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State Department of Libraries and Archives
Appalachian Adult Education Center

STATE TRAINING DESIGN—PLANS FOR F. Y. 1975-76
for Expanding Library Services to
Disadvantaged Adults
and the Development of
Rural Information and Referral Services

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INTRODUCTION

The Kentucky pre-planning meeting for the AAEC non-traditional institute series for the expansion of public library services to disadvantaged adults and for the development of rural library information and referral services was held August 15, 1975, at 10:00 A.M. in Frankfort, Kentucky, at the State Library. The following persons were in attendance:

| | |
|-------------------|--|
| Harry Baker | Area Supervisor, Adult Basic Education |
| Ted Cook | State Director, Adult Basic Education |
| Priscilla Gotsick | Trainer, Appalachian Adult Education Center |
| Charles Hinds | State Librarian |
| Naomi Kitchens | State Library Staff, R & D |
| Edna Milliken | Director, Special Services, State Library |
| Celeste Moore | Assistant State Librarian |
| James Nelson | Director, Continuing Education, College of Library Science, University of Kentucky |
| Margaret Willis | Director, Field Services, State Library |

BASIS FOR KENTUCKY PARTICIPATION

The State Library of Kentucky is vitally interested in expanding public library services to disadvantaged adults and developing I & R services; 62 percent of all adults over 25 years of age have less than a high school education and have need for specialized library materials and services. The State Library seeks to develop an understanding on the part of library trustees, librarians, and others concerned with library services for the responsibility of assessing information and service needs of the disadvantaged adult on a continuing basis and to develop appropriate service response. Special attention will be given to meeting user needs through cooperation with appropriate community agencies.

This document is divided into two sections: Section I, the overall and subobjectives and methodology of the non-traditional institute series for the expansion of library services to the disadvantaged adult; and Section II, the overall and subobjectives and methodology of the development of rural information and referral services.

SECTION I:
OBJECTIVES AND METHODOLOGY FOR NON-TRADITIONAL
TRAINING OF PUBLIC LIBRARIANS

OVERALL OBJECTIVE

The overall goal of the Appalachian Adult Education Center's institute series is the expansion of realistic and effective public library services to disadvantaged adults in Kentucky.

Who?

Entire library staffs are involved in the identification of training needs and subsequent training, including trustees and professional, nonprofessional, and paraprofessional librarians. They will involve community personnel in their planning for advice, consent, and dissemination.

What Will They Do? Subobjectives

These staff members will be able:

1. to define accurately and realistically the needs and resources of disadvantaged adults in their community (as evidenced by demographic forms, interviews with disadvantaged adults, and planning sessions);
2. to evidence a sensitivity to the problems of the disadvantaged adult library user (by the kinds of service objectives they develop and implement);
3. to formulate plans for developing outreach and in-library programs and services in keeping with local financial, staff, and other resources and constraints (as evidenced by the work statement);

What is the Standard?

Standards are set as objectives in the planning sessions with each individual library. With the help of the AAEC process, specific objectives, activities, or services together with their standards are designed for each local situation and are stated in the work agreement, which also includes the knowledge needs of the local staff to accomplish the objective. Since they vary with each state and local situation, they cannot further be defined.

More Subobjectives

1. One outreach service that will be stressed in all of the training sequences is the use of information referral to community resources. (This subobjective should not be confused with the development of rural information and referral services in two rural Kentucky libraries (see Section II).
2. Public libraries will initiate and maintain a dialogue with the teachers of disadvantaged adults, i.e. the local adult education staff. NOTE: several activities were designed by state library and ABE staff to facilitate the accomplishment of this subobjective:
 - a. A memo will be written by state library staff to district staff (memo will be distributed during September 16, 1975, meeting of district staff) indicating that district staff should meet with area adult basic education staff to discuss (1) mutual goals in serving disadvantaged adults; (2) each other's services and service role; (3) possible joint services; and (4) the need for two-day planning sessions to develop expansion of services to disadvantaged adults.
 - b. Mr. Ted Cook will send a memo to regional ABE staff indicating the need to meet with district library staff to discuss the above.

