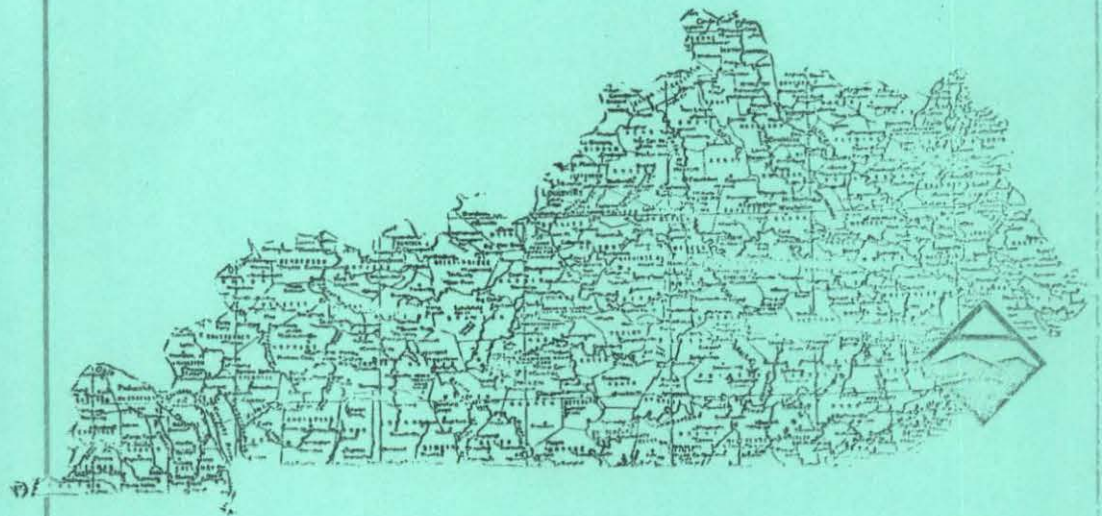




The Interrelating of Public Library and Basic Education
Services for Disadvantaged Adults

PROGRESS REPORT (Training and Demonstration)



FLOYD COUNTY, KENTUCKY

APPALACHIAN
ADULT
EDUCATION
CENTER

Appalachian Adult Education Center

Library-Adult Basic Education
Continuing Demonstration Project
Interim Report

Floyd County Board of Education
ABE-Public Library Project
Prestonsburg, Kentucky 41653

January, 1974

Introduction

The Library - ABE - Continuing Demonstration Project that is now operating in the Floyd County, Kentucky section of Appalachia is a modified form of the ABE - Library Project that was initiated in 1972-1973. The original project proved itself to be one of the more beneficial, interesting, and educational federally-funded programs provided for this area.

The Public Library and its --"Library on Wheels"--bookmobile became a "beacon of light" for the peoples of Appalachia as evidenced by documentation in objectives.

The citizenry was library orientated and educated by library staff.

It was the consensus of opinion of the Project Advisory Board and Staff that the former project was a huge success; and the peoples of Appalachia were wealthier--socially, culturally, educationally and spiritually for having had the Library-ABE Program. Evaluations and accomplishments of objectives were documented in Project Report-- May, 1973.

Our goals in the current status of project is to continue the services and activities in upgrading the public library and adult basic education; to cordinate services in helping achieve the common goal of benefiting the segment of our society known as the disadvantaged; and to incorporate existing exemplary practices and materials for the

purpose of offering one rounded educational program through which undereducated adults will benefit.

It is felt by Floyd County Project Staff that results have been gratifying at this midway point of project. Even though staff was drastically reduced, public response has exceeded expectations. This is credited mainly to the success of introducing the former Library - ABE Project. It is anticipated that even a more cooperative spirit--between the Public Library and Adult Basic Education Personnel--will exist at the termination of project, and the beneficial impact will have an on-going effect.

Objective I: TO PROVIDE BOOKMOBILE SERVICES TO EIGHT ABE CENTERS
AND/OR COMMUNITIES

Traveling library services are given to eight Floyd County, Kentucky ABE Centers. Before the Library-ABE Program, ABE Centers were not served by the bookmobile. Library facilities did not exist or were very limited in the rural centers.

In the rural area of Appalachia, most ABE students (mainly housewives) have little contact with the outside world as most of us know it. These students, along with their families, have found the bookmobile to be invaluable.

This service is manned by one staff member--the Bookmobile-Driver Librarian. Each center is visited once every two weeks. The duration of each library visit is three hours.

Pre-data information was obtained by mini-interviews conducted by bookmobile librarian. This activity has provided beneficial insight as to the reading level, interest, etc. of each patron.

New ABE and community patrons have been issued library cards. These credit-like cards were issued in special 100 series known to bookmobile and central library personnel.

Bookmobile and library staffs are tabulating interest areas of material checked out. Total circulation figures will be included in final report.

The service that the bookmobile has rendered has been a beacon of light and hope for this rural area composed of a forgotten seg-

ment of our society. This was evidenced by the ABE Student who discovered he could obtain information on how and where to write his Congressman about his Black Lung Claim; the overworked and bored housewife who visited the bookmobile for the first time; the ABE Teacher who obtained available and current information to supplement the textbook; and the countless others who browsed the confines of the pleasant, air conditioned knowledge reservoir.

The only problems encountered to-date have been unavoidable. Due to the large traveling boundary and rugged terrain the bookmobile has sustained considerable damage, being involved in two accidents with coal trucks.

However, it is felt that the end result will outweigh any difficulties or damages that the bookmobile has encountered-- if the families whose lives have been touched become permanent library users and seek a better education for themselves and their families.

Objective II: TO DELIVER PRINT AND NON-PRINT MATERIAL TO ABE STAFF AND STUDENTS

An orientation session was held by Project Director, at each ABE Center.

Topics of discussion were: Services provided by ABE-Library Project; summaries of last year's achievements; bookmobile services; new materials purchased; and all activities of the project. Special attention was directed to coping skills inventory, occupational materials and the revised current referral handbook.

The ABE Staff was urged by ABE Director and ABE Project Director to encourage the utilization of all available materials and services of the Floyd County Public Library.

It was felt that all suggestions and activities presented were embraced enthusiastically by ABE Staff and Students.

Objective III: TO PROVIDE COMMUNITY AGENCY REFERRAL SERVICES AS AN AID TO ABE AND /OR COMMUNITY PATRONS THROUGH THE CENTRAL LIBRARY, BOOKMOBILE, AND ABE CENTERS

Project Director delivered to each ABE teacher, bookmobile librarian and central library a current list of changes in handbook of Floyd County services, giving a complete explanation of use of handbook.

County librarian has attended the monthly Floyd County Inter-agency meetings to keep abreast of referral information and services.

It was explained to ABE teachers individually that they or their students could call library reference for referral information beyond that included in handbook.

Objective IV: DEVELOP RADIO PUBLICITY

The following news items were released to press:

1. Daily schedules of bookmobile community and ABE visits.
2. Announcements of new books purchased and new books received from Kentucky Department of Libraries.
3. Announcement of activities at the Floyd County Library.
4. Book Annotations.

5. Library hours
6. Library services available at the Floyd County Library.

Objective V: EXPLORE POSSIBILITY OF AUTOMATIC CAROUSELS TO PORTRAY LIBRARY SERVICES BY VIEWING SLIDE-WHEEL

This activity was not developed. It was not considered feasible due to great expense.

Objective VI: TO PROVIDE LIBRARY ORIENTATION TO ABE STUDENTS TO ENCOURAGE LIBRARY USAGE

This objective will be started in February. Visits to central library are scheduled in February and May for ABE classes. Complete details will be included in final report.

Objective VII: TO PROVIDE MAIL DELIVERY OF MATERIALS IN ANSWER TO REQUESTS.

Where bookmobile, or direct delivery does not seem feasible, materials are mailed to students in answer to requests. These materials can be returned by the student during the next visit of the bookmobile to his ABE Center.

