

REVISED 4/16/75

NEGOTIATED BY TELEPHONE 4/16/75

SUMMARY COVER SHEET

Check one: PROPOSAL FOR AN INSTITUTE FOR TRAINING IN LIBRARIANSHIP
 PROPOSAL FOR A LIBRARY TRAINEESHIP PROGRAM
Under Title II, Part B, Higher Education Act of 1965, Public Law
89-329, as amended

Name and address of applicant:
Name: Appalachian Adult Education Center
Street Address: UPO Box 1353, Morehead State University
City: Morehead State: Kentucky Zip Code: 40351 Cong. Dist. 7

Classification of Institute:
Type: School Public Academic Special Libr. Ed. Other _____
Subject: EXPANDING PUBLIC LIBRARY SERVICES TO DISADVANTAGED ADULTS (Specify)
Target Group: Disadvantaged adults
Participant Category: Professionals, nonprofessionals, paraprofessionals
Geographical Area: Maryland, Virginia

Length of Institute: Full-time Part-time Combination of full-time and
Beginning: July 1, 1975 Ending: June 30, 1976 part-time
(Mo., day, year) (Mo., day, year)

Total number of full-time equivalent weeks (or days) of proposed training: _____
(Count two half-day or evening sessions as one day.)

Total funds required:	Federal	Institutional	Total
Program support	\$ <u>44,240</u>	\$ _____	\$ <u>44,240</u>
Participant support	\$ _____	\$ _____	\$ _____
Total	\$ _____	\$ _____	\$ _____

Number of participants: _____

Check if applicant has conducted a Title XI NDEA or Title II-B HEA Library Institute:
Indicate year(s): 1973 1974 _____

Name of Director: George W. Eyster
Title: Executive Director
Dept. or Unit: Appalachian Adult Education Center
Address: UPO Box 1353, Morehead State University, Morehead, Kentucky 40351
Telephone No. (include Area Code): Office: (606) 784-9229 Home: (606) 784-9291
Signature of Director: _____ Date: _____

Name of Dept. or Agency Head: James H. Powell, Dean, School of Education
Address: UPO Box 825, Morehead State University, Morehead, Kentucky 40351
Telephone No. (include Area Code): (606) 783-2290
Signature: _____ Date: _____

Signature of official authorized to submit proposal on behalf of the applicant
Signature: _____
Typed Name: Adron Doran Title: President, Morehead State University Date: _____

Name and title of official who will have custody of grant funds
Signature: _____
Typed Name: John Graham Title: Comptroller Date: _____

The Assurance of Compliance with Title VI of the Civil Rights Act of 1964 dated
January 12, 1965 applies to the application submitted herewith.
(To be signed by the proper official.)

Signed: _____ Date: _____

MOREHEAD STATE UNIVERSITY
Bureau for Research and Development

REVISED—NEGOTIATED
PROPOSAL

Routing Form for Extramural Support Applications
(attach to completed proposal)

I. *Application Data:* Supporting Agency Morehead State University
Project Director George W. Eyster Submission Deadline IMMEDIATELY
School Education Department Appalachian Adult Education Center
Title of Application Expanding Public Library Services to Disadvantaged Adults
Proposal Summary:

See attached information.

Personnel Involvement and Percent of Time:

See attached information.

Duration of Project July 1, 1975 to June 30, 1976
University Contribution _____ Federal Contribution \$44,240
Special Conditions or Commitments the University must match N.A.

II. *Submission to Business Affairs:*

A. General Review of the Budget Approved _____ Disapproved _____
B. Signature of the Federal Programs Accountant _____
C. Comments: _____

D. Date Forwarded to Dean of School _____

III. *Recommendation to Dean of School:*

A. Personnel Time Allocation Approved _____ Disapproved _____
B. Availability of Equipment Which is Necessary for Conducting this Project Which is not Requested
in the Budget Yes _____ No _____
C. Availability of Space for Conducting Project Yes _____ No _____
D. Computer or other Service Requirements Yes _____ No _____

- E. Are University Funds Needed to Supplement Project Expenses
Yes _____ No _____
- F. General Review of Project
Approved _____ Disapproved _____
- G. Other Comments _____

- H. Date Forwarded to Vice President's Office _____
- I. Dean of School Signature _____

IV. Recommendation of Vice President of Academic Affairs:

- A. Signature of Vice President _____
- B. Personnel Time Allocation
Approved _____ Disapproved _____
- C. Availability of Space for Conducting Project
Yes _____ No _____
- D. Date Forwarded to the Bureau for Research and Development _____

V. The Bureau for Research and Development Review and Final Action _____

Approved _____ Disapproved _____ Date _____

Signature of Vice President _____

VI. Submit to President for Signature. Date _____

- A. Signature of President _____
- B. President's Comments _____

VII. Date Mailed to Supporting Agency _____
(give complete address) _____

VIII. Action Taken by Supporting Agency _____

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PART II ABSTRACT

Name and Address of Institution: Appalachian Adult Education Center
Morehead State University, UPO 1353
Morehead, Kentucky 40351

Title of Proposal: CONTINUING AAEC INSTITUTE SERIES FOR
THE EXPANSION OF PUBLIC LIBRARY
SERVICES TO DISADVANTAGED ADULTS

Director's name: George W. Eyster

Number and Type of Participants: Approximately 200 professional, non-
professional, and paraprofessional
public librarians, and library
trustees in 20 public libraries (maximum)

Period Covered by the Program: July 1, 1975 to June 30, 1976

The overall goal is the development or expansion of realistic and effective public library services to disadvantaged adults in two states: Maryland and Virginia, through a short-term institute series supported by on-going technical assistance. A second goal is to attempt to develop an on-going state-university-local level organization for library training.

The public librarians and trustee participants will be able to do some or all of the following: (1) conduct a needs assessment; (2) evidence a sensitivity to the problems of the disadvantaged adult library user; (3) formulate and implement plans for outreach and in-library programs and services for disadvantaged adults in keeping with local financial, staff, and other resources and constraints; (4) develop community referral services; (5) evidence a wider sense of collegue-ship; (6) demonstrate a willingness to take initiative; (7) maintain a dialogue with educators of disadvantaged adults; (8) evidence an ability to adjust procedures; and (9) demonstrate a knowledge of the acquisition and handling of available print and nonprint materials for disadvantaged adults.

The AAEC has the experience in training design and an available pool of professional librarians to carry out this proposal. Library services to the disadvantaged is a priority in the Southeast, but only scattered training is available. State librarians with university library science faculty, state directors of adult education, the AAEC, and the demonstration center staffs for each state will design a general state training plan which will be offered to all public libraries. Two-day planning sessions with the whole library staff will set service and training objectives and standards. Individualized sequences will be developed for each staff member. ~~Follow-up technical assistance will be provided.~~ *as resources provided in negotiated grant award permit.*

PART III - ELIGIBILITY REQUIREMENTS

The applicant hereby assures the U.S. Commissioner of Education that it is eligible for an institute for training in librarianship by meeting all of the following requirements: (Please check each appropriate item.)

The applicant institution -

1. admits as regular students only persons having a certificate of graduation from a school providing secondary education or the recognized equivalent of such a certificate;
2. is legally authorized within its State to provide a program of education beyond secondary education;
3. provides an educational program for which it awards a bachelor's degree, or provides not less than a 2-year program which is acceptable for full credit toward such a degree; or provides not less than a one year program of training to prepare students for gainful employment in a recognized occupation;
4. is a public or other nonprofit educational institution, no part of whose net earnings inure or may lawfully inure to the benefit of any stockholder or individual;
5. is accredited by a nationally recognized accrediting agency or association, by name Southern Association of Colleges and Schools

The following two items are not applicable if item 5 has been checked:

though non-accredited it is certified by the Office of Education within the two years preceding the date of application, as being an institution whose credits are and have been accepted on transfer by not less than three institutions which are so accredited, for credit on the basis as if transferred from an institution so accredited, or

though not accredited, it is an institution with respect to which the Commissioner has determined that there is satisfactory assurance, considering the resources available to the institution, the period of time, if any, during which it has operated, the effort it is making to meet accreditation standards, and the purpose for which this determination is being made, that the institution will meet the accreditation standards of such an agency or organization within a reasonable period of time.