- c. State library and ABE personnel will be responsible for follow-through of regional meetings and will require a written report on the results of the meetings from their respective district staffs.
- d. It was agreed that ABE area supervisors would be invited to the September 16 meeting to make contact with district librarians and to facilitate district (regional) meetings. A list of ROPES regional ABE personnel would be made available to district librarians by ABE area supervisors. ABE area supervisors will receive a directory of Kentucky librarians, including a list of district personnel by county at the September 16 meeting.
- e. Library orientation and basic library skills training will be included in the curriculum of teacher training in-service sessions under the auspices of Morehead State University, Department of Adult, Counseling, and Higher Education. This will be done because library and ABE staff agree that undereducated adults will not become library users unless their teachers are convinced of the value of libraries for continuing education purposes.
- f. To further the development of a dialogue between ABE and public library staff, ABE area supervisory staff will be asked to prepare a program on the value of public libraries to the undereducated adult for presentation at Kentucky Library Association conference to be held on October 9-11, 1975. Jim Nelson agreed to speak with Joy Terhune about the possibility of this addition to the KLA program.
- g. Edna Milliken will speak to Bill Wilson of KET or Charles Black, Lexington ABE Supervisor, about a presentation on public libraries at the annual conference of KACE (Kentucky Association for Continuing Education).

3. Staffs in training will evidence an ability to adjust procedures if original plans do not prove feasible. Jim Nelson, Director of the Office of Continuing Education, UK College of Library Science will determine the need for workshops on group process to facilitate the accomplishment of this objective. Planning participants articulated a need for training district staff to be trainers for the purpose of adjustment of plans.
4. Public library staffs will demonstrate a knowledge of those available materials (print and nonprint) for disadvantaged adults, which may differ from materials in service to adults before the training year. State library technical processing staff have indicated a desire to order easy-to-read, adult-content materials, which will be sent out to Kentucky public libraries as separate collections. Since easy-to-read, adult materials are essential to the expansion of services to disadvantaged adults, this action is seen as tremendously important. Mr. Cook, State Director of ABE, will supply the state library with a list of appropriate materials, in addition to the bibliographies already sent by AAEC staff.
5. A state-university-local level organization for training public librarians will be on-going. The state library is a leader in continuing education for public librarians and sponsors (in part) the Office of Continuing Education at the UK College of Library Science. The State Library also supports non-traditional training by funding the continuation of the AAEC Institute Series. It is planned that the process used in the Institute Series will continue to be used past June, 1976, by training district staff as trainers for other librarians throughout the state. Naomi Kitchens is developing plans for training of staff and will determine the feasibility of including training in the planning process in her design. Since this project will be completed June 30, 1976, the process must be institutionalized before that time.

Number and Selection of Sites

It is proposed that the AAEC Library Services Specialist, Priscilla Gotsick, will work with four community libraries or training sites. The Taylor County Public Library, under the leadership of Jewell Thomas, has requested a planning session for the expansion of services to disadvantaged adults. An awareness session with library staff and trustees will be held on September 9, 1975, in preparation for the planning session, tentatively scheduled for October 14-15, 1975. The Lewis County Public Library staff and trustees are considering having a planning session. An awareness session is to be held September 4, 1975, in preparation for the signing of the letter of agreement.

The remaining two training sites will be chosen by the state and district library staff. Those under consideration by the State Library include: Laurel County, Oldham County, Bell County, and Hopkins County. Edna Milliken will contact district staff to assess their need and desire for participation in the institute series.

Criteria for Eligibility of Participants

The only criterion for eligibility of participants is that they be employed or volunteering services to a public library participating in the training. Stipends are not paid.

PLAN OF ACTION: THE PROCESS

The preliminary activities at the local library will vary according to local needs. Sometimes a preplanning meeting with the head librarian and trustees to discuss the AAEC services seems necessary. Other times phone calls and letters answer questions readily.

Letter of Agreement

The AAEC requires a letter of agreement signed by the head librarian and the chairman of the board of trustees of the local library which states that they desire: (1) to expand their library services to disadvantaged adults, and (2) to engage their entire

staff in training. This agreement is non-binding. It simply is an assurance that the decision to use the AAEC services has been reviewed and made at the appropriate level.