A record is kept at the Central Library of all materials requested and mailed.

All ABE teachers and students are aware of this available, mail-delivery service.

Objective VIII: TO DEVELOP AND USE READER'S PROFILES

Reader's profiles have been developed for each ABE student. The profile cards are kept in Project Director's files and considered privileged information.

Interest areas and levels have been very helpful to staff

Objective IX: TO WEAVE LIBRARY TASKS INTO THE ABE CURRICULUM

Each class receives copies of the local newspaper. To supplement this on-going real-life or coping skill ABE activity, back copies of magazines are collected in the community, sorted, and distributed from the bookmobile.

It is felt that this has been an important contribution by the bookmobile in providing background on current news items and reading material for relaxation. The students are as enthused over back issues as current ones.

Objective X: INTERVIEW STUDENTS WHO HAVE MOVED OUT OF STATE AND RETURNED

This objective will not be completely finalized until later in project. Results of interviews and a narrative record will be included in final report.

Objective XI: PARAPROFESSIONALS SUPPLEMENT ABE CLASSES

Two paraprofessionals are working out of the learning center and the Floyd County Public Library visiting homes and giving reading instruction to isolated adults.

Objective III: TO DEVELOP A RIGHT TO READ BASE OF OPERATION FOR PARAPROFESSIONALS, I.E., A COUNTY-WIDE LEARNING CENTER FACILITY OFFERING INDIVIDUALLY PRESCRIBED INSTRUCTION IN READING FOR OUT OF SCHOOL YOUTH AND ADULTS.

- A. Floyd County School System will provide a facility in the Maytown school for a base of operation for the paraprofessionals.
- B. The paraprofessionals will also have a base in the Floyd County Public Library to coordinate with the Floyd County ABE Project and utilize coping skill materials.
- C. Efforts will be made to gain support from the K.S.D.E. to assume responsibility of and expand the adult learning center as a part of their adult education program in Floyd County.

DOCUMENTATION

- A. The existence of a facility used by Right to Read paraprofessionals as a base of operation.
- B. The existence of a space in the library for paraprofessionals to plan and work with coping skills materials.

Objective IIII: TO PROVIDE PARAPROFESSIONAS WORKING OUT OF THE LEARNING CENTER AND FLOYD COUNTY LIBRARY UNDER THE SUPERVISION OF A PROFESSIONAL FOR HOME READING INSTRUCTION OF RURAL ISOLATED ADULTS.

ACTIVIITIES:

- A. Paraprofessionals will first experience pre-service training in Piketon, Ohio, under Mr. Max Way.
- B. Paraprofessionals will acquire and become thoroughly familiar with materials for use in home instruction.
- C. The paraprofessionals with the help of the AAEC will devise a documentation system for data collection.
- D. Recruitment will be done by door-to-door recruiting and agency contact for a beginning student load.

- E. New paraprofessionals will acquire students as their experience allows, gradually building toward 20 each.
- F. New paraprofessionals will spend much initial time in the learning center becoming familiar with materials and procedures.
- G. New paraprofessionals will spend approximately two hours per week in the Floyd County Public Library becoming familiar with coping skills materials and collecting these particular materials for their students' needs.
- H. Paraprofessionals will work with Objectives 1, 2, 7, 8, 9 in the ABE-Library Demonstration project in the Floyd County Library as they apply to home study students.
- I. Paraprofessionals will note home problems and make referrals to the appropriate agency when necessary. A follow-up of each referral will be made.
- J. Kits containing easy reading material will be available in major coping skill areas for paraprofessionals to leave with students if a need is seen.
- K. Paraprofessionals will pre- and post-test students identified for the KET/GED series (Refer to Obj. 5)

DOCUMENTATION:

- A. Paraprofessionals will keep current lists of materials ordered and received.
- B. Paraprofessionals will keep tabulation on number of homes visited during recruitment.
- C. Paraprofessionals will make a folder on each student to collect demographic data appropriate for case studies.
- D. Instruction hours will be logged.
- E. Student independent hours will be logged.
- F. Any referrals made in any home should be tabulated and stated in what way the referral was helpful.
- G. Total number of home-bound students enrolled to June 30, 1974, will be tabulated.

H. Age range and ethnic composition of students will be tabulated.

I. Approximate mean number of years of school completed will be tabulated.

J. Number of drop-outs will be tabulated and their reasons noted.

ADVISORY BOARD

1. Anna Sue Stumbo--Member, Floyd County Library Board
2. Charles Clark--Superintendent, Floyd County Schools
3. Ray Brackett--Asst. Superintendent, Floyd County Schools
4. Johnny Henize--Asst. Vice President, The Bank Josephine
5. Ocie Shepherd--Community Based Right to Read Program
6. Edna Hunter--Community Based Right To Read Program
7. H. E. Pennington--Minister, Community Methodist Church
8. W. D. Jagers--Minster, First Baptist Church
9. William R. Calihan--Probation Officer
10. James Salisbury--ABE Director
11. Alice Hackworth--Floyd County Librarian
12. Darvin Patton--Asst. Vice President, First National Bank

The Advisory Board will meet during the ABE-student library orientation meeting to be held in February, 1974. Personal contact by project director has kept Advisory Board members updated on project activities.

Materials Selected

From Title II-A Funds

Johnson Camden Library
Morehead State University

These books and materials have been selected by Floyd County Librarian even though she is uncertain if library will be able to process materials. The librarian has asked for an extension of time for materials to be used by library's patrons. At present they are to be returned to the Johnson Camden Library by July 1, 1974.

AUTHOR	TITLE	PUBLISHER	DATE	PR
Alexander, M.	Weaving on Cardboard	Toplinger	c 1972	\$5.9
Alton, W.	More Wooden toys that you can make	Toplinger	c 1972	6.5
	America's flying book	Flying magazine	c 1972	12.9
Baguedor, E.	Separation; journal of a marriage	Simon & Schuster	c 1973	5.9
Bambra, A.	Teaching folk dancing	Theatre Arts Books	c 1972	7.7
Bar-zohar, M.	The third truth	Houghton Mifflin	c 1973	5.9
Barzman, S.	Everyday credit checking	Crowell	c 1973	6.9
Bealer, A.	Old Ways of working wood	Barre	c 1972	12.5
Becker, Stephen	Dog Tags	Random House	c 1973	6.9
Belth, J.	Life Insurance; a Consumer's Handbook	Indiana Univ.	c 1973	6.9
Berckman, E.	The Victorian Album	Doubleday	c 1973	5.9
Blankenship, W	The Programmed Man	Walker	c 1973	5.9
Boldt, G.	Hitler, the last ten days	Coward, McCann	c 1973	6.9
Boynton, P.	Stone Island	Harcourt Brace	c 1973	7.9
	Britannica Atlas (1 Volume)		1972 Ed.	35.0
Brommer, G.	Drawing; ideas, material and techniques	Davis	1972	9.9
Browne, G.	Hazard	Arbor House		7.9
Bryant, W.	Escape from Sonora	Random	c 1973	5.9
Carlisle, N.	The complete guide to treasure hunting	Regnerz	1973	8.9
Cabur, W.	A pictorial history of American labor	Crown	c 1973	12.5
Carson, R.	Principles of Championship Wrestling	Barnes	c 1972	7.9