OR

The applicant library organization or agency -

1. is a public or private non-profit organization or agency no part of whose net earnings inure or may lawfully inure to the benefit of any stockholder or individual;

PART III (cont'd.) -

2. has sufficient facilities and resources necessary to conduct the training program described in the application or proposal;
3. has established eligibility for award under this program with the Institutional Eligibility Unit.

Note: If the Commissioner has not yet determined eligibility for the applicant institution, organization or agency pursuant to the above, then immediate communication should be initiated with:

Accreditation and Institutional Eligibility Unit
Bureau of Postsecondary Education
U.S. Office of Education
Washington, D.C. 20202

PART IV ASSURANCES AND CONDITIONS

In addition to the assurances necessary for eligibility, the following assurances and conditions are specified in accordance with the Law (P.L. 89-329), as amended.

1. The applicant hereby assures the Commissioner of Education that it:

- a. Has complied with Title VI of the Civil Rights Act of 1964.
- b. Agrees to conduct the institute in accordance with the Higher Education Act of 1965, as amended, Regulations, and such instructions as the Commissioner may issue from time to time.
- c. Agrees to submit reports in such form and containing such information as the Commissioner may require.
- d. Agrees to maintain adequate and separate accounting and fiscal records on funds received under each award and will make available for audit to representatives of the Commissioner such records and accounts at any reasonable time.
- e. No fees or charges will be collected from participants as a condition of enrollment or participation in or completion of any training.

2. Other conditions:

Nothing contained in this proposal shall be construed to authorize any department, agency, officer, or employee of the United States to exercise any direction, supervision, or control over the curriculum, program of instruction, administration, or personnel of any educational institution, or over the selection of library resources by any educational institution.

ASSURANCE OF COMPLIANCE WITH THE DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE REGULATION UNDER
TITLE VI OF THE CIVIL RIGHTS ACT OF 1964

MOREHEAD STATE UNIVERSITY

(Name of Applicant)

(hereinafter called the "Applicant")

HEREBY AGREES THAT it will comply with title VI of the Civil Rights Act of 1964 (P.L. 88-352) and all requirements imposed by or pursuant to the Regulation of the Department of Health, Education, and Welfare (45 CFR Part 80) issued pursuant to that title, to the end that, in accordance with title VI of that Act and the Regulation, no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the Applicant receives Federal financial assistance from the Department; and HEREBY GIVES ASSURANCE THAT it will immediately take any measures necessary to effectuate this agreement.

If any real property or structure thereon is provided or improved with the aid of Federal financial assistance extended to the Applicant by the Department, this assurance shall obligate the Applicant, or in the case of any transfer of such property, any transferee, for the period during which the real property or structure is used for a purpose for which the Federal financial assistance is extended or for another purpose involving the provision of similar services or benefits. If any personal property is so provided, this assurance shall obligate the Applicant for the period during which it retains ownership or possession of the property. In all other cases, this assurance shall obligate the Applicant for the period during which the Federal financial assistance is extended to it by the Department.

THIS ASSURANCE is given in consideration of and for the purpose of obtaining any and all Federal grants, loans, contracts, property, discounts or other Federal financial assistance extended after the date hereof to the Applicant by the Department, including installment payments after such date on account of applications for Federal financial assistance which were approved before such date. The Applicant recognizes and agrees that such Federal financial assistance will be extended in reliance on the representations and agreements made in this assurance, and that the United States shall have the right to seek judicial enforcement of this assurance. This assurance is binding on the Applicant, its successors, transferees, and assignees, and the person or persons whose signatures appear below are authorized to sign this assurance on behalf of the Applicant.

Dated January 12, 1972
Register No. 27-0230

Morehead State University
(Applicant)

By *James M. Clue*
(President, Chairman of Board, or comparable
authorized official)

Morehead State University

Morehead, KY 40351

(Applicant's mailing address)

PART V BODY OF PROPOSAL

1. INTRODUCTION

THE AAEC

The Appalachian Adult Education Center has been in existence since June, 1967. The Center, dedicated to improved practices and services to educationally disadvantaged adults, has focused its activities primarily in the thirteen states which have Appalachian counties. The AAEC has engaged in more than one hundred demonstration projects, three national workshops, a myriad of local training activities, and hundreds of days of technical assistance.

The Center has emphasized and exercised four major functions in fulfilling its responsibilities: demonstration, research, training, and a change agent function.

The AAEC has developed a reputation for excellence in the eight years of its existence. In 1972 the Center was selected by USOE and the Department of State as the U. S. entry into the UNESCO international competition in meritorious work in literacy. Of the 196 countries competing, ten were cited--including the U. S. entry, the Appalachian Adult Education Center. (See Appendix A.) A Columbia University study of demonstration projects funded under the Adult Education Act found that the AAEC had had the greatest impact on local programs of any project.¹

¹Gordon G. Darkenwald, Harold W. Beder, and Aliza Adelman, Problems of Dissemination and Use of Innovations in Adult Basic Education: Volume II of Planning for Innovation in Adult Basic Education. A study directed by Jack Mezirow. (New York City, N.Y.: Center for Adult Education, Teachers College, Columbia University, 1974.)

One AAEC project concerned with home delivery of adult basic education services was chosen by the International Reading Association as one of five exemplary projects in North America. In December, 1974, the AAEC was selected as one of seven U. S. adult literacy programs for presentation along with seven projects from around the world at the Multi-national Workshop on Functional and Basic Education for Adults, January 5-10, 1975.

LIBRARY DEMONSTRATION PROJECTS

In F. Y. 1972-73, the Bureau of Libraries and Learning Resources funded, under Title II-a (demonstration) of the Higher Education Act, an AAEC proposal to conduct projects to demonstrate the interrelation of public libraries and adult basic education in service to disadvantaged adults. The purpose of the projects was to deal with the meager inter-agency cooperation evidenced nationally in services to disadvantaged adults, and to provide opportunities for continuing education past the formal instruction of undereducated adults.

In F. Y. 1973-74, the AAEC was funded to continue those four sites and to develop three additional demonstration centers, which are now in their second year.

The major objectives of the seven AAEC Library-ABE coordination projects are described in the proposal abstract.

The purpose is to upgrade public library and adult basic education (ABE) services for undereducated adults by inter-relating those services in four urban and three rural centers in the Appalachian region as a demonstration to national library and ABE decision-makers and staffs. The objectives are: (1) to define the contemporary relationship between library and basic education services for disadvantaged adults; (2) to develop seven alternative models for the interrelating of library and

basic education services; (3) to refine the working models; (4) to demonstrate the working models at the sites; and (5) to disseminate the models. Library is defined as an information/dispersal agency; ABE is defined as the education of adults through which they obtain: (1) the academic skills to pass a high school equivalency examination; and (2) the coping skills for economic and social survival and upgrading. The goal is to develop alternative management systems, incorporating presently existing exemplary practices and materials, with a division of responsibilities between the two service agencies for the purpose of offering one rounded educational program through which under-educated adults could develop: (1) a high level of academic and coping skills quickly, and (2) a familiar avenue for continuing education at the end of instruction. Lack of coordination of the two educational endeavors duplicates some services to the neglect of others.

A description of the original demonstration objectives, activities, and findings is available in the 1973 AAEC Library-ABE Annual Report: Interrelating Library and Basic Education Services for Disadvantaged Adults, Volumes I and II. (See Appendix B.)

A description of the F. Y. 1973-74 objectives, activities, and findings is available in the 1974 AAEC Library-ABE Annual Report. (See Volume I accompanying this proposal.)

