This pamphlet presents methods by which a library may survey its community to determine local information needs, especially those of disadvantaged adults. Data may be collected from public agencies or from community residents, by telephone, interview or questionnaire. All of these procedures are discussed in terms of advantages, methods, and cost/benefit. Sample questionnaires for agency heads and for community residents are provided, as are lists of those agencies, such as state offices, school districts, and local businesses, which may have already compiled some of the data needed by the library. Finally, a chart organizes the specific data needed, with its possible source, and provides a space for local statistics. (SL)
THE ASSESSMENT OF COMMUNITY INFORMATION AND SERVICE NEEDS
COMMUNITY SURVEY GUIDE

FOR

ASSESSMENT OF COMMUNITY INFORMATION AND SERVICE NEEDS

by

Priscilla Gotsick
Library Services Specialist

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

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COMMUNITY NEEDS AND RESOURCES SURVEY GUIDE

Community needs and resources must be assessed to provide a foundation for decision making. But don't let the assessment delay giving services. Make educated guesses to start services and adjust and expand your program from the survey results.

<table>
<thead>
<tr>
<th>WHO?</th>
<th>The library director, the professional and supporting staff, volunteers, and trustees all should become more aware of the needs and resources of their community as they prepare to expand services to disadvantaged adults. Someone on the staff should take responsibility for information collection and assessment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHY?</td>
<td>To find out whom you are serving now and for whom you need to expand services. It will help you identify gaps in your library's services, programs and materials, not only for disadvantaged adults but for all of the public you serve.</td>
</tr>
<tr>
<td>WHEN?</td>
<td>You should assess your community before you plan to expand services in any priority group, such as the disadvantaged adult. Repeat your assessment as your service priorities change.</td>
</tr>
<tr>
<td>HOW?</td>
<td>By collecting information about your community. To organize the information you may wish to fill out the chart on community needs and resources (provided by the Appalachian Adult Education Center as guidelines).</td>
</tr>
<tr>
<td>WHAT ARE YOU GOING TO DO?</td>
<td>You are going to find out many facts about your community's needs and resources that will help you make decisions about the kinds of library services, materials and programs the people need and want. From these facts you can expand public library services to all adults in your community, including groups with special information needs.</td>
</tr>
<tr>
<td>WHY ARE YOU GOING TO DO IT?</td>
<td>You are conducting a community needs assessment for many reasons:</td>
</tr>
<tr>
<td></td>
<td>1. To find out whom you serve now, what other groups in the community need your service and what kinds of services they need. This helps you design the expanded service program to fit the information needs of the unserved groups. As you know, public libraries nationally serve only one third of the children and one tenth of the adults. We all have room for improvement. The disadvantaged—either in education or income—seem to use the public library least.</td>
</tr>
<tr>
<td></td>
<td>2. To determine gaps in service.</td>
</tr>
</tbody>
</table>
3. To know more about the people in your community so that you can select print and non-print materials they want and can use.

4. To find out what services and materials other educational institutions provide so that you can supplement but not duplicate their efforts.

5. To find out what resources other organizations can share with the library so the library can do its job better.

6. To make the community more aware of the public library—its services, programs, materials and facilities.

WHERE IS THE INFORMATION YOU WANT?

3. Local government and planning commissions should be informed of the total information needs of the community so that library services are included in their long-range plans.

WHERE IS THE INFORMATION YOU WANT TO COLLECT?