AUTHOR	TITLE	PUBLISHER	DATE	PRICE
Carner, J.	Winter Rose	Walker	c 1973	\$6.95
Caskey, A.	The recreation center operation manual	Barnes	c 1973	9.95
Castle, S.	The complete guide to preparing baby foods at home	Doubleday	c 1973	5.95
	Center for Auto Safety Mobile Homes	Grossman	1973	7.95
Chandler, D.	Captain Hollister	Macmillan	c 1973	5.95
Cheener, J.	The World of Apples	Knopf	c 1973	5.95
Clarkson, E.	In the Shadow of the falcon	Dutton	1973	6.95
Clement, R.	Nature Atlas of America	Hammond	1973	17.95
Clifford, M.	Understanding high fidelity	Drake	c 1973	5.95
Clutton, Cecil	Buttins old clocks and watches and their makers, 8th ed.	Dutton	1973	40.00
Coffin, T.	Folklore from the working folk of America	Doubleday	c 1973	3.95
Coles, C.	Glenn's complete bicycle manual; selection, maintenance, repair	Crown	c 1973	7.95
Consumer Guide Ed.	Complete buying Guide; Camping equipment & recreational vehicles	Ace	c 1973	1.95
Consumer Guide Ed.	Fishing equipment test report	Ace	c 1973	1.95
Cooke, Alistair	Alistair Cooke's America	Knopf	1973	15.00
Cookson, C.	The Mallen Girl	Dutton		6.95
Cooper, H.	Thirteen: the flight that failed	Dial	c 1973	5.95
Creasey, J.	A life for a death	Holt, Rinehart & Winston	c 1973	4.95
Creasey, J.	Inspector West at Home	Scribner	1973	4.94
Cronon, Fenga	The fabric guide for people who sew	Grossett & Dunlap	1973	6.95
D'Arcay, B.	Bloomingdales Book of home decorating	Harper	1973	10.95

AUTHOR	TITLE	PUBLISHER	DATE	PRICE
Davis, G.	Kingdom Come	Putnam	c 1973	\$5.95
DeCristoforo, R.J.	Complete book of power tools both stationary & portable	Harper	c 1972	9.95
Diamond, S.	Trademark problems and how to avoid them	Crain Communication	c 1973	17.50
Donnan, Marcia	Cosmetics from the Kitchen	Holt	c 1972	5.95
Dworetzky, L.	Horology Americana	Horology Americana	c 1973	30.00
Eaton, J.	Gardening Under Glass	Macmillan	c 1973	8.95
Eckert, Allen	The court martial of Daniel Boone	Title Brown	1973	7.95
Erdman, P.	The billion dollar sure	Scribners	c 1973	6.95
Evans, E. Belle	Day Care for infants	Beacon	c 1972	6.95
Falk, S.	Fundamentals of Sailboat racing	St Martins	1973	6.95
Falkirk, R.	Blackstone's fancy	Stein & Day	c 1973	6.95
	The family handyman home improvement book	Scribner	c 1973	14.95
Fisher, W.	Power, greed, and stupidity in the mental health racket	Westminster	c 1973	5.95
Floresco, R.	Dracula: the man & the myth	Hawthorn		7.95
Fontane, V.	A Parent's Guide to child safety	TY Crowell	1973	5.95
Forbes, Colin	Target five	Dutton	c 1973	6.95
Freese, A.	Headaches: the kinds and the cures	Doubleday	c 1973	6.95
Fuedman, I.	Inflation: a world-wide Disaster	Houghton	1973	7.95
Friedman, M.	Buried alive: the biography of Janis Joplin	Morrow	c 1973	7.95
Gardiner, J.	A guide to good singing and speech	Crescendo	1973	7.95
Garrison, W.	Handcrafting jewelry: design & techniques	Regnery	c 1973	12.95

AUTHOR	TITLE	PUBLISHER	DATE	PRICE
Gatenleg, R.	Hanged for a sheep	Dodd	1973	\$4.95
Gerhardt, H.	Finally it fits: sewing from your own patterns	Quadrangle	1973	12.50
Gilbert, M.	The 92nd Gilbert	Harper & Row	c 1973	6.95
Gilman, D.	A palm for Mrs. Pollifax	Doubleday	c 1973	5.95
Godey, J.	The taking of Petham one two three	Putnam	c 1973	6.95
Gordon, R.	Professional flower arranging for beginners	Vocational Education Prod.	c 1972	6.95
Gordon, Suzanne	Black Mesa	John Day	c 1973	8.95
Gottlieb, K.	Home Free	Crown	1973	5.95
Granbard, S.	Kissinger: Portrait of a mind	Norton	c 1973	7.95
Greene, Graham	The honorary Consul	Simon & Schuster	c 1973	7.95
Griffin, Al	How to start and operate a day care home	Regnery	c 1973	7.95
Gummel, Alice	Polly Pringle's Book of Americas Patchwork Quilts	Grosset		12.50
Halberstam, D.	The best and brightest	Random		10.00
Harrison, M.	The kitchen in history	Scribner	c 1973	7.95
Hasenau, J.	Build your own home	Holland House Press	c 1973	6.00
Heyn, E.	A century of Wonders	Doubleday	c 1972	20.00
Hogarth, P.	Artists on horseback; the old west	Watson-Guptill	c 1972	17.50
Holstein, J.	The Preced Quilt-An American tradition	NY Graphin	1973	17.50
Holt, V.	Curse of the Kings	Doubleday		6.95
Howar, B.	Longhorn all the way	Stein & Day		7.95
Habeek, V.	The art of homemaking	S & S	1973	9.95

AUTHOR	TITLE	PUBLISHER	DATE	PRICE
Jones, J.	A Touch of danger	Doubleday		\$7.95
Kauffmann, L.	The Villain of the piece	Dial	c 1973	7.95
Kahn, Kathy	Hillbilly Women	Doubleday	c 1973	6.95
Klibanoff, S.	Let's talk about adoption	Title Brown		7.95
Klamkin, C.	How to buy major appliances	Regnery	c 1973	6.95
Klamkin, M.	The Collectors guide to depression glass	Hawthorn	1973	11.95
Lane, Jane	The severed Crown	Simon & Schuster	c 1973	6.95
Lee, E.	A Prior Bethrothal	Arbor	c 1973	6.95
Tessing, D.	The Summer before the dark	Knopf		6.95
Lewis, Faye C. M.D.	All out against arthritis	Prentice-Hall	c 1973	5.95
Lockridge, E.	Prince Elmo's fire	Stein & Day	c 1973	8.95
Tofts, Noral	Crown of Aloes	Doubleday		6.95
Loring, M.	The risks and rights of animal ownership	Arco	c 1973	5.95
Tursi, Billie	Potworks	Morrow	1973	6.95
Maas, P.	Serpico	Vicing		8.95
MacDonald, John D.	The Turquoise lanet	Tippincott		5.95
MacLean, Alistair	The way to dusty death	Doubleday	c 1973	5.95
McLemore, M.	The Miami Dolphins	Doubleday	c 1972	7.95
McLeod, A.	Prisoner of the queen	Houghton	c 1973	5.95
Manners, Alexandra	The stone maiden	Putnam	c 1973	6.95
	Marilyn	Grosset	c 1973	19.95
Meybury Anne	The Midnight Dancers	Random House	c 1973	6.95

AUTHOR	TITLE	PUBLISHER	DATE	PRIC
Miller, R.	Flying Nurse	Taplinger	1972	\$5.50
Mobile, R.	King Cancer: Some good news and some bad news	Sheid & Ward	1973	5.95
Monroe, E.	The basketball skill book	Athenewm	1973	5.95
Nonte, G.	The firearms encyclopedia	Harper & Rowe	1973	11.95
Mosley, L.	Power play: oil in the middle East	Random	c 1973	10.00
Murdoch, I.	The Black Prince	Viking		6.95
Nader, R.	You and Your pension	Grossman	c 1973	4.95
Newman, M.	How to be your own best friend	Random		4.95
Nicholas, L.	How to avoid social diseases; a practical handbook	Stein & Day	c 1973	2.25
Ohrlem, G.	The Hell-Bound Train: A cowboy songbook	Univ. of Illinois	1973	8.95
Olney, R.	Simple bicycle repair and maintenance	Doubleday	1973	2.50
Owen, M.	The Tennessee Valley Authority	Pralger Library of U.S.	c 1973	9.50
Patten, L.	The tired gun	Doubleday	c 1973	4.95
Patterson, J.	Autographs: A collector's guide	Crown	1973	6.96
Peters, Elizabeth	Borrower of the night	Dodd	c 1973	5.95
Phipps, F.	Colonial Kitchens, their furnishings and their gardens	Hawthorn	c 1972	12.95
	Pictorial travel atlas of scenic America	Hammond	c 1973	14.95
Raymond, Ernest	The Mountain Farm	Review Press	c 1973	7.95
Rice, Homer	Homer Rice on triple option football	Parker	c 1973	7.95
Richardson, M.	A candle in the wind	Morrow	1973	5.95
Rofheart, Martha	Fortune made his sword	Putnam	1972	8.95
Roth, Philip	The Great American Novel	Holt	1973	8.05