The projects were developed through the seven state librarians and the seven state directors of adult education. A need for exemplary services was ascertained in each state through these two decision-makers who then selected a local site and made the initial contacts in the local area. With the help of the AAEC process, specific coordinated objectives, activities, or services to disadvantaged adults were designed for each local situation under a subcontract. Subcontracts were subsequently authorized in Washington.

The following table shows the sites of the seven AAEC library/ABE demonstration projects, their design (whether urban or rural, library or ABE initiated), and the names of the state librarians, local head librarians, and project directors.

AAEC LIBRARY-ABE DEMONSTRATION PROJECTS

SITES	DESIGN	STATE LIBRARIAN	LOCAL HEAD LIBRARIAN	PROJECT DIRECTOR
<u>F.Y. 1972-73</u>				
Birmingham, Alabama (Jefferson County)	Urban Library to ABE	Elizabeth Beamguard	Richardena Ramsey	Ann Gwin
Columbia, South Carolina (Richland County)	Urban ABE to Library	Estellene Walker	Anna King	Eunice McMillian
Prestonsburg, Kentucky (Floyd County)	Rural ABE to library	Charles Hinds	Homer Lee Hall	Roland Jones
Cabell, Wayne, Putnam Counties West Virginia	Rural Library to ABE	Frederic Glazer	James Nelson	Phyllis MacVicar
<u>F.Y. 1973-74</u>				
Memphis, Tennessee (Shelby County)	Urban Library to ABE	Olivia Young	Lamar Wallis	Norma Richey
Cincinnati, Ohio (Hamilton County)	Urban Library to ABE	Joseph Schubert	James Hunt	Harold Ogg
Habersham, White, Stephens, and Rabun Counties, Georgia	Rural Library to ABE	Carlton Thaxton	Emily Anthony	Frances Milhizer

AAEC LIBRARY TRAINING INSTITUTES

In fiscal year 1973-74, the library-ABE demonstration projects were complemented by funding through Title II-b (training) from the USOE Division of Library Programs. The abstract of that proposal summarizes the intent of the training.

The overall goal is the development of realistic and effective public library services to disadvantaged adults in four states: Alabama, Kentucky, South Carolina, and West Virginia, through a short-term institute series supported by on-going state-university-local level organization for library training. The public librarians and trustee participants will be able to do some or all of the following: (1) conduct a needs assessment; (2) evidence a sensitivity to the problems of the disadvantaged adult library user; (3) formulate and implement plans for outreach and in-library programs and services for disadvantaged adults in keeping with local financial, staff, and other resources and constraints; (4) develop community referral services; (5) evidence a wider sense of collegueship; (6) demonstrate a willingness to take initiative; (7) maintain a dialogue with educators of disadvantaged adults; (8) evidence an ability to adjust procedures; and (9) demonstrate a knowledge of the acquisition and handling of available print and nonprint materials for disadvantaged adults. The Appalachian Adult Education Center (AAEC) has developed four model centers which combine public library and adult basic education services for disadvantaged adults. These centers will be used as demonstration training sites. The AAEC has the experience in training design and an available pool of professional librarians to carry out this proposal. Library services to the disadvantaged is a priority in the Southeast, but only scattered training is available. State librarians with university library science faculty, state directors of adult education, the AAEC, and the demonstration center staffs for each state will design a general state training plan which will be offered to all public libraries. Two-day planning sessions with the whole library staff will set service and training objectives and standards. Individualized training sequences will be developed for each staff member. Follow-up technical assistance and support will be provided.

Thirty-three training institutes to expand public library services to disadvantaged adults were held in F. Y. 1973-74 in Alabama, South Carolina, West Virginia, and Kentucky. A description of training

site activities and findings is available in the attached F. Y. 1973-74 AAEC Library Training Institute Final Report (Volume II.)

In Fiscal Year 1974-75, the demonstration projects in Ohio, Tennessee, and Georgia, were refunded through HEA Title II-a demonstration from the USOE Division of Library Programs and complemented by funding through HEA Title II-b training. The intent of training remained the development of realistic and effective library services to disadvantaged adults in Ohio, Tennessee, and Georgia, through a short-term institute series support by an on-going state/university/local level organization for library training.

In Ohio, Tennessee, and Georgia, twenty-five training institutes to expand library services to disadvantaged adults will have been completed by the end of the project year. A description of the training institutes in Ohio, Tennessee, and Georgia is available in the F.Y. 1974-75 Library Training Institute Interim Reports (Appendix C).

The AAEC is also conducting training in library services to disadvantaged adults in Kentucky and Mississippi. The Kentucky State Library requested AAEC assistance in expanding public library services to disadvantaged adults through work with regional and local library staffs. This continues as AAEC time permits, with the State Library providing materials and travel costs (Kentucky State Training Plan, Appendix D).

Mississippi, contacted during proposal development and abandoned due to funding constraints, has also requested technical assistance. The AAEC provided materials for planning and linked the Mississippi effort with the AAEC Memphis demonstration project (Mississippi State Training Plan, Appendix E).

THE PROBLEM: NEED FOR THIS ASSISTANCE

The 1970 Census shows a large number of people and a relatively large percentage of the adult population to be disadvantaged both in terms of income and of education. (The AAEC defines disadvantage as either (1) over sixteen and out of school with less than a high school diploma, or (2) with annual income below poverty index.) There must be, therefore, a large concentration of disadvantaged adults needing public library services. Studies of the percentage of the total population using public libraries (children, 33%; adults, 10%) have not been too encouraging anywhere in this country.

The disadvantaged are notoriously less inclined to use public libraries than middle class or continuously employed persons. This is probably realistic on the part of the disadvantaged, since it would be hard to argue against the assertion that most present-day public libraries specialize in services to the middle class (who often are seen as tax payers and, therefore, the supporters of the library).

The Higher Education Act, Title II-b, has as a high priority services to the disadvantaged. It seems fair to say that services to the disadvantaged continues to be a federal priority--at least a Congressional priority--despite the apparent lessening of social conscience suggested by recent administration proposals. But it is probably also fair to say that local problems, particularly political constraints, will not allow for the development of services to the disadvantaged without federal aid in terms of funds and technical assistance.

This particular proposal will be limited to public library services to disadvantaged adults--disadvantaged in terms of income, education, and life style as the latter can be educed. There has been some attempt to deal with the aged, but not with the emotionally or physically handicapped mentioned in the proposal guidelines except as those fit into the general outlines of disadvantagement listed above.

THE TARGET GROUP

The AAEC believes it has identified four groups among the 57 million adults in this country sixteen years of age or older who have less than a high school education.

The first group tends to be economically and personally secure and disadvantaged only in terms of education. They generally desire the closure of a high school education and beyond and are quite frequently already library users. They are quite easy to recruit to use of existing library facilities. They would be lowest on an index of need.

A second group has suffered some discomfort from undereducation--either economically or personally. They are usually continuously employed though underemployed. This group shows dramatic and swift changes in academic skills and employment status through educational intervention. If it is made known to them that the library holds the kinds of occupational and other life coping skills materials that interest them (including materials in the areas of survival and self identity), they can usually be recruited to existing services--if they have the transportation and if the library is open when they can utilize it. Yet they would be second lowest on an index of need.

The third group is extremely deprived and has only been employed sporadically. However, they still believe in a return from education. This group needs and responds to the same kinds of materials as the second group, but generally at a lower readability level. They will need door-to-door recruiting and outreach services such as branch libraries and bookmobiles since transportation is almost always a problem. In addition to information about community services, they also may require some advocacy services through the library or in concert with other agencies.

A fourth group is the stationary poor--those so fatalistic that they do not believe that any efforts on their part can produce change. An upwardly mobile poor and a stationary poor brother can exist in the same family; the stationary poor are identified through the magnitude of their despair. They are usually unemployed and unemployable. They can only be served in their homes, by known people where possible, (whether the service is in food, health, library, education, care of the aged or the preschooler, or other areas) and require strong advocacy services in addition to low readability information. They are highest on an index of need.