Review of Need and Resources

The head librarian will be asked to review need briefly in three ways:

1. By meeting with the local director of adult education, if there is one, for a general discussion.
2. By talking with two or three disadvantaged adults about their use of library services and/or information needs, problems in using services, etc. The ABE director can help in locating persons to interview.
3. By filling out a brief demographic form on the needs and resources of the library service area. The ABE director should also have ready access to much of the information needed.
4. The AAEC trainer will also develop the demographic form for each site, using state library and adult education information. This will (a) give the trainer some fore-knowledge of the community and (b) back up the information the local librarian has been able to assemble. The trainer will put the information on a chart pad visible to all of the participants at the planning session.

Local Two-day Planning Sessions

Next, the head librarian will be asked to mount a two-day planning session which includes: (a) as many of the trustees, and professional, nonprofessional, and paraprofessional staff members as can be shaken loose from maintenance of services; (b) the AAEC trainer from that state; and (c) other technical assistance from the local area such as: the adult education director, representatives from planning commissions, home demonstration, tenants rights groups, community action programs, senior citizens, etc. The trainer will help

with suggestions about people to invite. It is important to insure that the participants understand the purpose of the planning session prior to their arrival.

The AAEC has developed a printed protocol for the conduct of the initial two-day planning session. The first day includes an overview of the demography of the community. The degree of disadvantage in the community is reviewed both through the previously collected data and through the knowledge of those involved in the planning session. What the library is already doing which is appropriate to the needs of disadvantaged adults is considered. Needed services in the community are considered. Then it is decided which of these needs the local library might be able to attack, given its funds, staff time, and community climate. The session will be conducted with the assumption that the local staff will make its own best decision in a participatory nonthreatening and nonblaming planning situation.

The Work Statement

The resulting work statement will include:

1. The names and positions of all those attending the planning session
2. The local library's service goals
3. The specific activities needed to reach each goal
4. Who will be responsible for performing each activity
5. The knowledge needs of those people in order for them to be able to carry out the activity

The work statement will be written up immediately by the AAEC trainer and submitted for approval to those attending the planning session.

Local Approval by Trustees

The work statement often must go to the local board of trustees for ratification, since the agreed-upon expansion of services frequently requires some changes of policy.

Follow-up Support

Upon the receipt of the approval or adjusted work statement, the AAEC trainer will proceed to fill the information and skills needs of the library staff in the ways most appropriate, such as:

1. provision of print materials. The AAEC has developed or is developing thirty-two library service guides.
2. technical assistance or support of the AAEC staff in person and by telephone.

Documentation

1. AAEC staff will keep a log of all contacts with the sites.
2. The blue Evaluation of a Two-Day Planning Session questionnaire will be given to each person that enters the planning session with the request that they be returned before s/he leaves.
3. See the attached report guidelines for the institute participants.

INSTITUTE SERIES FOR THE EXPANSION OF PUBLIC LIBRARY
SERVICES TO DISADVANTAGED ADULTS

LIBRARY NAME _____

1. LIST SERVICE OBJECTIVE:

2. DESCRIBE CURRENT STATUS OF OBJECTIVE:

3. DESCRIBE FUTURE PLANS FOR THIS OBJECTIVE:

4. WHAT NEW INFORMATION AND SKILLS HAVE YOUR STAFF NEEDED TO ACCOMPLISH THIS OBJECTIVE?

5. HAVE YOU OBTAINED THE INFORMATION? _____ YES _____ NO
_____ SOME _____ LITTLE

6. IF SO, FROM WHOM? (PLEASE INCLUDE NAMES AND POSITIONS OF FEDERAL, STATE, AND LOCAL RESOURCE PEOPLE AND TITLES OF PRINTED MATERIALS PROVIDED.)

SECTION II:
DEVELOPMENT OF RURAL INFORMATION
AND REFERRAL SERVICES

(extracted in part from the AAEC 1975-76 proposal)

OBJECTIVES AND NEED FOR ASSISTANCE

Overall Objective:

To demonstrate alternative methods of offering information services to rural and small town residents by offering these services in model centers in public libraries in two rural areas, as a demonstration to state and national library decision-makers and staffs.

