requiring these basic skills are performed.

List:

Date of observation: \_\_\_\_\_

Outcome: \_\_\_\_\_

\_\_\_\_\_ 3) Discuss observations informally with employees and supervisors when problems are observed, to pinpoint problems and concerns.

Date of discussion of problems/concerns: \_\_\_\_\_

Outcome: \_\_\_\_\_

Task 5: Build tests that ask questions relating specifically to employee's job or job group.

Checklist:

\_\_\_\_\_ 1) Tests used job-related language and style.

Yes \_\_\_\_\_ No \_\_\_\_\_

\_\_\_\_\_ 2) Situations and formats were used in which the basic skills being tested actually occur.

Yes \_\_\_\_\_ No \_\_\_\_\_

\_\_\_\_\_ 3) Employee was asked to perform tasks that simulate what happens on the job.

Yes \_\_\_\_\_ No \_\_\_\_\_

\_\_\_\_\_ 4) Test results were compared with the write-up of the basic skills tasks.

Yes \_\_\_\_\_ No \_\_\_\_\_

\_\_\_\_\_ 5) Is there a basic skills problem in the workplace?

Yes \_\_\_\_\_ No \_\_\_\_\_

\_\_\_\_\_ 6) What is the problem?

List the problem:

\_\_\_\_\_  
\_\_\_\_\_



## ATTACHMENT B

Skills Assessment Checklist.

1.  Materials of workplace
2.  Application
3.  Supervisor's Interview - general
4.  Supervisor's Interview - ESL (vocabulary list)
5.  Pictures
6.  Floor plan of plant
7.  Signs of the Workplace



SKILLS ASSESSMENT

PART I - ASSESSING THE JOB

DATE: 10/18/89  
 EMPLOYER/SITE: Posner Laboratories

CONTACT PERSON(S): Hope Deolio  
 OBSERVER: June Ferraro

A. JOB PERFORMANCE OBSERVATION CHART

JOB CATEGORY: Shipping

JOB TITLE: Receiving

TASK	READ/WRITE/MATH (choose one)	GROUP/INDIVIDUAL (choose one)	SETTING	MATERIALS USED	PURPOSE
Lead Paperwork	Read	I	-	Bill of lading, packing slip, purchase order	Commence work
Match Paperwork	Matching/Reading	I	-	Bill of lading and purchase order	Check to see if match up
Check items received	Read/Math	I	-	Purchase order	Check if correct order sent
Fill out receiving report	Write	I	(5 copies)	Receiving report	-
Stamp	Manual	I	-	Bill of lading, purchase order and 1 copy receiving report	Sent to accounts payable

SKILLS ASSESSMENT

PART I - ASSESSING THE JOB

DATE: October 18, 1989  
 EMPLOYER/SITE: Posnar Laboratories

CONTACT PERSON(S): Hope Deolio

OBSERVER: June Ferraro

A. JOB PERFORMANCE OBSERVATION CHART

JOB CATEGORY: Shipping

JOB TITLE: Returns

TASK	READ/WRITE/MATH (choose one)	GROUP/INDIVIDUAL (choose one)	SETTING	MATERIALS USED	PURPOSE
Read Invoice	Read	I	customer name & address date received	Invoice	Commence Work
Date Invoice	Write	I	Today's date	Invoice	ID when work completed
Count Items Returns	Math	I			
Separate Good & WIP & Damaged items	Read/ Math	I	WIP = "Work in Process" - Must be repacked	Items	Sort Items
Match Names	Read/Match	I		Invoice	Check off Items
Indicate item outcome	Write	I	Shippable, WIP or destroyed	Invoice	Communicate item's outcome

19

20



ALL MATERIALS)

JF/2/89

ATTACHMENT C

Workplace Literacy ESL Curriculum

Posner Laboratories: ESL 1

June Ferraro - Instructor

Followed New Jersey State Curriculum Guide for ESL Programs

Listening

Following directions - paying particular attention to prepositions

Understanding and using workplace vocabulary

Understanding different styles of spoken English

Getting incorrect work explained

Speaking

Oral pronunciation practice drills

Dialogues using job related situations

Role playing

Responding orally to questions

Greeting and addressing people

Asking for clarification

Phoning in sick

Giving and asking directions

Telling time

Giving and asking directions on a floor plan

Reading

Signs and their meanings in the workplace

Work specific vocabulary

Evaluation forms

Writing

Job applications

Questionnaires

Grammar practice

ESL 1

Vocabulary

hair net	pressed powder	forklift
packer	loose powder	conveyor belt
cap	lipstick	various shades of make-up
stamp	bandaide	colors
label	stack	drive
shampoo	hose	