The goal for all four groups is independent information-seeking behavior using public library facilities. It should be noted that since they usually have a heritage of obtaining information through their ears, they respond well to nonprint. To serve the four groups requires an adjustment in most libraries in in-library and outreach services.

AAEC CAPABILITIES: ENCOURAGING ADOPTION OF INNOVATION

Granting that there is a undeniable need for continuing growth of services to the disadvantaged, has the AAEC developed the expertise to facilitate positive changes in public library services to the disadvantaged through staff development?

In offering training to library staffs in four states in F. Y. 1973-74 and in five states in F. Y. 1974-75, the AAEC has used the Cooperative Extension adoption-of-change model in designing its activities. The following is a brief review of the model applied to the problem at hand, i.e., short-term intensive training activities for public library staff members. (The reader is further referred to the final reports of two national AAEC trainer of trainers workshops filed in Mr. Stevens' office. The 1971 AAEC report, particularly, outlines the AAEC methodology for fitting training to participant and instructional needs.)

The cooperative extension model for change involves four elements: *awareness, interest, trial, and adoption*. The change model is usually employed in studying the adoption of innovation by practitioners. It can also be used, with some modifications, to study intervention in the process of change. The model would be modified to serve public library training as follows:

Awareness refers to the activities of the trainers which develop awareness on the part of their audiences. These activities take the form of printed materials or of oral presentations about known findings. The information is general in nature, but the task is to convince

the differentiated audiences that their situations are not so unique as to rule out applications of the findings or practices.

In the AAEC experience, the beginnings of awareness activities should take place with decision-makers at the DHEW regional and state levels. Although local public libraries are largely autonomous, they are generally part of a library communication system within their state. State level people (including regional librarians, where they exist) are knowledgeable about methods of communication to their constituency whether or not they have the staff, facilities, funds, and expertise to act upon that knowledge. They are, therefore, necessary allies and the logical starting point. For example, in F. Y. 1973-74 and F. Y. 1974-75, an initial training design in each state was generated by the following: the state librarian, the state director of adult education, any university library science faculty involved in training public librarians within the state, the local head librarian, local director of adult education, and AAEC trainer from the AAEC demonstration center in that state.

The next target group for awareness level activities are the local decision-makers, that is, library trustees and the director of the local library. The AAEC has not found it particularly useful in encouraging change to train local library staffs before establishing an administrative home which facilitates application or implementation of their training. Also, the New England Center for Continuing Education's experience showed the need for face-to-face dialogue before training activities to avoid unrealistic expectations. Through involving the local decision makers and staff in the training plans, they become aware of the

problems needing solutions and are more open to those solutions.

In the actual training sequence the AAEC has found it unwise to assume that the nature of the problems under consideration is clear to the trainees or participants (in this case the need for the expansion of public library services to disadvantaged adults). Therefore, at the awareness level a review (assessment) of local need is undertaken--by the participant with the trainer's help--and general alternative solutions to those problems or to the meeting of these needs are reviewed by the trainers.

The final staff development model will be a tripartite state-university-local design.

Interest refers to activities that give enough detail so that recommendations or findings can be applied or implemented at the program level. These activities take the form of printed materials or of oral presentations or conversations, but can be recognized by the specificity of detail: much more specific than the awareness level. Ordinarily these activities result from awareness and a request for guidance, i.e., an expression of interest on the part of the practitioner.

Interest is assumed when the local library decides to become involved in a training sequence. Based upon the local administration's view of what services are possible and desirable and what kinds of knowledge will, therefore, need to be acquired by the staff, detailed training will be designed at a how-to-do-it level.

To develop the how-to-do-it, the AAEC will draw upon the methodology: (1) developed in its seven demonstration centers; (2) suggested by its Library-ABE Project Advisory Board (See Appendix F.); (3) found in a continuing review of the literature; (4) suggested by the local, state, and national professional library contacts made in the course of conducting and disseminating the demonstration and training projects; and (5) suited to the training needs identified in two-day planning sessions at each of the training sites.

In accordance with past AAEC custom, training guides are being developed for local and state trainers in specific skills areas associated with the delivery of public library services to disadvantaged adults. (Volume IV shows AAEC Library Service Guides.)

The AAEC takes the position that it has the needed expertise and experience in the organization and in the conduct of initial inservice training activities. It also has access to the needed specialized knowledge through the contacts and cooperation outlined above. In addition to the expertise in training of the on-going AAEC staff, the Center also has a professional librarian and a university library with a unique outreach philosophy which serves the project.

Trial refers to a try-out by the practitioner of recommendations or findings in a sheltered situation such as a workshop, a limited geographic program area such as a county as opposed to a full state, or a small specific client group.

Beyond being aware of the problem, such as the need for specially designed services for a particular group of patrons, and having a firm

grasp of the steps needed to perform those services, most people need either to try out the skills so that they know they can do them, or at least to see the skills being applied in a real-life (demonstration) situation. The AAEC makes it a policy to provide hands-on simulated or actual experience in all of its training activities. Role playing, for example, is often employed. Visitations to libraries involved in past AAEC demonstration and training projects are available for trial level experiences.

It might be questioned whether the very short-term training experiences proposed here will allow for the desired implementation of change. The answer is yes, if the training is backed up by on-going technical assistance. This on-going technical assistance, from both the AAEC trainer and the state library staff development person assigned to work with the AAEC trainer to provide longevity of training, is part of the training design.

Adoption refers to the adoption by practitioners of recommendations of findings on a broad program level and is the end product of training activities at the awareness, interest, and trial stages.

The determination of adoption or application of skills offered during training to local library programs will be ascertained as a part of an AAEC 1974-75 OLLR training project. The device to gather this information will be contractual, and will include follow-up contacts, questionnaires, and interviews. (See Evaluation section pages 72-86.)

OTHER USOE KEY PRIORITY NEED AREAS RELATED TO THIS PROPOSAL

Other kinds of information and activities of the AAEC which will support the proposed training of librarians are described briefly below.

RIGHT TO READ

The AAEC operates five community-based centers in Ohio and Kentucky, funded by the USOE Right to Read Office, which offer in-school, learning center, and home study (visiting teacher) services. Information from these projects is to be fed into the library training sequences.

ADULT INDEPENDENT INFORMATION SEEKING

The AAEC has submitted a pre-proposal to the USOE Fund for Post-secondary Education to study the development of individualized and group nonformal education for the process of independent information seeking. Three major delivery systems for purposes of investigation (public libraries, adult education programs, and community education) have been proposed by the AAEC. The purpose of this investigation will be to determine alternative methods of developing independent information seeking behavior utilizing obtainable information and delivery systems.

COPING SKILLS

In September, 1972, as a part of the BLLR funded project, the AAEC held a conference to define life coping skills needed by adults. The AAEC then started the systematic collection and annotation of print and nonprint materials available to public libraries with the help of Wayne State Library Science graduate students and the University of Kentucky Council on Aging. (See Volume IV for the current coping skills

categories.) This list will be published by the American Library Association. The materials list, entitled "Everyday Survival Information--What You Need and Where to Get It," stresses free and inexpensive materials and will be available to the public libraries to help with acquisition of specialized materials for disadvantaged adults.

The AAEC defines coping skills as the abilities (1) to define a problem as a need for information; (2) to locate the needed information in the community; (3) to process the information (reading, listening, relating to other information, and reviewing uses); and (4) to apply the information to the problem.

Key priority information need areas included are:

Consumer Education

Drug Abuse

Early Childhood Education

Environment and Ecology

Human Relations and Social Interaction

The concept of coping skills is the basis for the development of joint efforts in service to disadvantaged adults between public libraries and adult basic education and for establishing library services to disadvantaged adults as a priority. The concept involves the development of basic skills through a variety of delivery systems and the application of those skills to everyday problem solving.