1. From agency heads who serve disadvantaged adults. Some of the most important ones to contact are:
   a. County Extension Agent
   b. Home Demonstration Agent
   c. Para-professional Nutritional Aides—Health Department
   d. Planning Commission or Area Development District Staff
   e. Comprehensive Health Care Staff
   f. Housing Authority Tenant Right’s Organization Staff
   g. Director of Federal Programs at Superintendent of Education’s office
   h. Visiting Nurses Association
   i. Community Action Programs
   j. Library

2. In your library files.

3. Local government officials and community leaders may have some community studies which you can use.

4. The Chamber of Commerce has surveys of business and industry, land use studies, and information on new industries.
<table>
<thead>
<tr>
<th>WHERE IS THE INFORMATION YOU WANT?</th>
<th>HOW MUCH CAN YOU DO?</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Adult education directors have or can get information on the extent of education and economic disadvantage in your service area.</td>
<td>How much you can do in assessing community needs depends on several things:</td>
</tr>
<tr>
<td>6. From disadvantaged adults in your community.</td>
<td>1. How much staff time you have available to do it.</td>
</tr>
</tbody>
</table>

In planning a community needs assessment, you must be careful that the cost of the assessment does not exceed the benefits to be gained from it.

Some ways of getting information about your community take more staff time, effort, and more money than others, but provide more benefits, like good public relations or more useful and relevant information.

1. A simple collection of facts and figures (demographic data) about your community, takes the least time and effort, but gives no insight into the information services and material needs of the disadvantaged adults in your community. Interpretation of the facts is up to you.

2. Sending questionnaires to agency heads is the next step up in expense. (See enclosed sample questionnaire.) The questionnaire gives you an overview of the information needs of the disadvantaged adult. At the same time you will be promoting your library and discovering community resources to help you expand services to disadvantaged adults. Limitations are:
   a. that you won’t get any more than you ask for, and
   b. you will not get back all the questionnaires, so you will have a self-selected and perhaps biased reply.

3. Sending questionnaires to community residents is the next step up in expense and requires selecting the residents to receive questionnaires. Since you are trying to find out the information needs of disadvantaged adults, you must find a way to select from that population.

   Certain government agencies—the local Department of Education, Housing Authority, Employment Office, Food Stamp Office, Office of Economic Security, and others—will cooperate with you in assessing the information needs of the disadvantaged adult population. They will not give you the names and addresses of disadvantaged adults, but they may send out the questionnaire if you pay the postage. You must fully state your purpose to get their cooperation.
Because disadvantaged adults have many pressures, you have to expect low questionnaire return.

4. **Telephone interviews with agency heads** are time-consuming but provide you with solid information about the information and service needs of the disadvantaged adults that agency serves. Personal two-way telephone conversations let both of you explore coordination and cooperation possibilities and to fully explain your purposes, goals and services.

5. **Telephone interviews with community residents** will give a grass-roots, first-hand account of the information needs of the disadvantaged adults in your community. Again, contact your local service agencies to ask their cooperation—your local Adult Basic Education teacher is probably your best bet in getting names and telephone numbers of disadvantaged adults who will be willing to be interviewed by phone.

6. **Direct personal interviews with agency heads** provide the most useful information, but are costly and time consuming. You can get exactly the information you want and explain your questions and your reasons for asking them. You also are establishing direct personal rapport with potential resource people. It is questionable whether the public relations provided and the information gained from this approach can be justified cost-wise for small libraries with scant staffs and low income. Only your library board and staff can judge this in your service area.

7. **Direct personal interviews with community residents** give you the real information needs of those you seek to serve. Because disadvantaged adults are wary of strangers with questions—you should use an intermediary to introduce you before you attempt an interview. Even then the disadvantaged adult will be hesitant to give information other than what he thinks you want to hear. If you can convince the adult of your sincerity and your interest in serving him, you will get better results.

The cost/benefits become even more difficult to juggle as the number of interviews increases. The benefits are obvious, but the cost may be prohibitive—unless friends of the library pitch in.

What information about the community do you want to collect?

1. Is your community made up of crowded urban areas, or thinly populated rural areas? For the first, a branch library may be needed. The second may need books by mail or a bookmobile.

2. Is your community stable or changing? If it is changing, does the library have materials and services to fit the new, people and new industries that are moving in?