AUTHOR	TITLE	PUBLISHER	DATE	PRIC
Rubinstein, M.	The Mala Rubinstein book of beauty	Doubléday	c 1973	\$8.95
Sunchez, T.	Rabbit Boss	Knopf		7.95
Savage, E.	The last night at the Ritz	Little, Brown	c 1973	6.95
Scarne, J.	Scarne's encyclopedia of games	Harper	c 1973	13.95
Schreiber, F.	Sybil	Regnery		8.95
Schremp, W.	Designer furniture anyone can make	Simon & Schuster	c 1972	6.95
Seeger, P.	Henscratches & flyspecks, and introduction to music	Putnam	1973	7.95
Segal, E.	Fairytale	Harper	c 1973	4.95
Sherburne, J.	Stand like men	Houghton	c 1973	6.95
Shotwell, B.M.	Getting better acquainted with your Bible	Shadwald	c 1973	21.50
Simpson, C.	Lusitania	Little, Brown		8.95
Stern, R.M.	The Tower	McKay	c 1973	7.95
Stevens, S.	Dead City	Random House	c 1973	6.95
Stevenson, D.E.	Mrs. Tim carries on	Holt	c 1973	6.95
Stewart, Mary	The Hollow Hills	Morrow	c 1973	7.95
Straiton, E.	The horse owner's Vet book	Lippincott	c 1973	8.95
Stuart, J.	The land beyond the river	McGraw-Hill	c 1973	7.95
Stuart, J.	Yellowhawk	McGraw-Hill	c 1973	6.95
Summer, Gerald	The lure of the falcon	Simon & Schuster	c 1973	7.95
Talownis, G.	House plants for five exposures	Abelard-Schuman	1973	8.95
Tangerman, E.J.	The modern book of whittling and wood carving	McGraw-Hill	1973	10.00
Trevanian	The loo sanction	Crown	c 1973	6.95

AUTHOR	TITLE	PUBLISHER	DATE	P
Teryan, T.	Harvest Home	Knopf		\$7
Uhnak, D.	Law and order	Simon & Schuster	1973	8
Ure, J.	Bait for trout	Regnery	c 1973	5
Barr Vidal, G	Gore -Vidal Burr	Random House	c 1973	8
Vonnegut, K.	Breakfast of Champions	Delacorte	c 1973	7
Waterman, C.	Hunting in America	Holt	1973	16
White, R.	Be Not Afraid	Dial	1972	5
Whittemore, L.H.	The Supercops	Stein & Daz		6
Wecher, Tom	Facing the Lions	Vicking		7
Wilson, Violet	Sewing without tears	Scribner	1972	7
	Wilt: Just like any other 7-foot Black millionaire who lives next door	Macmillan	c 1973	6
Wiswell, T.	The science of checkers and draughts	Barnes	c 1973	4
Wodehouse, P.G.	The plot that thickened	Simon & Schuster	c 1973	6
Wooster, A.A.	Quilting: the modern approach to a traditional craft	Drake	c 1973	8
Worrell, E.	Americana in Miniature	Van Nostrand	c 1973	6
Wright, J.	Sewing magic with knits	Arco	1973	6
Young, J.	The garage sale manual	Praeger	c 1973	6

PAPERBACKS

AUTHOR	TITLE	PUBLISHER	DATE	PRICE
Adams, C	The badge and Harry Cole	Ace Books	73	.75
Arment, L	Incidents in the life of a slave girl	Harcourt	73	3.45
Cartland, B	Again this rapture	Pyramid	72	.75
Cartland, B	The audacious adventuress	Pyramid	72	.95
Cartland, B	The kiss of Paris	Pyramid	72	.95
Cartland, B	The kiss of silk	Pyramid	71	.75
Cartland, B	The kiss of the devil	Pyramid	72	.75
Cartland, B	Love is dangerous	Pyramid	72	.75
Consumer's Guide 74	Ratings and discount prices	Doubleday	74	2.50
Daniels, R	American racism	Prentice-Hall	69	3.15
Thomas, A	Camilla	New Am. Lib	72	.95
Huster, T	The legislation of morality	Free Press	72	2.95
Haines, S	Marjoe	Dell	73	1.25
Hailer, N	Maidstone	New Am. Lib	71	1.50
Unset Bks	Quilting and patchwork	Lane Books	73	1.95
Lebb, M	Precious bane	New Am. Lib	72	1.50

SETS OF HARDBACK BOOKS

The Audel Do-it-yourself Library	Bobbs-Merrill	73	156.31
Britannica Classroom edition of three Merriam-Webster dictionaries (10 3-vol. sets)	Britannica	73 (10 set)	29.95
The Sam's Fix-it, Build-it, Do-it Library	Bobbs-Merrill	73	174.99

FILMSTRIPS AND RECORDS: SETS

Getting your money's worth 1 set of 6 fs. and 6 rec.	SVE	73	52.50
School skills for today and tomorrow 1 set of 6 filmstrips	SVE	73	33.99
Understanding your language- gr.1 1 set of 6 fs. and 6 rec.	SVE	73	52.50

BOOKS AND RECORDS

Britannica Audio-museum collection: Old Masters and Modern Painters.	Britannica.		147.00
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AUTHOR	TITLE	PUBLISHER	DATE	PRICE
Abbey, B	The complete book of knitting	Studio-Viking	72	12.95
Aiken, J	A cluster of separate sparks	Doubleday	72	5.95
Airey, G	New ideas in card and paper crafts	VanNostrand	73	5.95
Alderman, C	A cauldron of withces	Messner	71	4.50
Aldouby, Zq	Reichsleader: the life of Martin Bormann	Viking	73	12.95
Alger, H	Silas Snobden's office boy	Doubleday	72	5.95
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Watts, M	The turquoise mask	Doubleday	74	6.95
Watts, M	The phill of North	Harper	73	7.95
Williams, A	The Berlin Papers	Simon&Schuster	73	7.95
Williams, P	The super crooks	Playboy Pr.	73	6.95
Williams, P	The girl in blue	Simon&Schuster	71	5.95
Woods, T	You can't go home again	Harper	69	7.95
Woods, J	Yet she must die	Holt	74	3.95
Woods, J	The overlord	Doubleday	72	6.95
Yee, Y	Inside Soledad/outside San Quentin	Harper	74	8.95
Yerig, F	The girl from Storyville	Dial	72	8.95
Young, E	Veneral disease	Watts	73	3.95

4. What action has been taken by the library board or librarian on your continuing demonstration?

The Floyd County Librarian believes the library will be able to continue project for next fiscal year. All objectives are those that should be in an exemplary library program.

5. How much traveling have you been able to do to ABE classes?

Limited travel funds for entire project has curtailed the visits to ABE classes.

6. What seems to be most important about what you do now to keep the demonstration going?

Personal contact with public library and ABE Supervisor to insure a continued cooperative effort between both agencies.

7. What are your predictions concerning the continuation of coordinated ABE-Library that you have developed in a new fiscal year without AAEC support?

Library plans to continue: evening visits to ABE classes and communities; referral; mail delivery; telephone reference service; and radio publicity.

Planning For Training

Part II .

Library Training Institute

A. Recruiting

1. State Training Design

In April and May, 1973, each of you was asked to set up a meeting between State Library personnel, State ABE personnel, University personnel, project staff, and related support staff to design a state training plan.