Prepositions

on	close	near
in	into	inside
far	behind	under
next to	against	in front of
between		

Structures (See New Jersey State Curriculum Guide for ESL Programs)

verb	"to be"	"to have"
"to want"	"to like"	"to need"
wh-questions	present tense	present progressive
possessives	future	"going to"
active verbs (job specific: pack, drive, stack, stamp)		

Pronunciation

consonant clusters  
intonation patterns - s w l s c f z p

Text Books - ESL 1

Practical English I, 2nd Edition, Tim Harris

Writing Practical English I, 2nd Edition, Tim Harris

Curriculum Guide, New Jersey State Department of Education

Expressways, English for Communication, Molinsky, Bliss

Functional English, Mendelson, Laufer, Seskus

Speak up at Work, Robinson & Rowekamp

ESL Operations, Techniques for Learning While Doing,  
Nelson & Winters, Newburg House

PD's - Pronunciation Drills, Trager/Henderson

ESL 1

Supplemental Materials

- Workplace items and products
- Cuisenaire rods

Teacher made materials:

- flash cards/Posner vocabulary and products
- picture of Posner employees (verbal/picture cards)
- tape of Posner vocabulary
- signs in the workplace
- prepositions/picture cards

Table 1. WORKPLACE LITERACY PARTNERSHIPS PROGRAM PROFILE

<u>AGENCY</u>	<u>ASSESSED</u>	<u>ENROLLED</u>	<u>DUPLICATED</u>	<u>UNDUPLICATED</u>	<u>COMPLETED</u>
West New York (Subcontract)	185	185	76	109	176
West New York (Primary)	227	227	36	191	120
Union County College	143	143	65	78	143
New Brunswick	137	137	47	90	77
Revlon	299	299	172	127	127
Hackensack	150	150	8	86	86
The Work Group (Camden County Consortium)	373	204	70	204	154
<b>TOTAL</b>	<b>1,514</b>	<b>1,345</b>	<b>474</b>	<b>885</b>	<b>883</b>

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Table 2. Training and Technical Assistance

<u>DATE</u>	<u>EVENT</u>	<u>NO. OF ATTENDEES</u>
2/28/89	Regional meeting on Workplace Literacy held in Bordentown by Rutgers University	50
3/10/89	In-service training to Adult Education staff held at the Division of Adult Education	15
5/8/89	Presentation at New Jersey Association of Lifelong Learning on Workplace Literacy	25
6/15/89	Bergen County Council's Workshop on the Workplace Literacy Programming Overview sponsored by Bergen Community College	25
7/18/89	NJ Division of Adult Education Summer Institute held at Rutgers University Workshop on the Workplace Literacy Program and Funding	25
8/9/89	Applicants' Conference for Workplace Literacy held at NJ Department of Personnel's Training Center, Princeton, NJ	25
10/3/89	AAACE Conference held at Atlantic City on NJ Workplace Literacy Partnerships Program	22
10/10/89	Training for Local Adult Education Administrators on Workplace Literacy held at NJ Department of Personnel's Training Center, Princeton, NJ	40
5/4/89	Training for AAACE Conference on How to Get Started in Workplace Literacy--Contracts & Proposals held at Brookdale Community College Technology Center, NJ	25
	TOTAL	252

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Table 3. TERMINATIONS

<u>AGENCY</u>	<u>MOVED</u>	<u>LAI D OFF</u>	<u>QUIT</u>	<u>PROMOTED</u>	<u>ENGLISH LEVEL TOO HIGH</u>	<u>CHILD CARE PROB</u>	<u>CONFLICT WITH SECOND JOB</u>	<u>TRANS. PROB.</u>	<u>OTHER TRAINING</u>	<u>OVER- TIME</u>	<u>OTHER/ UNKNOWN</u>	<u>TOTAL</u>
West New York (Sub)	0	0	0	0	0	0	0	0	2	0	7	9
West New York (Prim)	3	12	2	0	0	0	0	0	1	0	51	69
Union County College	0	0	0	0	0	0	0	0	0	0	0	0
	(No data reported on terminations)											
New Brunswick	0	6	0	0	4	0	26	0	0	0	24	60
Revlon	0	0	0	0	0	0	0	0	0	0	0	0
	(No data reported on terminations)											
Hackensack	0	4	9	1	0	15	0	15	5	15	0	64
The Work Group (Camden County Consortium)	<u>75</u>	<u>0</u>	<u>14</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>26</u>	<u>0</u>	<u>68</u>	<u>0</u>	<u>0</u>	<u>157</u>
<b>TOTAL</b>	78	22	25	1	4	15	26	15	76	15	82	359