3. How many people live in the area you serve? Do you have bookmobiles to cover the area? Do you need to begin books by mail?
4. What are the information needs of the people who live in the area you serve? Do you have materials and services to help adults of all ages and at all reading levels cope with their problems? Do you have relocation skill material for young people who are moving in or out of the community? Do you have large-print materials for older people? Do you have information on medicare, social security, and retirement planning? Do you have special groups who need ethnic or second language material?

5. What are the ages of the people in the area you serve? Do you have a large proportion of children, young adults, working age adults, or aged who need services?

6. What is the educational level of most adults in your community? Most people read at least two grade levels below their number of years in school. Does your material fit their level? For undereducated adults, do you have material with adult content which is easy to read? Do you have GED preparatory materials for adults to study from?

7. How much money do most of the people in your community make? Are many families below the poverty index? Do they need materials on money management, how not to get cheated, or how to file for bankruptcy? Poor people cannot afford to buy their information, so the public library becomes very important to them if it offers information and services.

8. What kinds of businesses and industries are in your community? Does your library have technical and professional books to fit their information needs? What jobs do these businesses and industries have to offer? Do you have materials on how to get and keep a job and on job training?

9. What are the civic and cultural activities available in your community? Do you have a calendar of scheduled events prominently displayed in the library along with books and records about that event? Do you have a community meeting room for groups to use?

10. What social and services clubs are in your community? Do you have materials and programs to help people get along with others and to find out more about why people behave the way they do?

11. What educational opportunities are available in your area?

a. Do you have a list or directory of schools, colleges, vocational-technical schools, vocational rehabilitation services, adult basic education and federal training projects such as MDTA, JOBS, and WIN? Do you have information about available training, where to get it, how to apply, and how to get scholarships or assistance?

b. Do you provide information about the educational programs of voluntary organizations such as Action Volunteers, United Fund, local churches, JCs, and Lions?
12. What community resources are available in your community?

   a. Recreation—parks, playgrounds, YMCA/YWCA
   b. Services—welfare, health department, legal aid, family planning, drug clinics, mental health.
   c. Media—TV, radio, newspapers.
   d. Transportation—bus and taxi services.

Can you use these community resources to provide expanded library services and educational information to the people you serve? For example, can you use a Community Action bus to bring people to the library or TV preparation classes for GED in the library?

13. What other sources of materials are available in your community?

   a. Public school libraries (are they open at night for adults?)
   b. Vocational and Technical school libraries
   c. Special libraries (industrial, medical)
   d. Bookstore or paperback racks in drug stores and other businesses
   e. Pamphlet racks in medical and agency offices
   f. Academic libraries

Can you make use of these sources to fill requests for your users?

14. What information and referral services exist in your community? If none exist, you could:

   a. Develop a community information and referral center in the library.
   b. Publicize your referral and information services.
   c. Develop a community referral handbook.
   d. Make your Referral Handbook available to other agencies.

   If other referral services do exist, you could help publicize them, refer users to other agencies that provide information and referral services, and fill in information gaps.

A sample chart called "Preplanning Information for Expanding Services for Disadvantaged Adults" (see page 12) should be useful in recording the facts you gather, and to help you organize your information into meaningful categories.
HOW WILL YOU USE THE FACTS YOU HAVE COLLECTED TO HELP YOU MAKE DECISIONS ON EXPANDED LIBRARY SERVICE?

When you have determined (1) the characteristics of the people in your service area, (2) the groups you are not serving, and (3) the information needs of those groups, you can:

1. Compare your existing services and programs with what is needed.
2. Identify materials gaps in your collection and design a program to acquire needed materials.
3. Determine whether duplication of services exists. For example, are ABE classes using public school libraries? Shouldn't you provide adult materials the school library does not? Are the materials at the senior citizens center (if you have it) strictly leisure-time fiction?
4. Determine improvements needed in bookmobile service; additional stops, different kinds of materials, or better displays.
5. If you cannot get additional funds to serve disadvantaged adults, plan to provide services by shifting staff, funds and use of facilities to provide services to unserved citizens.

HOW WILL YOU KNOW WHAT HAPPENED TO PEOPLE WHEN YOU DID IT?