- a. Was the meeting useful to you?

Yes.

- b. In what ways?

Communication between project staff, State Library State Department of Education, and University of Kentucky was established. Mutual goals of continuing education services to disadvantaged adults were discussed and outlined in state training design. As a result of the meeting an invitation was extended to project staff by Miss Margaret Willis - State Librarian to speak to regional librarians at their annual Regional Librarian Conference. Project staff was able to describe in detail the purpose and methods of training to be used in AAEC training institutes. The cooperation of regional librarians in designating possible training sites was sought. Several sites were mentioned and since have had 2-day planning sessions in preparation for training.

- c. Did the resulting design provide you with a workable structure to follow in recruiting and training

Yes. The training design was helpful in coordinating recruitment activities but did not specially outline methods of training. The State Library agreed to formally support AAEC training institutes with recruitment of training sites to be done through regional librarians in cooperation with project staff.

The State Training design called for a multi-media recruitment packet to send to local librarians throughout Kentucky. This was not done because funds were not available for its' development.

Specific methods of training were to be developed jointly by AAEC staff after reviewing recommendations of 4 state training designs.

- d. Did the design change a great deal after getting into project activities?

Somewhat. Recruiting activities were carried out as planned in the state training design using regional librarians as recruiters and liaison between local librarians and AAEC project staff. Training methods were developed and implemented upon reviewing old training designs as planned. Planned awareness level activities and meetings with local and regional libraries were held as well as awareness meetings with ABE supervisors and teachers in conjunction with continued demonstration activities.

Specific coordination of AAEC training with university personnel has not been pursued as yet. There are plans to do so.

Continuous concerns about continuing education
for public librarians between AAEC and UK college__

2. How did you recruit local library staff to be trained?

In May, 1973, AAEC staff member, C. J. Bailey met with Regional Librarians in Frankfort, to discuss the Training Program. The librarians were encouraged to relay this information to local public librarians. This meeting was followed by an explanatory letter offering training to all local librarians in the state. The letter offering training was distributed by regional librarians who enclosed a self addressed stamped postcard to be returned to project director if the local library was interested in training. A letter of agreement to be signed by head librarian and chairman of Library Board was sent to those libraries expressing interest in training to finalize commitment to participation in training. (Copies of recruitment letters are enclosed in report.)

3. List all libraries indicating interest due to recruitment efforts and signed Letter of Agreement:

Covington Library	Hopkinsville Library
Brandenburg Library	Goodman Region
Barren River Regional System	Adair Co. Public Library
Breathitt Co. Library	Owensboro-Daviess Co. Library
Jackson Co. Public Library	Johnson Co. Public Library
Leslie Co. Public Library	Letcher Co. Public Library
Perry Co. Public Library	Ashland Public Library
Lexington Public Library	
Greenup Co. Public Library	

4. List libraries who signed Letter of Agreement.

Breathitt	Perry
Jackson	Lexington
Johnson	Greenup
Leslie	Ashland
Letcher	

5. In retrospect, was your recruitment method the most effective and efficient means of recruitment?

Yes. Recruitment through regional libraries was an efficient and effective means of recruitment. Regional librarians' approval and support of any planning are influential in Kentucky because they administer state and federal aid to local libraries. Regional libraries also have developed a rapport with local librarians and could answer any questions about proposed training. In some cases local librarians look to regional librarians for directions, suggestions and help in planning and implementation of library services. The existing relationship between local librarians and regional librarians was most helpful in recruiting efforts.

Some regional and local libraries requested additional information about training. Project staff responded by conducting on-site awareness meetings for those who requested them.

Awareness meetings were requested by:

1. Northern Ky Regional System - Although an awareness meeting was held in Covington they did not participate in training.

Covington did not choose to participate at that time because of moving into a new facility. They also have hired an adult services librarian (Michael Averdick) who has worked closely with AAEC library projects and can implement many of the activities suggested by AAEC in training institutes.

2. Barren River Regional Library System - An awareness level meeting was planned for - but was unavoidably delayed. A future date will be explored.
3. Lincoln Trail Regional Library System - An awareness level meeting was held in Brandenburg, Ky. As yet we have had no response to offers of training. Project staff is not totally aware of why there has been no response although regional staff have indicated local library staffs are already overworked and underpaid.
4. Daviess Co. - Owensboro Public Library - An awareness level meeting was held in Owensboro, Ky on July 1973. Owensboro has consequentially participated in training.
Recruitment efforts were definitely enhanced by personal contacts by project staff. If local libraries were hesitant to participate in training personal knowledge of and confidence in project staff was significant in their desire to participate.
6. Who wrote your recruitment materials, you, your state library, or AAEC?
AAEC. Understandable - No - The language was difficult to understand and the explanation was not complete. Simple language and a more detailed explanation was required.

7. Did you have to clarify them later?

Yes. More detail on program objectives, methods - activities necessary. The librarians contacted through print recruitment materials responded better to people than to print which does not negate the language problem of print recruitment materials but indicates the necessity of personal contact in recruitment.

8. If you relied on others to send out recruitment materials, did they?

No. Not all. Some regional librarians did not send out recruitment materials to local libraries because:

1. The local library could not expand
2. The local library would not want additional training
3. The local library would not benefit from training at this time

9. How much support did you get from others in your recruiting efforts?

State Library Personnel	A great deal
Extension Library Personnel	A goodly amount
Regional Library Personnel	A great deal
Local Head Librarian	A great deal
University Personnel	Very little
State ABE Level Personnel	A goodly amount
ABE Teachers	Some
ABE Students	Some

10. What kinds of follow-up work did you have to do after initial offer of training before the Letter of Agreement was sent?

All local libraries expressing interest in training needed further explanation of proposed training activities before they signed Letter of Agreement. Most needed reassurance concerning their responsibilities in training institutes rather than concrete detailed information.

11. Generally, how much persuading and convincing did you have to do to get local libraries to sign Letter of Agreement?

Once local librarians received additional information and reassurance

through personal contact they were willing to sign a letter of agreement unless local constraints made it impossible to do so.

12. Did you need the help of others to convince librarians to sign letters of agreement?

Yes. The support of the state library staff and regional library staff was very helpful in convincing librarians to sign letter of agreement. While additional information and other staff support was valuable most librarians saw the value of offered training but were somewhat hesitant to participate without knowing under whose auspices the training was offered. Others were hesitant to accept training because they saw acceptance as an indication of admitting inadequacies in library services.

13. What were the reasons given for not wanting the training you offered?

1. No staff available to provide special services - maintenance of desk necessary.
2. Some librarians implied that they would like to serve disadvantaged adults but didn't know how - project staff explained that training was available for just that reason.
3. Librarians felt specialized services to disadvantaged adults would adversely affect regular adult services.
4. Librarians felt new children's services should take priority over any new specialized adult services.

B. Two-Day Planning Sessions

1. How many librarians did you ask to fill out pre-planning information forms before the two-day planning session?

Pre-planning information forms produced a negative response from local librarians. Rather than alienate them at the onset of preparation for training, the forms were filled out by the project director. Only Ashland Public staff responded positively and filled out the forms quickly, accurately and without delay. Some librarians also indicated that they did not understand purpose of the form or how to fill it out. Some libraries were not sent the form.

2. Did you do community survey research on your own before you conducted each two-day planning session?

Yes. All sites. The state Library made records available on each local library. Information included budget, number of volumes, staff, services, circulation, etc. This information was reviewed before each planning session in addition to community survey information gathered.

3. Did you have trouble getting librarians to set aside two days for planning?

Yes. All librarians questioned the need for 2 full days of planning. The project director found that 1 1/2 days would suffice for adequate planning. A half day the first day and a full second day, but not in all cases. Length of planning sessions vary according to the amount of skepticism and efficiency of pre-planning for writing objectives. Having two days set aside for planning provided a necessary time for librarians to think about what they can and want to do to expand services to disadvantaged adults.