es:35.4d



TABLE 4. Profile of Workplace Literacy Participants

Total number of participants\* served at each Workplace Education Center

a)	West New York (P)	191
	West New York (S)	109
	<u>Site Location</u>	<u>No. Participants</u>
b)	Union County College	78
	<u>Site Location</u>	<u>No. Participants</u>
c)	New Brunswick	90
	<u>Site Location</u>	<u>No. Participants</u>
	Revlon	127
d)	Hackensack	86
	<u>Site Location</u>	<u>No. Participants</u>
	The Work Group (Camden Co. Consortium)	204
		<u>Total (Unduplicated) 885</u>

-----  
 \* unduplicated count of individuals who began training in this cycle and remained in training for at least two consecutive weeks.

Length of Employment at Work Site:

<u>Time Employed</u>	<u>No. Participants</u>
0 - 5 mos.	167
6 - 11 mos.	92
1 - 5 yrs.	260
6 - 10 yrs.	103
11 - 15 yrs.	94
16 - 20 yrs.	65
21 and over	62
	Subtotal 843
	UCC not reported + 78
	Total 921
	(Duplicated WNY (P) - 36
	<u>885</u>

Table 4a. NEW JERSEY WORKPLACE LITERACY PARTNERSHIPS PROGRAM

<u>AGENCY</u>	<u>TRAINING SITE</u>	<u>LOCATION</u>	<u>NO. OF PARTICIPANTS UNDUPLICATED</u>
UAW, DISTRICT 65 AFL-CIO Dir.: Norman Lederer Coord.: J. Ferraro	Revlon Corp.	Edison	127
New Brunswick ALC Dir.: Judy Kesin Coord.: J. Ferraro	Childcraft	Edison	35
	Posner Labs	Plainfield	13
	Cascade Industries	Plainfield	1
	Universal Furniture	Plainfield	24
	Southern Container	Dayton	11
	R-Tape*	Plainfield	0
	Press-Type	Plainfield	0
	Plastic Color Chip	Plainfield	5
	Midas International*	Somerset	1
Hankensack ALC Dir.: P. Fulton Coord.: C. Amaru	Ceragraphic Inc.	Hackensack	33
	H & P Mayer	Hackensack	32
	C & C Metal	Hackensack	21
	Otagari*	Hackensack	0
	Felsway*	Totowa	0
West New York (P) & (S) Dir.: B. Lazzara Coord.: K. Durnin(Prim.) A. Carlovich(Sub)	Coupon Services	Jersey City	32
	Meadowlands	Secaucus	40
	Book Sales	Secaucus	5
	Ribbon Narrow	Secaucus	22
	Petri Stores 1,2,3	Secaucus	+188
	J. Josephson*	S. Hackensack	0
	Cook & Dunn*	Carlstadt	0
	Republic Container	Jersey City	9
Union Co. College Dir.: Joann LaPerla Coord.: M. Palmeri-Martinez	Eveready Label	Belleville	18
	Alpha Wire	Elizabeth	30
	Fablok Mills	Murray Hill	27
	Short Run Stamping	Elizabeth	0
	Haug Die Casting	Kenilworth	3
	Cumberland Medical Ctr.	Cumberland	7
The Work Group Camden Co. Emp. Consortium Dir.: Debbie Reese Coord.: M. Cesena	Garden State Park	Cherry Hill	102
	American Institute	Vineland	15
	Mental Studies (AIMS)		
	Inscon Cable	Bridgeton	11
	Shieldalloy	Newfield	68
		Subtotal	881
		+4 unreported	4
		Total	885

(Orientations were held at each of the above sites--total 34.)