When you make a community needs assessment, you involve people, and this makes them more aware of the library in the community and more knowledgeable of the community itself:

1. Your staff becomes aware of community needs and how the library can fill some of these needs with special services and different kinds of materials.
2. Your board becomes aware of the need for expanded services to meet the information needs of the whole community.
3. Other agencies become aware of the library's desire to serve the whole community. They see the library as a community planning agency and a partner with them in community education and information services.
COMMUNITY NEEDS ASSESSMENT
SAMPLE QUESTIONNAIRE FOR AGENCY HEADS

Agency: ____________________________________________

Name: ____________________________________________

Date: _____________________________________________

Introduction—The _____________ Public Library is planning expansion of services to disadvantaged adults. We need your help in identifying the information, service and materials needs of this priority service group. Please fill out this questionnaire and return at your earliest convenience. Thank you for your cooperation.

1. What proportion of those you serve are disadvantaged adults? (We define disadvantaged adult as anyone 16 years or older who is out of school with less than a high school education who may have an income below the poverty level.) Please check one.
   - A. None
   - B. Quarter
   - C. Half
   - D. Almost all
   - E. All

2. On the enclosed Life Coping Skills Category and Sub-categories List, cross off the categories and sub-categories which are not important information need areas for disadvantaged adults.

3. On the same list mark the three top priority information areas for the disadvantaged adults you serve.
4. What informational materials does your group distribute that could become part of the library’s collection? Please list or include samples.

5. The following is a list of library services that exist now or could be developed. Please mark an (X) if the service would be of use to you and/or your disadvantaged adult clients.

   1. Library tours and orientation
   2. Small collection of books and paperbacks
   3. Pamphlets delivered to your agency on subjects of interest to your clients
   4. Community room available for meetings
   5. Adult book talks on topics of interest to your clients
   6. Easy to read books about adult problems
   7. Other __________________________________________________________

The Public Library would like to be of service to you and your clients.

Please call ___________________________ at ___________________________ Name ___________________________ Number ___________________________

Appalachian Adult Education Center
Bureau of Research and Development
Morehead State University
Morehead, Kentucky 40351
October 23, 1973
SAMPLE COMMUNITY 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. What kind of information do you want? Check the boxes on information you want.

- [ ] How to find, get and keep a job
- [ ] How to get along with your family
- [ ] How to get along with your children
- [ ] How to stay healthy
- [ ] How to buy and not get into debt
- [ ] How not to get cheated
- [ ] How to get help if you need it
- [ ] How to get more schooling
- [ ] How to get insurance
- [ ] How to use spare time
- [ ] How to get along with friends and neighbors
- [ ] How to move to another town
- [ ] Understanding yourself
- [ ] What taxes are
- [ ] How to solve your transportation problems
- [ ] What happens as you get older
2. On the same list mark the three most important kinds of information you want. Mark the most important one number one (1), the second most important number two (2), and the third most important number three (3).

3. On the same list cross off the information that no one you know would need.

4. Who would you go to first to get information on how to solve your daily problems? Check one:
   - [ ] Family
   - [ ] Friends
   - [ ] Public library
   - [ ] Minister
   - [ ] Another office
   - [ ] Other

5. Are there many adults in your neighborhood who didn’t finish high school or who don’t have much money? Check one.
   - [ ] A few
   - [ ] Some
   - [ ] More than half
   - [ ] Many
PREPLANNING INFORMATION
FOR
EXPANDING SERVICES FOR DISADVANTAGED ADULTS

The purpose of this chart is to find out what your community is like—who you serve and particularly where expansion of existing service to disadvantaged adults may be possible. There may be existing community studies which you can draw upon. Some possible sources are:

1. Community surveys done by regional or local libraries for the State Library.
2. Area Development Districts or Planning Commissions.
3. Educational surveys done by the school system or the adult education office.
4. Federal projects such as OEO, Manpower Development, CAP, etc.
5. Federal, State, and County Agencies, such as Welfare Departments, County Extension Agents, etc.
6. Local industry and business.