Subobjectives

1. To develop in the minds of the citizens in predominantly rural areas an expectation for and a view of the library as an information agency for print, nonprint, and oral information for personal and job-related problem solving as well as productive and enjoyable use of leisure time.
2. To identify the problems and offer alternative solutions of offering information and referral services in rural and small town areas:
 - a. to identify information needs and sources within predominantly rural areas
 - b. to develop viable alternative retrieval mechanisms
 - c. to define training needs of staff
 - d. to train staff and agency personnel
 - e. to advertise effectively
 - f. to develop follow-up systems
 - g. to define job descriptions of personnel
 - h. to analyze costs
 - i. to collect data about clients

3. To develop local interagency councils to advise and evaluate the individual model projects.
4. To disseminate findings both through print (final reports, library service guides, and journal articles) and nonprint (e.g., replication in new locations, presentations at state, regional, and national conferences).

RESULTS OR BENEFITS EXPECTED

Based upon three years of experience in the library field and eight years in working with other educational, service, and business agencies, the AAEC can expect the following benefits to be derived from the proposed project.

1. Continued progress toward the solution of important community problems, effective interagency cooperation, and providing information and referral services in rural areas and small towns. While recent research and demonstration projects have looked at providing information and referral services in urban areas (five city NIC projects and Enoch Pratt, for example), little work has been done in rural areas. This demonstration project and AAEC dissemination patterns would contribute to knowledge in this area.
2. The fulfillment of unmet information needs. Three kinds of informational needs will be met by this project.

| <u>CLIENT GROUP</u> | <u>PLACE</u> | <u>TYPE OF INFORMATION</u> |
|---------------------------|---------------------------|--|
| public library staffs | local, state and national | information on information and referral services in rural and small town areas |
| rural community residents | local and state | information and referral service for everyday problem solving |

service agency
personnel

local and
state

information on
other services

4. Utilization by the client group and agency personnel of the resources of the library: informational, educational, cultural, and recreational. Because of the often limited resources within a predominantly rural community, the library must become an umbrella agency and act as a highly visible clearinghouse for information about such resources. A possible outgrowth for community education to meet some of the educational, recreational, and cultural needs of a largely rural community.

In summary, this demonstration would render the following benefits:

1. coordination between public agencies and public libraries resulting in identification of the service;
2. improved information needs of their clients;
3. fuller utilization of rural and small town information, education, cultural, and recreational resources through the public library.

Number and Selection of Sites

Two rural information and referral sites will be chosen by the State Library using the following criteria:

1. the recommendations of Ted Cook, Director, State Department of Education, Unit of Adult Basic Education;
2. past initiation of serious planning of realistic outreach programs;
3. contact with the community;
4. experience with local support and follow-through of planned services;
5. wide geographic spacing to allow other libraries to benefit second hand from the training;

6. evidence that there is some need for AAEC assistance;
7. utility of the proposed sites as a demonstration library,

The state library is considering selecting Perry County (Hazard, Kentucky) and Logan County as rural demonstration sites for the development of information and referral services. Miss Margaret Willis will contact Vernon Cooper, Hazel Ward, and Mickey Wells of the Perry County Library to determine their willingness to participate. Edna Milliken will contact Evelyn Richardson to determine the feasibility of Logan County as a demonstration site.

Plan of Action

1. An awareness session will be held with library staff and trustees and AAEC staff at sites indicating interest in the demonstration of rural information and referral services.
2. A letter of agreement is required, signed by the head librarian and president of the board of trustees of the local library which states they desire:
 - a. to develop rural information and referral services to community residents; and
 - b. to engage their full staff in training.

This agreement is nonbinding. It simply is an assurance that the decision to use the AAEC services has been reviewed and made at the appropriate level.

3. Identification by library staff members of community service agencies whose input will be crucial during the planning and implementation stages. KENCLIP staff will be closely involved with planning, development, and implementation of information and referral services since information and referral services will eventually be their responsibility.

4. Two-day planning sessions will be held at each site with the entire library staff, library trustees, and representatives from service agencies to discuss and identify local needs and resources. Detailed, carefully-tailored objectives for each local project will be established and written into a work agreement.