\*Orientation was conducted--number of participants to be determined

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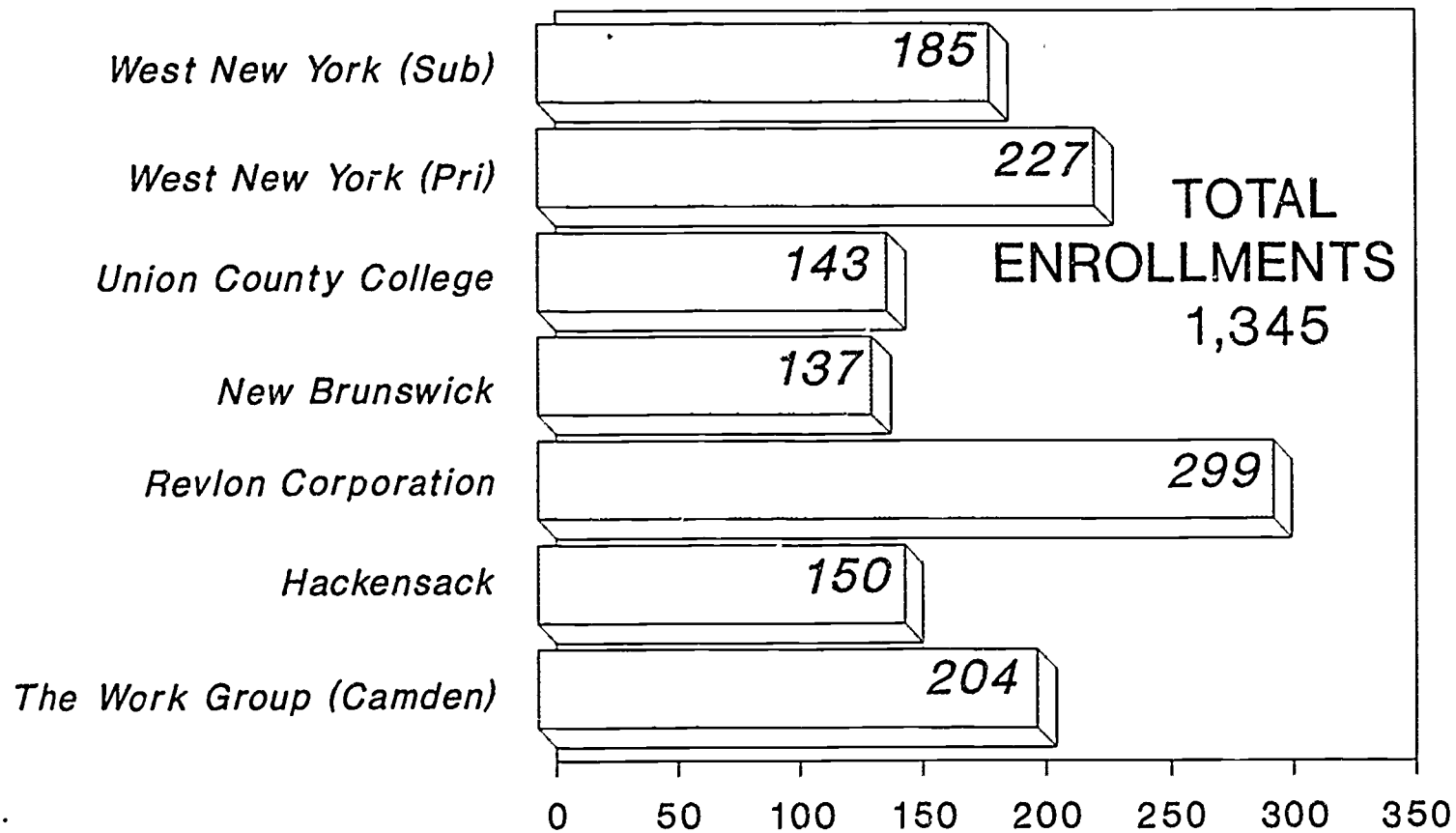
**TABLE 5. Profile of Workplace Literacy Participants**  
(Grade Levels, Sex, Ages, Ethnicity)

Section A. Participants who upon entry into program had: (a)	American Indian or Alaskan Native (b)	Asian or Pacific Islander (c)	Black, not of Hispanic Origin (d)	Hispanic (e)	White, not of Hispanic Origin (f)	Total
1. Years of School Completed or Educational Functioning Level (if known):						
a. Level I (grades 0-8)	0	17	39	207	14	277
b. Level II (grades 9-12)	0	76	134	314	120	644
<b>Sub-Total</b>	0	93	173	521	134	921
WNY (P) dup-36						
Section B. Participants who upon entry into the program were:		Number of				Total 885
		Participants				
		Males	Females			Total
1. Ages:						
16 - 24		108	60			168
25 - 44		227	221			448
45 - 59		81	176			257
60 and older		18	29			47
<b>Sub-total</b>						920
<b>Total</b>		434	486			920
				(UCC Unknown)		+ 1

Table 1A and 1B require reporting on an unduplicated count.  
Table 1A grand total must equal Table 1B grand total.