Other possible sources of information are the U. S. Statistics, handbooks, directories, maps, and reports.
**PREPLANNING INFORMATION**

**FOR**

**EXPANDING SERVICES FOR DISADVANTAGED ADULTS**

<table>
<thead>
<tr>
<th>STATE</th>
<th>LIBRARY</th>
<th>DATE</th>
</tr>
</thead>
</table>

*Instructions: Please describe your community by answering the following questions as completely as possible.*

<table>
<thead>
<tr>
<th>Area of Information</th>
<th>Information to Include</th>
<th>Source of Information</th>
<th>Fill in Here</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Population Statistics</td>
<td>How many people in your service area? (total population) Percent living in rural areas Percent living in urban areas Age of population No. of children 0-19 years No. of adults 20+ No. of young adults 15-25</td>
<td>1970 U. S. Census State Departments of Education School Boards</td>
<td></td>
</tr>
<tr>
<td>B. National and Racial Background of Population</td>
<td>Give percent of racial and national groups which make up the population of your service area</td>
<td>1970 U. S. Census City, County, or Area Supervisor of Adult Basic Education NAACP</td>
<td>White</td>
</tr>
<tr>
<td>Area of Information</td>
<td>Information to Include</td>
<td>Source of Information</td>
<td>Fill in Here</td>
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<tr>
<td>C. Geographic Area you Serve</td>
<td>Square miles</td>
<td>1970 U. S. Census, or Area Supervisor of Adult Basic Education</td>
<td></td>
</tr>
<tr>
<td>D. Educational Levels of Population</td>
<td>Percent of persons enrolled in school (14 and 15 years old)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Percent of persons enrolled in school (16 and 17 years old)</td>
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<td></td>
<td>Total number of persons 25 years old and over</td>
<td></td>
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<tr>
<td></td>
<td>Persons 25 and over with less than 6 years of education</td>
<td></td>
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<tr>
<td></td>
<td>Percent of persons 25 and over with less than 3 years of education</td>
<td></td>
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<tr>
<td></td>
<td>Total number of families with income less than $3,000</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Percent of all families with income less than $3,000</td>
<td></td>
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<td></td>
<td>Families with income less than $1,000</td>
<td></td>
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<tr>
<td>Area of Information</td>
<td>Information to Include</td>
<td>Source of Information</td>
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<tr>
<td>Economic Levels (continued)</td>
<td>Families with income from $1,000-$1,999</td>
<td>1970 U. S. Census Employment Security Welfare Agencies Community Action Programs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Families with income from $2,000-$2,999</td>
<td></td>
<td></td>
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<tr>
<td>F. Unemployment</td>
<td>Males 14 and over in civilian labor force</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Percent of such males who are unemployed</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Females 14 and over in civilian labor force</td>
<td></td>
<td></td>
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<td></td>
<td>Percent of such females who are unemployed</td>
<td></td>
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<tr>
<td>G. Employment</td>
<td>What are the chief employers for your service area?</td>
<td>Employment Security U. S. Census</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>NAME/KIND OF WORK PRESENTLY NEW</td>
<td></td>
</tr>
<tr>
<td>Area of Information</td>
<td>Information to Include</td>
<td>Source of Information</td>
<td>Fill in Here</td>
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<td>---------------------------------------------------</td>
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<tr>
<td>H. Selective Service</td>
<td>Persons aged 18 to 25 who were examined by selective service</td>
<td>1970 U. S. Census Draft Board</td>
<td></td>
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<tr>
<td></td>
<td>Persons rejected by selective service (4F and 1Y)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Percent of persons examined who were rejected by selective service (4F and 1Y)</td>
<td></td>
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<tr>
<td>I. Health</td>
<td>Births per year</td>
<td>State Department of Health</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Deaths per year of infants under 12 months</td>
<td>U. S. Census</td>
<td></td>
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<tr>
<td></td>
<td>Infant deaths as a percent of births per year</td>
<td></td>
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<tr>
<td>J. Housing</td>
<td>All housing units</td>
<td>Housing Authority</td>
<td></td>
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<tr>
<td></td>