MANAGEMENT (PLANNING, EVALUATION, NEEDS ASSESSMENT)

The thrust of the training guides is in the organization and implementation of specialized library services for disadvantaged adults,

including a strong emphasis on community needs assessment and planning.

SERVICE TO THE INSTITUTIONALIZED

Services to the institutionalized, especially those in correctional and mental institutions, are stressed by the AAEC and have been demonstrated by some of the model centers.

HUMAN RELATIONS AND SOCIAL INTERACTION

A part of all AAEC instruction is an attempt to develop understanding on the part of participants of target group members who are different from themselves.

COMMUNITY LEARNING CENTERS

The Ohio project has developed a community learning center in a branch library in Cincinnati which offers an adult learning center.

ADULT EDUCATORS IN COORDINATION WITH PUBLIC LIBRARIES

Adult educators working with disadvantaged adults have been involved in the planning for the expansion of public library services to disadvantaged adults in most of the 1974-75 sites. They help by: (1) assessing the information needs of their students; (2) encouraging the development of an information-seeking habit in their students; and (3) working with the public library in filling the academic and coping skills curriculum and personal information needs of their students.

2. GOALS

OVERALL OBJECTIVE

The goal of this continuing institute series is the development or expansion of services to disadvantaged adults through the training and retraining of professional, nonprofessional and paraprofessional librarians at the state, regional, and local levels in the mastery of new skills or in the updating of existing competencies.

WHO?

State library and regional library personnel will be involved in the identification of training needs and in the implementation of the state training design and subsequent training at the local level, including trustees, and professional, nonprofessional, and paraprofessional librarians.

WHAT WILL THEY DO?

State Level

State library staff will identify training needs and develop a state training design with the help of a state appointed advisory committee, regional library staff, and the AAEC. The state will guide the implementation of the training design. State staff development personnel will act as liaison between the AAEC and the state librarian, and will receive on-the-job training in the planning process of expanding library services to disadvantaged adults.

Regional Level

Regional library personnel will be involved in the identification of training needs and in the development of the state training design. Regional staff will also support the AAEC and state liaison person in awareness and interest level activities provided to local librarians about the training institutes. AAEC will hold an awareness level workshop for state and regional library staffs to outline the purpose, mechanics, and content of the training institutes.

Local Level

These staff members will be able:

1. to define accurately and realistically the needs and resources of disadvantaged adults in their service area;
2. to evidence a sensitivity to the problems of the disadvantaged adult library user;
3. to formulate plans for developing outreach and in-library programs and services in keeping with financial, staff, and other resources and constraints;
4. to begin the implementation of those plans.

HOW WILL THEY DEMONSTRATE THAT?

The root of the proposed institute series is on-the-job training. Participants demonstrate proficiency in the skills listed above on the job rather than in an artificial situation. Growth in working relationships and uses of resources for more and improved services to disadvantaged adults are ascertained systematically.

WHAT IS THE STANDARD?

Standards are set as objectives in the planning sessions with each individual library. Utilizing the AAEC process, specific objectives, activities or services together with their standards are designed for each local situation and are stated in a work statement 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 for this proposal. Volume III shows work statements from the 1973-74 project.

SUBOBJECTIVES

1. One outreach service that will be stressed in all of the training sequences is the use of information and referral to community resources.
2. Public libraries will initiate and maintain a dialogue with the teachers of disadvantaged adults, the local adult education staff.
3. Staffs in training will evidence an ability to adjust procedures if original plans do not prove feasible.
4. Public library staffs will demonstrate a knowledge of those available print and nonprint materials for disadvantaged adults which may differ from materials presently in use in service to adults.
5. The state-university-local level organization for training public librarians will be on-going.

RESULTS OR BENEFITS EXPECTED

It is expected that approximately 200 public library staff members will engage in training for the purpose of expanding public library services to disadvantaged adults.

3. PARTICIPANTS

The goal of this continuing institute series is to provide training and/or retraining in the planning, development, and expansion of services to disadvantaged adults to state, regional, and local public library personnel in two new states: Maryland and Virginia. (Appendix G contains letters of intent to participate.) A minimum of ten local public library staffs and boards in each state will participate. The number of participants at a local site could vary from one hundred in some metropolitan library districts to one nonprofessional librarian in some counties. The exact number of participants is, therefore, impossible to predict. Stipends are not paid. Minority group members are involved since they are members of these staffs.

4. CRITERIA FOR ELIGIBILITY OF PARTICIPANTS

The central criterion for eligibility of participants is that they be employed or volunteering services to a public library system. Further criteria for participation in training institutes at the local level are: (1) evidence of a need for training in development or expansion of services to disadvantaged adults; (2) evidence of an interest in developing or expanding services to this group; and (3) evidence of high priority need in terms of concentration of disadvantaged adults in the service area.

5. PROGRAM

APPROACH—PLAN OF ACTION

REASONS FOR TAKING THIS APPROACH

This approach is proposed in view of the following problems the AAEC has found with short-term institutes and in-service training designs in eight years of conducting various forms of continuing professional education.

INSTITUTES

1. Short-term institutes do not allow time for two known facets of adult learning: a readiness period and sufficient reinforcement of learning. One skill can be learned thoroughly in a short time, but whoever needed only one skill?
2. Institutes tend to draw only one representative from a given staff. That staff member must go back and convince all the rest of the staff that his newly learned skills are the appropriate ones to apply to the local situation.
3. Since only one representative comes from each staff, only generalized solutions can be offered by the institute to specific problems. These generalized solutions may not fit local situations.

IN-SERVICE TRAINING

1. In-service training is all too often a pooling of ignorance. Exemplary practice cannot be demonstrated.

2. Usually local financial constraints do not allow for the engagement of qualified consultants.

In at least a partial response to these problems, the AAEC has evolved the following training design.

TRAINING DESIGN

STATE PLANS

The AAEC meets with the state librarian, the state director of adult education, and university library science faculty to frame a general state training design. (Appendix H, Ohio State Training Plans for F. Y. 1974-75.) The general framework includes: (1) the number of public libraries to participate in training; (2) methods of recruiting participants; (3) methods of developing a liaison between the state library, staff development personnel, and AAEC personnel, and their respective roles in training; and (4) methods of disseminating training activities to other libraries in the state and building a mechanism for continuing state library-library school-library association efforts in training.

STATEWIDE ADVISORY COMMITTEE

The State Library Board will establish for the project a statewide advisory committee of library educators and others concerned with the information/education needs of the disadvantaged. This committee shall assist the state library and state librarians by: (1) advising on the proposed objectives and methods of the project; (2) evaluating the programs of the training sites; (3) evaluating the results of the project; and (4) providing such other advice or assistance as may be

requested by the state library board or the state librarian.

TRAINING OF TRAINERS

The AAEC training institute personnel and state library personnel work closely in the development and implementation of the state training design. The AAEC provides training for members of the state library development staff, multi-county directors and others by: (1) an awareness day for library development staff and the project advisory committee; and (2) on-the-job training for staff development personnel at the awareness, interest and trial levels.

NUMBER AND SELECTION OF SITES

The ten sites in each state will be chosen by the state library using the following criteria: *(ten sites maximum or less due to limited resources.)*

1. the recommendations of the state department of education based on need for expanded services to educationally disadvantaged in certain regions of the state;
2. the potential commitment of public libraries in the state as evidenced by their response to a carefully designed written explanation of the proffered institute plus technical assistance package; (See Appendix I for sample.)
3. local response to an awareness level session, offered upon an expression of interest to the written explanation;
4. wide geographic areas to allow other libraries to benefit second-hand from the training;
5. selection of urban and rural sites;
6. evidence that there is need for training in expansion of services to disadvantaged adults;

7. high priority areas in terms of concentration of the poor;
8. utility of the proposed site as a demonstration library.