4. Before each two-day planning meeting, did you make a real effort to persuade each librarian to include all trustees and staff members in planning?

Yes. Although not all 2-day planning sessions were attended by trustees. Some librarians felt it was not necessary to have them attend because "The board gives me a free hand." Some hesitated to ask their trustees to attend a meeting other than a regularly scheduled Board meeting because of their other responsibilities. Some preferred to explain planned expanding services to their Board privately.

A particularly strong effort was made to persuade each librarian to include all staff members in planning sessions. Most librarians did have as many staff members attend as could be freed from their duties. Some libraries even hired substitute staff to free regular staff for planning.

5. Did the librarians ask trustees and other agencies or organizations to attend the two-day planning session?

Yes. Most librarians asked other community service staff to join in planning—some very skeptical librarians did not invite others until some rapport was established—then they invited them for the second day of planning.

Other community agencies involved in various sessions included:

Comprehensive Care Center
 Vocational Rehab Center
 Adult Basic Education
 Community School
 Local Board of Education

6. Was there difference in the planning sessions if trustees attended?

No.

7. Was two days too long, too short, or just the right amount of time to plan and write objectives?

Planning sessions ran most smoothly when the first day was spent talking, explaining, answering and asking questions. The second day was appropriate for writing objectives.

Project director took objectives written at one planning session and showed them to librarians at other planning sessions. This apparently made the concept of written objectives less frightening and more understandable to librarians.

8. Did you spend two days planning at each site?

See Question 3.

9. What kind of others attended? List.

See Question 5.

10. Was their participation a catalyst for helping librarians understand the need for expanding public library services to disadvantaged adults?

Yes. Very much so. If another agency was in attendance it provided an immediate response to any questions librarians had about need for expanding services to disadvantaged adults. Others could also share resources with the library to augment quality by combining services. Support by other agencies encouraged the library to expand services.

11. Did you find the two-day planning session guidelines useful?

Yes. Guidelines gave broad area of ideas that needed to be considered in discussing possible action to be taken at two-day planning session.

12. Did you find it difficult to confront librarian with gaps in service if it was necessary?

Yes.

How did you handle this problem?

By complimenting present services but indicating more services could be available if minor changes were made in their daily operation.

13. Did you observe any other benefits from the two-day planning session, such as increased flow of communication between library staff?

Yes.

If so, at which sites?

Greenup County Public Library; Owensboro Public Library; Johnson County Public Library; Leslie County Public Library.

14. Do you think the plans for expanded services which were developed during the two-day planning session would have been developed anyway, without your presence?

No.

Which sites?

All sites.

15. Did you write up as objectives activities which were already in the works?

Yes. Somewhat. Owensboro Public Library had already begun coordination activities with ABE - The planning session added much additional structure to those activities. ABE coordination objectives were written at the request of the Owensboro Library staff. Other planning sessions did not duplicate activities which already existed.

16. Which kinds of expanded services which you suggested were the most difficult to get librarians to agree to?

Most difficult services include:

1. Change in personnel working hours to expand open hours in evening.
2. Librarian ABE class visits - Some librarians indicated they did not know they were able to work with ABE. They thought school libraries had that responsibility.
3. Out reach services requiring staff time outside the library.
4. Individualized Reader Guidance using Reader Profiles.
5. Change in bookmobile schedule to include night stops.
6. Designating clerical staff to man circulation desk leaving project staff for reference and individualized services.

17. What were the reasons given for not being able to expand in "controversial" directions?

One librarian said she could not interfile adult and juvenile fiction because some adult content materials would not be appropriate for youngsters. One librarian said she didn't want too many people in the library because some patrons wanted it a quiet serene place to study. One problem which made it difficult to expand services was libraries are administered for the convenience of library staff, not necessarily for the public.

18. Did they decide to do them anyway?

Yes.

If so, what did you or others do to accomplish this?

Convinced librarian of need and actual cost less than librarian first anticipated.

19. Do you think you were asking too much or too little of your local librarians during the two-day planning session?

Project staff encouraged librarians to expand to the limit of their abilities while trying to be realistic in the evaluation of local problems. Sometimes it was necessary to ask local librarians to re-evaluate or re-assess how staff time is used, how the facility is used, and the nature of their collection in view of community information needs of disadvantaged adults. Many librarians were more than willing to evaluate their library materials and services.

20. What was the general reaction of library trustees to the two-day planning sessions?

Pleased that their libraries were able to provide additional services.

21. What were the general reactions of the library staffs after the first day of the planning session?

Concerned about procedures needed to change to new services.

After the second?

Satisfied after procedures worked out in a realistic manner.

22. Did you have trouble writing up the objectives?

Yes. AAEC guidance was inadequate initially in the explanation of how objectives should be written. Further explanation was needed for director in writing objectives. After writing first two training proposals, the objectives are much easier to write.

23. Were the Choctaw model objectives useful to you?

Yes.

How?

Gave an outline on which to base our objectives.

24. How could the AAEC have better prepared you for the two-day planning sessions?

AAEC 2-day planning session agenda guidelines were late in arriving which made preparation for planning sessions difficult. Otherwise AAEC preparation was adequate. Their professional knowledge was most helpful during trying times.

25. Was it useful or not useful to have AAEC staff help you conduct the first two planning sessions?

Useful.

If useful, how?

Gave Project Director time to observe AAEC's procedures in directing two-day planning sessions.

26. Which of the head librarians presented the objectives or work statement to their board for approval before you began training?

The majority of librarians participating in training institutes did not formally present training objectives for approval to their board unless additional funds or a relocation of funds were necessary.

Training Activities

Part III

1. Data collection forms for each training site are enclosed at end of report on all training activities.

2. What problems have you had in training at each site?

No PROBLEMS have developed. Minor misunderstandings have been worked out with head librarians.

3. What training successes have you had?

Bookmobile operation.

In your opinion, what have you done that was especially successful and useful?

Traveling with Bookmobile Librarian and presenting ideas that would aid in providing better library service to disadvantaged adults and other library patrons.

Evaluation of AAEC Services and Staff

Part IV

Part IV: Evaluation of AAEC Services and Staff

INTRODUCTION

Please evaluate the following AAEC services to your continuing demonstration and training project.

1. TRAINING WORKSHOP

In May, 1973, all project directors and related staff were invited to attend a four-day training workshop held by AAEC in the Faculty Lounge at Morehead State University.

Please judge the workshop in the following areas by writing not useful, useful, or valuable after each item:

- 1) Length of Workshop _____ Valuable _____
- 2) Roleplaying _____ Useful _____
- 3) Viewing of Slide-tape _____ Not Useful _____
- 4) Discussion of Slide-tape _____ Not Useful _____
- 5) Small group discussions
of Training Sequences _____ Useful _____
- 6) Training Sequences Materials _____ Valuable _____
(rough skeletons developed for workshop)
- 7) _____
- 7) Large Group Discussions _____ Valuable _____
- 8) Large Group Lectures _____ Valuable _____
- 9) Informal contacts with:
 - A. project directors _____ Valuable _____
 - B. Abe support personnel _____ Useful _____
 - C. library support personnel _____ Useful _____
 - D. AAEC staff _____ Valuable _____
- 10) other _____

The Workshop was designed to lay the groundwork for the training project, providing information on methods, activities, planning and organization, and to train the new demonstration project directors. Please judge the success of the Workshop in these areas, explaining by encircling the word you feel is most appropriate:

<u>Methods of Training</u>	not successful	somewhat successful	fairly successful	<u>successful</u>
<u>Activities in Training</u>	not successful	somewhat successful	<u>fairly successful</u>	successful
<u>Planning for Training</u>	not successful	somewhat successful	<u>fairly successful</u>	successful
<u>Planning for Dissemination</u>	not successful	somewhat successful	fairly successful	<u>successful</u>
<u>Training of new Demonstration Project Directors</u>	not successful	somewhat successful	<u>fairly successful</u>	successful

2. Travel.

A. Please judge your trip to the NAPCAE-AEA Conference by writing not useful, useful, or valuable after each of the following:

- 1) Dissemination of project purpose and activities: Valuable
- 2) Learning about ABE from:
 - a. other project staff Valuable
 - b. conference presentations Useful
 - c. other professionals Useful
- 3) Learning about library services for the disadvantaged from:
 - a. other project staff Valuable
 - b. conference presentations Useful
 - c. other professionals Valuable
- 4) AAEC booth activities Useful
- 5) Personal Growth Useful
- 6) Informal professional contact Useful

Do you have any suggestions for improving our agenda or the conference activities in which we participated?

