



National Coalition For Literacy

American Association for Adult and Continuing Education ◦ Adult Literacy Media Alliance ◦ American Institute for Research ◦ American Library Association ◦ Association of Adult Literacy Professional Developers ◦ Center for Literacy Studies, University of Tennessee ◦ Commission on Adult Basic Education ◦ Council for Advancement of Adult Literacy ◦ GED Testing Service ◦ Institute for the Study of Adult Literacy and the Goodling Institute for Research, Pennsylvania State University ◦ International Reading Association ◦ Literacy USA ◦ National Center for Family Literacy ◦ National Center for the Study of Adult Learning and Literacy ◦ National Center on Adult Literacy, University of Pennsylvania ◦ National Council of State Directors of Adult Education ◦ National Even Start Association ◦ ProLiteracy Worldwide ◦ Teachers of English to Speakers of Other Languages, Inc. ◦ World Education

Comments to the
Department of Health and Human Services, Administration for Children and Families
On the
New Interim Final TANF Regulations
August 28, 2006

On behalf of the National Coalition for Literacy (NCL), a not-for-profit umbrella member organization for the adult education and family literacy field, I would like to submit comments regarding 45 CFR Parts 261, et. al, the Interim Final Rule for the reauthorization of the Temporary Assistance to Needy Families program. .

NCL members represent adult education, family literacy, research, public policy, and adult learner organizations.

In general, the National Coalition for Literacy supports the comments submitted by the State Directors of Adult Education and the Commission on Adult Basic Education.

Members of the National Coalition for Literacy and their affiliates have first hand experience providing educational services to adults receiving welfare benefits. Often, we watch and provide assistance as these adults struggle to improve their literacy skills in order to obtain the GED or high school diploma. These credentials are required for a growing number of entry level jobs.

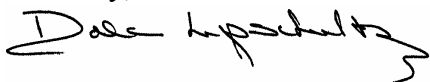
We also know that a significant number of adults on welfare have learning disabilities. Learning disabilities and low literacy levels, often contribute to an individual's inability to obtain and/or retain employment.

We believe successful welfare reform programs look at participants as individuals with different needs and requirements. Some individuals, particularly those with learning disabilities or low literacy levels may need a longer period of in-class time in order to permanently leave the welfare rolls and successfully move into job-related training programs or employment opportunities. Others may require support services such as child care and transportation in order to attend education and training programs. **We urge the Department to adopt a similar approach.**

To date, welfare reform efforts have been very successful in moving individuals from welfare dependency to employment and self-sufficiency. Those remaining on welfare may need additional or expanded services in order to achieve the same success.

I urge you to carefully read the comments submitted by the State Directors of Adult Education and the Commission on Adult Basic Education and to consider the needs of individual welfare recipients as you craft final regulations implementing the most recent modifications to our nation's laws governing welfare programs.

Sincerely,

A handwritten signature in black ink that reads "Dale Lipschultz". The signature is written in a cursive style with a long, sweeping tail on the final letter.

Dale Lipschultz
President, National Coalition for Literacy