COMMUNICATION WITH LOCAL PUBLIC LIBRARIANS

Awareness sessions are held at the local library upon an expression of interest to the written explanation of the training project. This awareness session includes the AAEC trainer, state library staff development personnel, the head librarian, regional librarian, and as many trustees as can come. The purpose of the awareness session is to provide detailed information about the training institute, including: (1) experience of AAEC as trainers in services to disadvantaged adults; (2) purpose of the training institute; (3) logistics and mechanics of the institute; and (4) what would be expected of the librarian. The awareness session serves to answer questions and alleviate any misunderstanding of the offered training.

LETTER OF AGREEMENT

The AAEC requires a letter of agreement signed by the head librarian and the president 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 and trustees 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.

REVIEW OF NEED AND RESOURCES

After the letter of agreement is received from the local public library, the head librarian will be asked to briefly review community

needs in three ways in preparation for a two-day planning session:

1. by meeting with the local director of adult education, if there is one, for a general discussion of the needs of disadvantaged adults;
2. by talking with two or three disadvantaged adults about their uses of library services, their information and service needs, and problems in using present services. (See Appendix J.)
3. by filling out a brief demographic form (Appendix K) on the needs and resources of the library service area;
4. by filling out a brief checklist of library resources (Appendix L).

LOCAL TWO-DAY PLANNING SESSIONS

After the letter of agreement is received from the local public library, the head librarian is asked to mount a two-day planning session which includes: (1) as many of the trustees, and professional, nonprofessional, and paraprofessional staff members as can be shaken loose from maintenance of services; (2) the state library staff development person; (3) other representatives from the local area, such as the adult education director, representatives from planning commissions, home demonstration, tenants rights groups, community action programs, clients, etc. The AAEC trainer will make further suggestions about people to invite (Appendix M, Suggestions for Participants in Planning Sessions, Urban and Rural).

The AAEC has developed a printed protocol for the conduct of the initial two-day planning session (Appendix N). 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. Resources available in the community are reviewed. 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 tackle, given its funds, staff time, and political climate. The second day, these general plans are made very specific through answering the questions below. Further person-to-person needs assessment may be planned if the projected benefits seem to justify the cost in the local area. The session will be conducted with the assumption that the local staff will make its own best decisions in a participatory nonthreatening and nonblaming planning situation.

1. What are we going to do? (service objectives and specific chronological activities to get to the objectives)
2. Why are we going to do it? (review of needs and resources)
3. How will we know that we have done it? (the setting of standards)
4. How will we know what happened to disadvantaged adults as a result of what we do? (plans for record keeping for evaluation)
5. Who on the staff will take responsibility for each activity? (What are the knowledge needs of those staff members?)

These objectives, activities, standards, and knowledge needs are then formalized in a work statement by the AAEC trainer.

THE WORK STATEMENT

The resulting work statement includes:

1. the names and positions of all those attending the planning sessions;
2. the local library's service goals or objectives;
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.

Work statements from the AAEC 1973-74 Demonstration and Training Projects appear in Volume III accompanying this proposal.

LOCAL APPROVAL BY TRUSTEES

The work statement then goes back to the local board of trustees for ratification, since the agreed-upon expansion of services usually requires some changes of policy.

LOCAL APPROVAL BY PARTICIPANTS

The work statement is also sent for approval to the participants in the two-day planning session. This action serves five purposes: it (1) fulfills the promise for a specific plan of action; (2) provides

a permanent yet flexible sequence of activities to accomplish goals; (3) outlines the responsibility of each participant in implementing the goals; (4) provides a vehicle for evaluation; and (5) acts as a guideline for the development of further objectives.

TRAINING SEQUENCES

Upon receipt of the approved or adjusted work statement, the trainer will proceed to meet the information and skills needs of the library staffs in the most appropriate ways, such as:

1. provision of print material: the AAEC is developing thirty-nine library service guides; (Samples appear in Volume IV..)
2. technical assistance or support by the AAEC staff ~~in person~~ —or by phone;
3. provision of demonstration sites, using the state library knowledge of innovative library projects in their state and in other states;
4. Provision of demonstration sites including — past AAEC training institutes and demonstration projects;
5. follow-up support by state library staff development personnel;
- ~~6. advice from Deleted ary committee.~~

DOCUMENTATION

1. The state trainer and the AAEC trainer will each keep a log of all contacts with the ten training sites. Field reports of visitations for awareness sessions and follow-up training will be recorded for each site. (See Appendix O, Field Report form.)
2. A form for evaluating the two-day planning session is given to each person who enters the planning session with the request that

they be returned at the end of the session (Appendix P).

3. The head librarian at each site will be asked to report on
 - (a) the progress of each objective in the work statement;
 - (b) the aid given by the trainers and others in fulfilling the objective; and
 - (c) the impact of the project on local library services to disadvantaged adults and on the library itself (Appendix Q, Guidelines for Reports).

LOCAL DISSEMINATION

The libraries participating in the training project will act as trainers for other librarians in their region. Visitations and/or workshops by head librarians will include a review of project activities, problems encountered, and solutions found.

Presentations on project activities at state library associations and articles in newsletters and periodicals will also be encouraged.

GUIDES TO PUBLIC LIBRARY SERVICES TO DISADVANTAGED ADULTS

In F. Y. 1973-74 the AAEC began the production of guides on specific public library services for disadvantaged adults. The guides serve two purposes: (1) the dissemination of valuable information on existing work by library practitioners; and (2) the training and retraining of librarians seeking to expand existing services or to develop new services to disadvantaged adults. These guides are written by central AAEC staff members and consultants. The guides include the following:

1. A review of those problems of the disadvantaged that that particular service might help to resolve. This review is included in case the staff member finds a need to justify

- inclusion of that service among the library's offerings.
2. As many alternative procedures for providing the needed service as the AAEC can find. These include very, very explicit down-to-earth how-to-do-it methodology. Alternative methods are arranged from the least to the most expensive in terms of cost in dollars and staff time.
 3. A description of other libraries around the country that are using these methodologies. This allows the local library staff members to contact or visit facilities other than those offered by the AAEC if they choose to.
 4. A list of pertinent readings.
 5. Sample forms or supplementary materials which may be aids in developing the service.

AAEC Instructions to Writers of Training Materials appear in Appendix R.

Each guide is field-tested in the local library sites which have expressed a desire to develop the specific service described in that guide. The following people have also agreed to critique guides for content, validity, and usefulness for the training and retraining of professional, nonprofessional, and paraprofessional librarians.

Helen Lyman	Professor, School of Library Science University of Wisconsin-Madison
Terence Crowley	Associate Professor Department of Library and Information Science University of Toledo
Robert Croneberger	Library and Community Program Development Consultant (former deputy director of Detroit Public Library)

Harris McClaskey	Associate Professor, Graduate Library School University of Minnesota
Lamar C. Wallis	Director, Memphis Public Library and Information Center
Larry Allen	Dean, College of Library Science University of Kentucky
Lillias Burns	Project Director, Public Library of Nashville and Davidson County Tennessee
Bernice MacDonald	Library Coordinator of Adult Services New York, New York

The following AAEC guides to public library services to disadvantaged adults are either completed, in revision, in production, or planned. (See Volume IV for sample guides.)