No.

3. Please explain how AAEC services were helpful or not helpful in the following areas:

a. Establishing objectives for training

Helpful:

1) Choctaw model availability

2) Assistance in working with first objectives

b. Establishing objectives for continuing demonstration

Helpful:

1) Reminding staff to be realistic in objectives undertaken

c) Gaining cooperation of central library staff in continuing demonstration activities

Helpful:

1) By demonstrating their appreciation for past cooperative efforts between the two agencies

d) Gaining cooperation of state library personnel for training activities

Helpful:

1) Explaining AAEC's role in assisting public libraries in Kentucky to develop their services to each library's capabilities

e. Development of State Training Design

Helpful:

- 1) AAEC staff attended meeting when the State Training Design was developed.

f. Training recruitment methods and procedures

Helpful:

- 1) Provided material for each library in Kentucky
- 2) AAEC staff discussed program with Regional Librarians

g. Two-Day Planning Sessions

Helpful:

- 1) Provided guidelines for sessions
- 2) Assisted in first two planning sessions

h. Providing training consultants

Available if needed

i. Providing training materials

Helpful:

- 1) Provided training materials

j. Organization of actual training

Helpful:

- 1) Provided Director with training techniques

k. Data collection techniques

Helpful:

- 1) Provided forms for systematic reporting

4. Please answer the following questions about AAEC staff:
- a. Did the AAEC staff have the information you wanted and needed when you asked for advice?
Yes.
 - b. Were site visits by AAEC staff helpful to you?
Yes.
 - c. Did the staff spend enough time at the site?
Yes.
 - d. Were contacts with AAEC staff other than site visits helpful to you?
Yes.
 - e. Was the AAEC staff easy to work with?
Yes.

Evaluation of the Appalachian Adult Education Center (AAEC)

5. Please state at least three strengths and three weaknesses of the AAEC participation in your project activities:

CONTINUING DEMONSTRATION

- STRENGTHS: (1) Professional Knowledge
- (2) AAEC's dedication to insure project becoming successful.
- (3) AAEC's complete understanding of necessity for cooperation between public library, library trustee, Board of Education, State ABE Department and State Department of Libraries.

WEAKNESSES:

TRAINING INSTITUTE

- STRENGTHS: (1) Willingness to assist in first two training sessions
- (2) Their participation in awareness meetings
- (3) Their understanding that all libraries are doing something worthwhile, but that minor changes need to be made.

WEAKNESSES:

Appendixes

Recruitment letters sent to all librarians in Kentucky

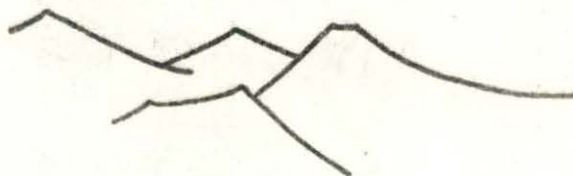
Kentucky State Training Design

Guidelines for two-day planning sessions for training

Data collection forms

MOREHEAD STATE UNIVERSITY

MOREHEAD, KENTUCKY 40351



July 10, 1973

Mr. Homer Hall
Regional Librarian
Eastern Kentucky Regional Library System
Prestonsburg, KY 41653

Dear Homer:

During the Regional Librarians Meeting in Frankfort on May 24, you expressed an interest in the Appalachian Adult Education Center's Library-ABE Project. Enclosed is a letter for you and for each local librarian in your region describing the training available in expanding services to undereducated adults.

We are requesting that you address and forward this letter to your local librarians. We feel that it is important for you to make the initial contact with them since you are aware of their local situations and training needs.

We hope that they will express an interest in available training by returning the enclosed postcard to you. Please let us know what interest is expressed from your local libraries by July 30, 1973.

Should you need further information, feel free to call me or Mrs. Priscilla Gotsick, AAEC Library Services Specialist. Thank you for your interest and your cooperation.

Sincerely,

Ann P. Hayes

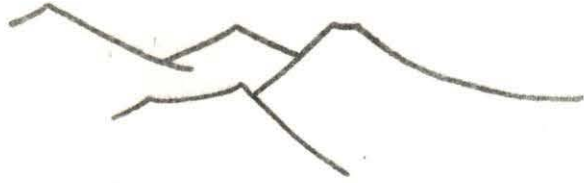
(Mrs.) Ann P. Hayes
Chief Investigator
Library-ABE Project

jb

Enclosures

MOREHEAD STATE UNIVERSITY

MOREHEAD, KENTUCKY 40351



Are you interested in developing services and training your staff in services to undereducated (or disadvantaged) adults?

It is possible for your library staff to receive training for three months and ongoing technical assistance till June 30, 1974, at no cost to your library. Your involvement would only require the systematic reporting of what you have done.

For the past year, the Appalachian Adult Education Center at Morehead State University in Morehead, Kentucky, has conducted a federally funded project demonstrating the coordination of public library and adult education services in Floyd County, Kentucky. Alternative methods of serving undereducated adults have been developed in the areas of materials selection, materials processing, outreach services, staff relationships with undereducated adults, community referral services, and others.

The Floyd County project has been funded for Fiscal Year '73-'74 by the U. S. Office of Education, Bureau of Libraries and Learning Resources, to offer training to other public libraries in Kentucky. Their staff will be available at your convenience, at your library, to talk with you about expanding your services to undereducated adults. Ten libraries can be served under the grant. They will be selected on a first-come, first-served basis.

After a two-day planning session with your entire staff and board, individualized training in expanding services to disadvantaged adults will be available to your staff. Training will be done by the staffs of the Floyd County project and the Appalachian Adult Education Center and by Mr. Homer Lee Hall, Regional Librarian. The Departments of Library Science at the University of Kentucky and Morehead State University will also be cooperating, and their resources and talents will be drawn upon in the training activities.

If you are interested, please return the enclosed post card to your regional librarian, who will then contact us.

Sincerely,

Ann P. Hayes

(Mrs.) Ann P. Hayes
Chief Investigator
Library-ABE Project

jb

Enclosures

KENTUCKY STATE TRAINING DESIGN

The following people met at the Kentucky State Library, Frankfort, Kentucky, on May 15, 1973, to plan and develop a state-wide library training design for training of Kentucky librarians in alternative library services to disadvantaged adults:

Harlan Stubbs	Area Adult Basic Education Supervisor, Kentucky
Margaret Willis	Kentucky State Librarian
Larry Allen	Chairman, Library Science School, University of Kentucky
Michael Averdick	Special Programs Librarian, Kentucky State Library
Homer Hall	Regional Librarian, Prestonsburg, Kentucky
Roland Jones	Appalachian Adult Education Center Library-Adult Basic Education Project Director
C. J. Bailey	Appalachian Adult Education Center Training Specialist
Priscilla Gotsick	Appalachian Adult Education Center Library Services Specialist

The planning discussion revolved around the following topics:

- I. Planning for selection of library sites to participate in the training. It was decided that several alternative routes must be used:
 - A. Appalachian Adult Education Center Library Training Awareness presentation to Kentucky regional librarians at May 24, 1973, Regional Workshop at Catalina Motel, Frankfort, Kentucky
 - B. Interested regional librarians would contact local librarians in their areas to determine who is interested in participating in training