	921
WNY (P) dup	-36
<b>Total</b>	<b>885</b>

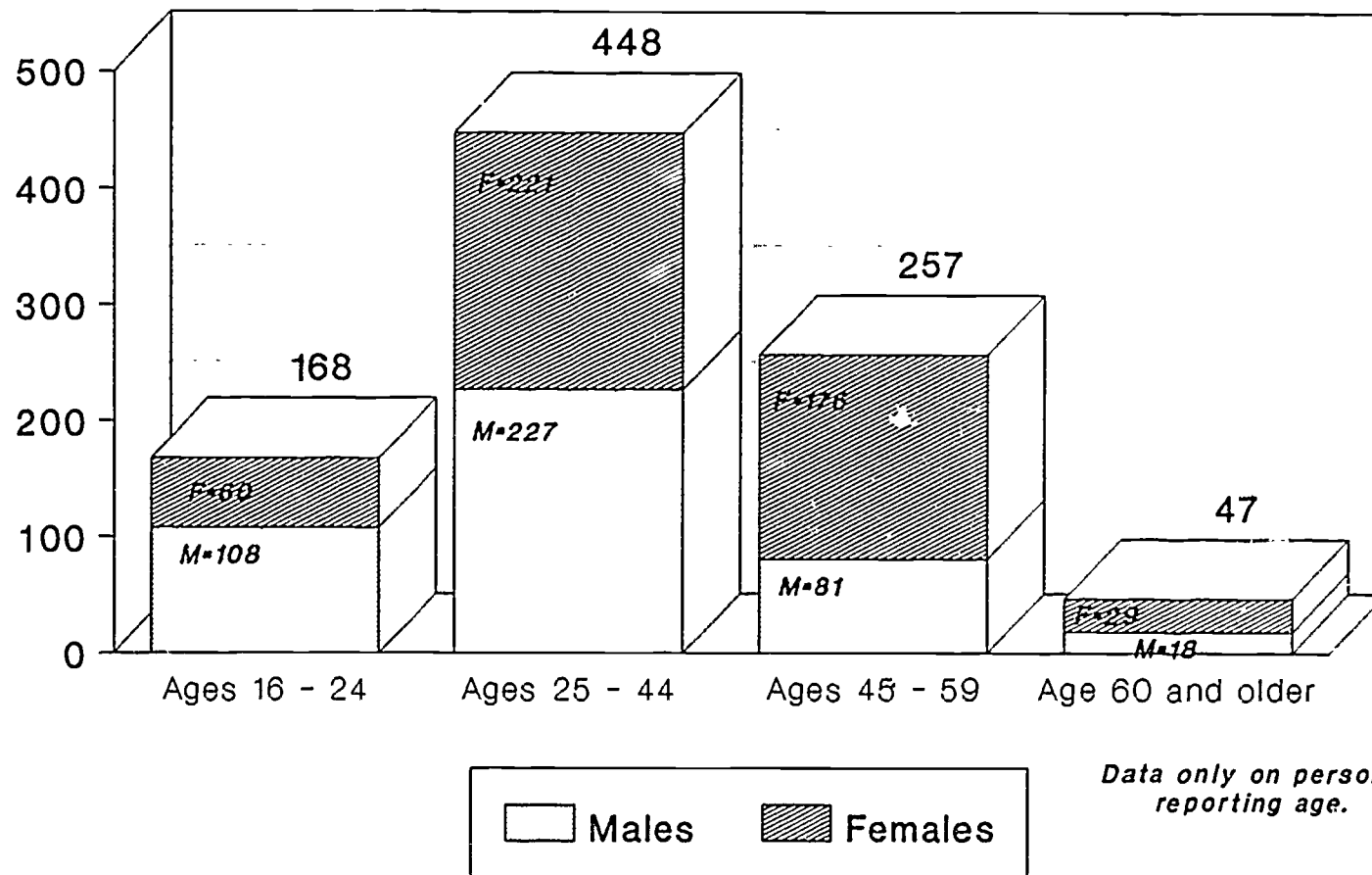
# NJ Workplace Literacy Partnerships Enrolled Participants



GRAPH 1

NJDOE  
July 1990

# NJ Workplace Literacy Partnerships Age/Sex of Participants



GRAPH 2

NJDOE  
July 1990