COMPLETED GUIDES

Materials Selection for Disadvantaged Adults
Assessing Community Information and Service Needs
Using Pamphlets with Disadvantaged Adults
Deposit Collections of Special Materials for Disadvantaged Adults
Utilizing Volunteers in Expanding Library Services to Disadvantaged Adults
Book by Mail Services: Moving the Library to Disadvantaged Adults
Evening and Weekend Library Services for Disadvantaged Adults
The Library as a Community Information and Referral Center
Public Library Services to Young Disadvantaged Adults

IN REVISION

Planning the Expansion of Library Services to Disadvantaged Adults
Working with Library Trustees to Expand Library Services to Disadvantaged Adults
Conducting Tours to the Library for Disadvantaged Adults
Bookmobile Services: Moving the Library to Disadvantaged Adults
Expanding Library Services to the Elderly

IN PRODUCTION

The Recruitment of Disadvantaged Adults: Effective Publicity
In-service Training of Personnel to Serve Disadvantaged Adults
Using Audiovisuals with Disadvantaged Adults
Interagency Cooperation: The Public Library and Agencies that
Serve Disadvantaged Adults
Client Participation in Expanding Library Services to Disadvantaged
Adults
The Role of the College Library in the Education of Disadvantaged
Adults
Reader Guidance Services for Disadvantaged Adults
The Relationship of Disadvantage to Library Services
Adult Education in the Library--ABE
Adult Education in the Library--GED
Adult Education in the Library--CLEP
The Open University Concept in the Library
Expanding Library Services to the Institutionalized

PLANNED

~~ABE--What is It?~~
~~Book Talks: Encouraging Library Materials Usage by Disadvantaged~~
~~Adults~~
~~Techniques for Teachers: Teaching the Application of Basic Skills~~
~~to Everyday Life Problems~~
~~Displaying Materials for Disadvantaged Adults~~
~~Adjusting School Libraries for Use by Disadvantaged Adults~~
~~Speaker's Bureaus for Disadvantaged Adults~~
~~Maintaining Separate Collections of Library Materials for~~
~~Disadvantaged Adults~~
~~Making the Library Visible~~
~~Magazine, Paperback, and Pattern Exchanges~~
~~Processing and Cataloging Special Materials~~
~~Librarian Class Visits~~

SUMMARY OF TRAINING DESIGN

1. State, regional, and local staff members, including trustees, are included. This counteracts the institute problem of one staff member needing to convince his or her whole staff that the techniques learned at the institute are appropriate in the local situation.
2. Planning is done on-site. Therefore, training can be designed to fit constraints and strengths in terms of funding, staff, community needs, and political climate.

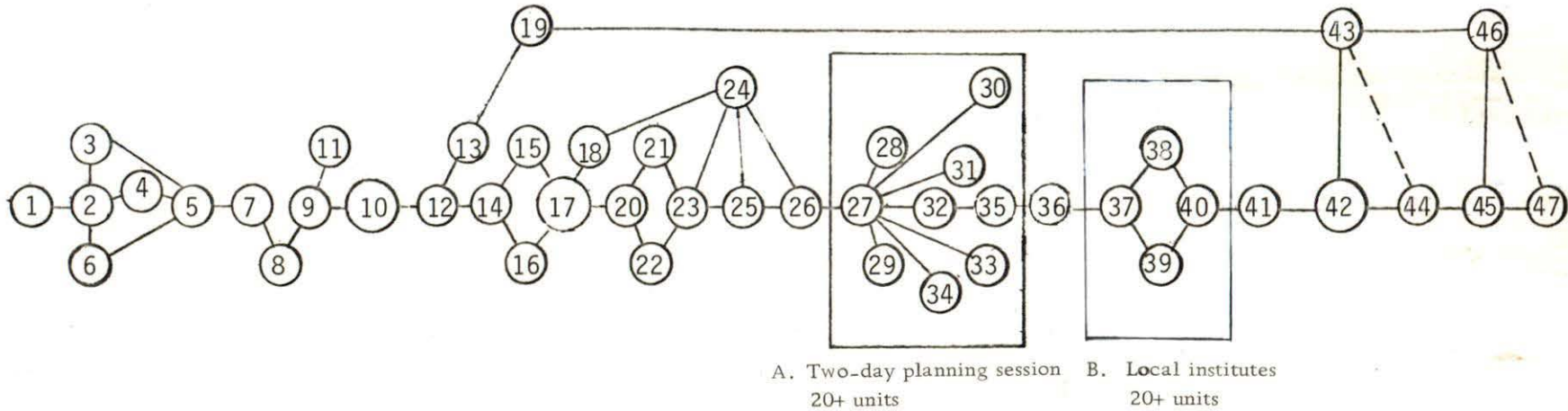
3. Training can last as long as the local staff and situation demand.

4. Exemplary practice can be demonstrated.

The PERT chart which follows summarizes the plan of action.

3. APPROACH

B. PROJECTION OF ACCOMPLISHMENTS



1. Begin proposal
2. Initiate personal contacts
3. State librarians
4. Universities
5. State director of adult education
6. Regional project officers Library-ABE
7. Complete personal contacts
8. Complete proposal, February 1975
9. Submit proposal, February 28, 1975
10. Grant award
11. Grant negated
12. Begin project
13. Complete negotiations
14. Begin state training plans-April
15. Maryland
16. Virginia
17. Complete general state training design-May
18. Begin promotional devices
19. Begin internal evaluation
20. In-state training design
21. In-dissemination (promotion) design
22. In-preparation for implementation
- ~~23. Begin revised and new training guides~~
24. Continual recruiting of library interest

25. Expressed interest and involvement in training
26. Conduct awareness sessions
27. Begin two-day planning sessions
28. AAEC support
29. State library
30. Trustees
31. Professionals
32. Nonprofessionals
33. Paraprofessionals
- ~~34. Other technical assistants~~
35. Complete training planning sessions
- ~~36. Individually prescribed training~~
37. Begin local institutes
38. Develop staff training sequences
39. Understanding of population of target group
40. Complete training sequences
41. Continue technical assistance
42. AAEC interim report
- ~~43. Evaluate progress~~
44. Initiate needed changes, if any
45. Begin AAEC final report
46. Complete evaluation
47. Complete final report

6. FACILITIES AND RESOURCES

A. MOREHEAD STATE UNIVERSITY, THE APPALACHIAN ADULT EDUCATION CENTER

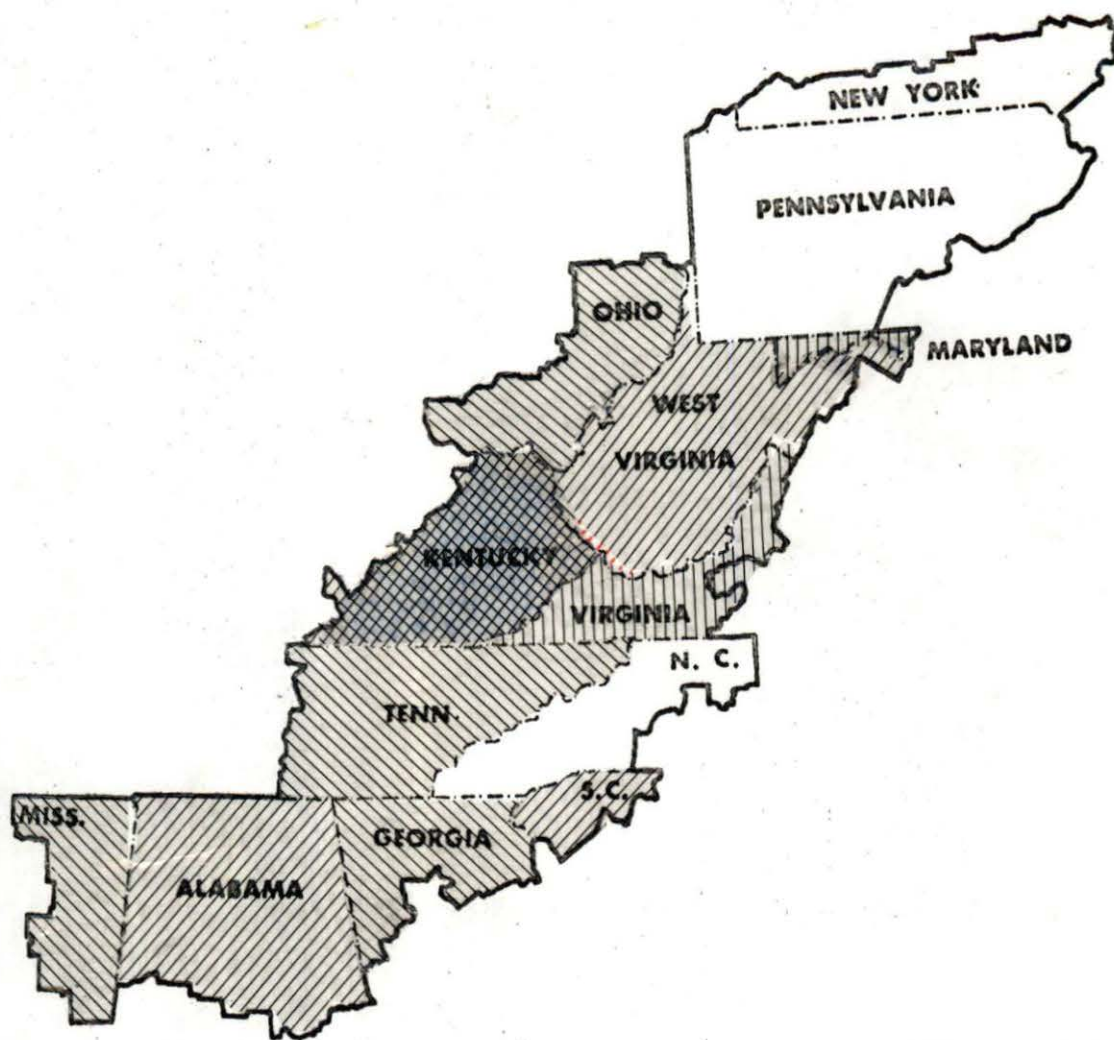
The applicant, the Appalachian Adult Education Center, is centrally and strategically located in the proposed region on the campus of Morehead State University, Morehead, Kentucky. (See Map 1, page 44.)