Preliminary to the planning session is an assessment of community needs and awareness. Further, the participants of the planning sessions will form the core of local community advisory councils to the model projects.

5. Follow-up. Upon the receipt of the approved or adjusted work statement, Priscilla Gotsick will proceed to meet the information and skill needs of the library staffs in the most appropriate ways, such as:

- a. provision of the print materials. The AAEC has developed or is developing 32 library service guides.
- b. technical assistance by phone and in person.

Topics to be covered include:

- a. communications and listening skills;
- b. working with social service agencies;
- c. compilation of a community resource file including verification and updating.

The local library staff will be trained in public information and referral services.

- a. at the awareness level (the general concept and general techniques of other libraries),
- b. at the interest level (very specific alternative methodologies),
- c. at the trial level (supervised practical experience with feedback).

6. Provision of demonstration sites, developing information and referral services.
7. Follow-up support by state and district library staff.

Development of Model Information and Referral Centers

The following activities will be carried out by the local library staff. Many of the activities outlined below are discussed in greater detail in the AAEC Library Service Guide, "The Library as a Community Information and Referral Center," by Robert Croneberger and others.

1. Compilation, verification, duplication, and updating of a community resource file.

Because of ease of handling, correcting, and updating, a card file is recommended as the main tool of the information and referral service. If the community requires, a directory will also be developed and is recommended since it can be reproduced in quantity.

The information will be obtained by a combination of questionnaires, telephone interviews, and personal interviews with public and private and agency personnel. Information sought will include name of agency, scope and type of services offered, hours and days of services, name of agency head, name of contact person, telephone number, address, eligibility requirements, and other pertinent information. The information will be typed on a card and a copy sent back to the agency for verification. A one-week response time will be suggested. The verified and corrected card will be duplicated for use in branches on bookmobiles where applicable, and in agency offices.

An attempt will be made to include in the file all the informational, social, educational, cultural, and recreational resources, both public and private in the community, stressing those services particularly suited to the disadvantaged.

2. Identification of service gaps.

During the compilation of the service file, certain gaps will become apparent. The gaps will be discussed at length during the advisory council meetings. The library will explore taking a leadership role in developing mechanisms for filling these gaps.

3. Exploration of systems of evaluating services in the community.

It does no good to refer a client to the wrong service agencies or to one that might prove to be a negative experience. Such experiences will increase despair and feelings of alienation on the part of the client, as well as harming the credibility of the information and referral service.

4. Development of a mechanism to anticipate changing information for certain client groups
Possibly in the form of a telephone alert system.

5. Publicity of I & R service and education of the public in the use of public information systems through:

- a. available mailing facilities,
- b. the media,
- c. agency referrals,
- d. bookmobiles,
- e. posters, and
- f. other techniques to be identified.

6. Development of a follow-up system for all referrals made to determine user satisfaction.
Weekly follow-up of all referrals will be attempted.

7. Education of agency personnel in the use of public information system through; (a) inter-agency council meetings, (b) telephone interviews, (c) periodic review of agency information, (d) development of easy printed procedures for: using the service, and updating the information held in the library's files.

Documentation by Objective

In order to measure attainment of the information and referral objectives and subobjectives data collection instruments and survey forms are being developed.

OBJECTIVE 1: To develop in the minds of the citizens in predominantly rural areas an expectation for and a view of the library as an information agency for print, non-print, and oral information for personal and job-related problem solving as well as productive and enjoyable use of leisure time.

Although a full-blown study of the attitudes of community residents towards the library as an information agency is not possible, a feel for the view of the library as an information agency can be ascertained using the "Community Survey for Community Residents" form on page 22.

OBJECTIVE 2: To identify the problems and offer alternative solutions of offering information and referral services in rural and small town areas:

1. to identify information needs and sources within predominantly rural areas,
2. to develop viable alternative retrieval mechanisms,
3. to define training needs of staff,
4. to train staff and agency personnel,

5. to advertise effectively,
6. to develop follow-up systems,
7. to define job descriptions of personnel,
8. to analyze costs, and
9. to collect data about clients.