- ✓ C. A multi-media package would be sent out to all local librarians in Kentucky, explaining the services the Appalachian Adult Education Center has to offer in the way of training in services to disadvantaged adults. Action would be taken based on the local librarians response to this awareness level package.
 - D. State Library would issue some sort of approval and support statement to librarians across the state. It was suggested that criteria for selection of training sites be developed to ascertain what target areas of impact have priority.
example: Does Kentucky want to provide training for librarians who are already well schooled in services to disadvantaged, or concentrate on undeveloped service areas.
 - E. Appalachian Adult Education Center Training Project directors contact local librarians to arrange for one or two day planning sessions to be followed by continuous on-going technical assistance
- II. Awareness level activities to adult basic education supervisors and teachers to be carried out as part of the demonstration project.
- III. University Coordination Discussion
- Possible alternative ways of coordinating the library training project with the university training program were discussed.
- A. Practicum experience for library science students at library training sites
 - B. Introduction of Library-Adult Basic Education Coordination Demonstration Project findings on library services to disadvantaged adults into the library science curriculum
 - C. Use of demonstration site personnel and Appalachian Adult Education Center staff as guest lecturers in library science classes
 - D. Development of library orientation, library services, and bookmobile services to disadvantaged adults training packets by practicum students
- IV. All training plans were tentatively made to be finalized in the near future through cooperative efforts of state, university, regional and local librarians.

Appalachian Adult Education Center
LIBRARY TRAINING INSTITUTE
Bureau of Research and Development
Morehead State University
Morehead, Kentucky

The following is a protocol for conducting a planning session for the expansion of public library services to disadvantaged adults. The same format could be used, with adjustments, by: (1) other public service agencies serving the disadvantaged; and (2) public libraries designing services for other publics such as the elderly, handicapped, young adults, etc.

AGENDA FOR TWO-DAY PLANNING SESSION

Read this document before each planning session. Proceed in this Order.

I. Before the Session

- A. Ask the librarian to fill out the community demographic information forms, so everyone attending the planning session will know about community needs. You *must* independently do your homework about the library and the community so that you are prepared.
- B. Stress to the librarian that the following people should be included in the planning session:
 1. library trustees
 2. all library staff members including branch and bookmobile staffs
 3. personnel of those agencies with which library services may be coordinated.

Trustees and staff will accept expansion more readily if they are involved in the definition of problems and in planning. Coordination with outside agencies will be worked out more quickly and smoothly if agency representatives are included.

II. First Day

Step 1. Get a list of all participants in the planning session. Be sure to get the correct spelling of their names and their role in the library or in services to the disadvantaged.

Step 2. Tell them about the agency you represent so that they will know what kind of resources you have to offer.

Step 3. State the purpose of the training offered.

- a. To share what you have learned in other demonstration projects about public library services to disadvantaged adults. Recognize that there are many other publics the library must serve, but state clearly that you are only there to help them with one public—disadvantaged adults.

- b. To offer alternative ways of serving disadvantaged adults.
- c. To offer information on services to disadvantaged adults to individual library staff members. Since each staff member has different kinds and amounts of knowledge, each staff member's training is individualized, so that knowledge is not duplicated. Training is also highly individualized to the needs, capabilities, and wishes of the particular library.
- d. To overcome institute problems of short time, one staff member having to persuade the whole staff, and procedures which do not fit local situations.
- e. To overcome in-service problems of no exemplary practice and no consultants.

Step 4. Explain how training will be done.

- a. individualized print materials
- b. demonstration site visitation, if needed and wanted
- c. consultants available
- d. time set at their convenience
- e. some printed materials already available, some will be developed to fit their information needs
- f. possible state meetings on specific objectives.

Step 5. State the problem that this training is trying to solve. Define disadvantaged as (1) less than high school, (2) low income, or (3) both.

- a. The disadvantaged adult needs alternative sources of information on a reading level he can handle. The library can meet those needs, because it is an established continuing educational institution which can provide the appropriate materials and services. Other agencies come and go but the library is always there.
- b. Often the library is closed at night when they are free to come.
- c. Disadvantaged adults are people-oriented, not institution-oriented so they need personal contact with people who work in the library. Most disadvantaged adults are not regular library users because they think libraries are just for the middle class. They need to be encouraged to use the library, and to be convinced that the library can help them.
- d. Disadvantaged adults have to rely on people they know for information because they are poor readers. They rely on non-print. Libraries need to provide non-print materials in coping skills areas.

- e. Print materials must be introduced by showing headings and content to the adult learner, but on an easy reading level, so he can learn to use print sources to get information.
- f. The library can serve as the referral agent between service agencies and the disadvantaged adult by establishing a community information and referral center. Disadvantaged adults need a non-threatening, non-partisan institution which they can turn to for information and referral about community services and resources to help solve problems.
- g. Disadvantaged adults can't afford to buy their information.
- h. Reaching the children by reaching their parents is usually more effective than trying to reach the children alone. Library services for disadvantaged adults are important because their example of reading and information-seeking will encourage their children to read and to seek information.
- i. Disadvantaged adults often don't have transportation, so they need library outreach services.
- j. Some time during the two days, introduce the AAEC four groups who need different delivery systems.

Step 6. Review Community Survey Information.

Go over the community survey information item by item. Have them tell you. If they haven't found certain information, be sure you have so you can give it to them. Use the community information form to point out: (a) service and materials needs in the community. Stress both poverty and undereducation as kinds of disadvantage; (b) what resources presently exist in the community to meet those needs.

Step 7. Complete a checklist of library services for disadvantaged adults.

- a. Review existing library services to the disadvantaged adult. Include in the review the following information:
 - 1. services—in-house
 - 2. outreach—bookmobile, for example
 - 3. materials
 - 4. use of facility
 - 5. staff time
 - 6. coordination activity with other service agencies.
- b. Mark checklist of library services for disadvantaged adults to indicate what activities presently exist which provide library services to the disadvantaged adult. Be sure to list any other services that may not be included on your checklist.
- c. You may wish to use the checklist as a pre-test for your records. Use it again as a post-test at the end of training. It will give you a way of measuring the impact on library services of the planning and your training.

Step 8. Now go over and briefly list with the library staff what they can and want to do to expand services to disadvantaged adults, given their staff time, fiscal resources, and political climate. Be a teacher. Offer many alternative service activities which your project and the other demonstration projects have tried. As suggestions for expansion of services are made, bring out what others have tried in terms of successes and failures. If they suggest something that you know failed elsewhere, at least they can proceed with caution. During this informal discussion, make a list of alternative expansion activities. Use this list in developing objectives the next day.

III. Second Day

Step 1. Answer any questions about the previous session.

Step 2. Explain how you will be developing objectives:

- a. State objective—What would you like to do?
- b. State Goal of objective—How will you know you did it?
- c. List the activities to accomplish the objective in chronological order.
- d. Define which staff member(s) will be responsible for each activity.
- e. List knowledge needs—what each staff member will need to know to fulfill his or her responsibilities, based on their own assessments and on your knowledge.
- f. With each activity, suggest documentation which might help the local library explain services to their board of trustees and/or funding sources.

Step 3. Start developing one objective, using the process described in Step 2. Start with a non-controversial objective.

Step 4. Read over that objective, activities, staff assignments, knowledge needs, and documentation with the staff, and answer any questions.

Step 5. Develop another objective. Still stay away from objectives that are too mechanical or too controversial.

Step 6. Develop controversial objectives, ones that require real change and evidence of their library staff's and trustee's commitment to expanding services to disadvantaged adults.

Step 7. Finish developing objectives, ending with the mechanical ones to release tension of controversial objectives.

Step 8. Read back all the objectives, activities, staff assignments, standards, knowledge needs, and documentation to make sure you have heard correctly what they have agreed to do. Any time new people join the group, read over what has been done to that point to remind and reinforce.

Step 9. Explain that you will write up the objectives in a work statement and send it to them for their approval and for the approval of the library board. When it is approved, the training schedule will be started.