Morehead State University has allotted superior space and facilities to accommodate the AAEC in the Lyman Ginger Education Building. The University, its President, Adron Doran, its faculty, and its Board of Regents have traditionally provided service and leadership to improve the quality of education in Kentucky and the Appalachian region.

The Center is supported by the University Bureau of Research and Development and the Department of Adult, Counseling and Higher Education with direction, personnel, and equipment necessary to the scope of work in the AAEC central offices.

The University Office of Business Affairs handles all financial and accounting procedures of the Center including the approval and authorization of subcontracts, travel requirements and audits.

THE APPALACHIAN REGION



-  States participating in training, 1973-74
-  States participating in training, 1974-75
-  States for proposed training, 1975-76

B. PREVIOUS DEMONSTRATION AND TRAINING INSTITUTES

In the past three years, the AAEC has conducted seven demonstrations interrelating ABE and public libraries, and will have conducted 58 local training institutes by June 30, 1975, in seven states: Ohio, Tennessee, Georgia, Alabama, South Carolina, West Virginia, and Kentucky. The expertise developed by state, local, and AAEC staff in the development of expanded public library services for disadvantaged adults will be a constant resource to trainees in the F. Y. 1975-76 institutes. Areas of expertise developed include:

1. materials: selection, processing, cataloguing displays, and separate collections for disadvantaged adults;
2. introduction of library services and materials to disadvantaged adults; (Appendix U: AAEC Library Orientation Kit for adults)
3. delivery of services and materials to disadvantaged adults;
4. community information and referral services;
5. assessment of community information and service needs;
6. outreach services to disadvantaged adults;
7. in-library services to disadvantaged adults;
8. identification of target group library needs;
9. reader guidance for disadvantaged adults;
10. coordination of services among the agencies and institutions serving disadvantaged adults.

C. MATERIALS RESOURCES

Material resources have been enhanced by loan services of Morehead State University Johnson-Camden Library, a unique use of Title II-a funds awarded to the university by the USOE Bureau of Libraries and Learning Resources for print and nonprint materials supportive of the educationally disadvantaged. The University service in 1973-74 provided a linkage with AAEC public library demonstration and training projects by (1) providing materials and media not readily available, and (2) allowing project staff to assess and evaluate new products.

D. HOUSING

Since activities will most often be of limited duration, i.e., drive-in workshops, the provision of participant housing facilities will not be necessary.

E. TRAVEL

Some participant travel reimbursement may be required for on-site training but generally will be dependent upon state planning.

7. OTHER ACTIVITIES

Previous demonstration-training centers may be available to provide site visitation and varied, hands-on participatory experience for F. Y. 1975-76 project participants (based on the continuation of activities developed in the demonstrations).

Workshop duration may sometimes vary from the "drive-in" workshops, on requests and support from state and regional agencies and associations in both libraries and ABE.

Project sites will also encourage interdisciplinary involvement of interns, graduate assistants, and undergraduate students from university library science and adult education programs where possible. Interagency interest and cooperative participation will be encouraged to strengthen the over-all training.

The AAEC, in conducting projects designed to improve services to the educationally disadvantaged, will draw upon and interrelate all AAEC training and demonstration activities, including the following:

1. THE APPALACHIAN COMMUNITY BASED RIGHT TO READ PROJECTS

The Appalachian Right to Read Community Based Centers will deliver reading skills through direct home instruction, operating out of community school learning centers, by the indigenous trained paraprofessional. Home instruction is a system designed to reach the Group IV stationary poor, undereducated, unmotivated (or demotivated) "hardcore" with the greatest demonstrated need.

Right to Read monies are to be invested in identification and services to the illiterate and the functional illiterate who will not or cannot participate in traditional programs. Other AAEC, state department, and interagency resources will be encouraged to support the Right to Read Effort as they serve all levels of community need in reading and other needed skill achievement.

Appalachian sites selected (rural and urban areas in Kentucky and Ohio) will serve as demonstrations to state departments of education, Right to Read Programs, and local adult and adult basic education programs of the effectiveness and efficiency of the paraprofessional delivery of home instruction.

2. ADULT INDEPENDENT INFORMATION SEEKING

The AAEC has submitted a proposal to the USOE Fund for Post-secondary Education for the purposes of investigating alternative methods of developing independent information seeking behavior in adults, using three major delivery systems--public libraries, adult education and community education--as the obtainable information and delivery systems usable for adult information seeking.

3. COMMUNITY INFORMATION AND REFERRAL SYSTEMS

The AAEC is submitting a second proposal to OLLR, for the establishment of five pilot model centers to study the development of information and referral services in rural and small town public libraries.

The purpose of the projects is to work out the problems identified in previous training sites where I & R was an objective. Knowledge gained in this project would be available to public libraries participating in the training institutes.

AAEC personnel in all projects will be available as technical assistants to the training institutes as time and resources permit; will be available as guest lecturers and trainers in and among state institutions of higher education in both library science and adult education, as requested and as time and resources permit; and will participate in state and regional library association meetings and activities in an effort to create an awareness of the training services provided.

A description of the AAEC staff follows.

8. STAFF

PROJECT DIRECTOR

George W. Eyster, Executive Director
Appalachian Adult Education Center

RESPONSIBILITIES

The project director will be responsible for all general administration and fiscal activities. He will serve as a liaison among Morehead State University, the U. S. Office of Education, the Office of Libraries and Learning Resources, the various state and regional libraries, state university library science departments, the training sites, the AAEC, and other agencies that may be interested in the progress of the project. He will coordinate and support the staff and will participate in the planning and implementation of the state training activities. He will have additional responsibilities for evaluation, dissemination, and the final report.

Qualifications and experience of the project director are described in the vita on the following page.

TEACHING STAFF

(Mrs.) Priscilla Gotsick
Library Services Specialist
Appalachian Adult Education
Center

(Miss) Susan K. Schmidt
Professional Librarian
Appalachian Adult Education
Center

RESPONSIBILITIES

The training duties will include:

1. Participation in the development of the state training design;
2. Conduct of awareness sessions in preparation for planning sessions;
3. Conduct of the two-day planning sessions with public library staffs;
4. Development of training sequences for the full staff and individual staff members;
5. Implementation of training sequences;
6. Continuing technical assistance as requested by participating libraries;
- 7: Dissemination of project activities.

Vitas of teaching staff follow.