The data collection instruments, worksheet, monthly statistical report, and community contact forms on pages 23-26 will provide data about the meeting of Objective 2.

OBJECTIVE 3: To develop local interagency councils to advise and evaluate the individual model projects.

The planning session participants will form the core of an interagency council. The council will be asked to advise and evaluate the program on an individual and group basis.

OBJECTIVE 4: To disseminate both through print (final reports, library service guides, and journal articles) and presentations at state, regional, and national conferences.

The AAEC plans to develop an additional library service guide that will explain the different aspects of an information and referral service in a rural or small town library, including step-by-step explanation and costs.

Dissemination

Dissemination on the institute series and the development of rural information and referral services will be done in the following ways:

1. An end-of-year workshop will be held in Shakertown or Berea sometime in May. Participants will include state, district, and local library staff involved in the project, and state ABE and College of Library Science staff.

2. Planning session participants will be encouraged to conduct workshops for other librarians in their district.
3. The Governor's Advisory Council will be informed of project activity.
4. Articles will be published (if possible) on the Kentucky institute training series.
5. A library service guide will be written on rural information and referral services.

SURVEY FOR COMMUNITY RESIDENTS

Your _____ Public Library wants to give you the kind of books, paperbacks, and pamphlets that you want to read. We also want to have records, films, filmstrips, and tapes that you want to use.

1. Check the kinds of information you would like to have

- | | |
|--|--|
| <input type="checkbox"/> How to find, get, and keep a job | <input type="checkbox"/> How to use spare time |
| <input type="checkbox"/> How to get along with your family | <input type="checkbox"/> How to get along with friends and neighbors |
| <input type="checkbox"/> How to get along with your children | <input type="checkbox"/> How to move to another town |
| <input type="checkbox"/> How to stay healthy | <input type="checkbox"/> Understanding yourself |
| <input type="checkbox"/> How to buy on credit | <input type="checkbox"/> Taxes |
| <input type="checkbox"/> How not to get cheated | <input type="checkbox"/> How to solve your transportation problems |
| <input type="checkbox"/> How to get help if you need it | <input type="checkbox"/> What happens as you get older |
| <input type="checkbox"/> How to get more education | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> How to get insurance | _____ |

2. Who would you go to first to get information on how to solve your problems? Check one:

- | | |
|---|---|
| <input type="checkbox"/> Family | <input type="checkbox"/> Minister |
| <input type="checkbox"/> Friends | <input type="checkbox"/> Another Office |
| <input type="checkbox"/> Public Library | <input type="checkbox"/> Other _____ |

Appalachian Adult Education
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Morehead, Kentucky 40351
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WORK SHEET

Date: Telephone

Walk-in

Call taken by: _____

Patron's name: _____ Phone and/or address: _____

Question:

Narrative:

Sources consulted:

Resource File

Directories

Pamphlet Materials

Information only

Referrals made:

Phone calls made:

for patron:

where:

information required:

with patron:

where:

information required:

Question completed while patron on phone

Necessary to work on question and call patron back

Approximate length of time spent answering question:

If caller is other than patron:

Name:

Agency or affiliation:

How did patron hear about I & R service?

Media

Agency

Other

Outreach

Friend or relative

Follow up

Date:

Successful referral yes no

Comments:

Additional informational and referral necessary yes no (If yes, attach new work sheet.)

Major coping skill category of sub-category _____

Appalachian Adult Education Center
Morehead State University
Morehead, KY 40351

Signature

MONTHLY STATISTICAL REPORT

Library:

Month:

Questions Completed _____

- _____ Walk-in
- _____ Telephone
- _____ Individual Requests
- _____ Agency or organization requests
- _____ Referrals
- _____ Information only

Average length of time between receipt and completion _____

Follow-ups _____

- _____ Required add'l information or referral
- _____ Unable to answer

Telephone calls _____

- _____ Regular
- _____ 3-way
- _____ Toll free number

Average number of calls per question _____

MAJOR SUBJECT AREAS:

| | | | | | |
|-------|-------|-------|-------|-------|-------|
| _____ | _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ | _____ |
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| _____ | _____ | _____ | _____ | _____ | _____ |

* Notes and comments

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