<td>Number of housing units which are substandard</td>
<td>Tenants Rights Organization</td>
<td></td>
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<td></td>
<td>Percent of all housing units which are substandard</td>
<td>U. S. Census</td>
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<td></td>
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<td>Planning Commission</td>
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<td>K. Welfare</td>
<td>Persons under 21</td>
<td>Welfare Department</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Office of Economic Security</td>
<td></td>
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<tr>
<td>Area of Information</td>
<td>Information to Include</td>
<td>Source of Information</td>
<td>Fill in Here</td>
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<tr>
<td>L. Educational Offerings in Community for Disadvantaged</td>
<td>Percent of persons under 21 receiving A.F.D.C. payments</td>
<td>City or County Supervisor of Adult Education</td>
<td>KIND/SITE/NC. ENROLLED</td>
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<tr>
<td></td>
<td>Persons aged 65 and over</td>
<td>Public Schools</td>
<td></td>
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<tr>
<td></td>
<td>Percent of persons 65 and over receiving old-age assistance</td>
<td>Private Schools</td>
<td></td>
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<tr>
<td></td>
<td>List of adult basic education and other educational activities available to your service area</td>
<td>Area Vocational Schools</td>
<td></td>
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<td></td>
<td></td>
<td>Bureau of Rehabilitation Services</td>
<td></td>
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<td></td>
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<td>MDTA (Manpower Development Training Act)</td>
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<td>WIN (Work Incentive)</td>
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<td>Area of Information</td>
<td>Information to Include</td>
<td>Source of Information</td>
<td>Fill in Here</td>
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<tr>
<td>M. Annual Income of the Library</td>
<td>Total cash</td>
<td>NYC (Neighborhood Youth Corps)</td>
<td></td>
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<td></td>
<td></td>
<td>CEP (Concentrated Employment Programs)</td>
<td></td>
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<td></td>
<td>New Careers Program</td>
<td></td>
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<td></td>
<td></td>
<td>Voluntary Groups</td>
<td></td>
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<tr>
<td>N. Library Card Holders</td>
<td>Percent with $10,000 annual income or more</td>
<td>Health Department</td>
<td></td>
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<td>Welfare Department</td>
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<td>Social Security</td>
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<td>Community Action Programs</td>
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<td>Comprehensive Care</td>
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<td>Food &amp; Nutrition Services</td>
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<td>Child Care Programs</td>
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<td>Job Placement Programs</td>
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<td>Housing Authorities</td>
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<td>Planning Commission</td>
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<td>Family Planning Clinic</td>
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<td>Senior Citizens</td>
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<td>Home Demonstration Agent</td>
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<td>Agricultural Extension Agent</td>
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<td>Television Stations</td>
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<td>Area of Information</td>
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<td>Source of Information</td>
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<td>P. Referral and Information Services Available</td>
<td>Is there a central source of community agency and organization in your community?</td>
<td>United Fund, Public Library, Planning Commission, Comprehensive Health Center</td>
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</tbody>
</table>
LIFE COPING SKILLS MATERIALS LIST

Categories and Sub-categories

June, 1973

ADVOCACY

Arrests
Civil Rights
  Bill of Rights
  Civil Rights Movement
  Legal Rights Under the Law
  General
Consumer Rights (See Consumer Economics: Consumer Rights)
Legal Aid

AGING

Aging Process
  Emotionally
  Mentally
  Physiologically
Burial Insurance (See Insurance: Burial Insurance)
Care of the Aged in the Home
Death
Funerals
Nursing Homes and Rest Homes
Programs, Organizations, and Agencies for the Aging
Medicare (See Health: Health Cost Medicare)
Social Security (See Insurance: Social Security)
Other
Retirement
  Activities and Recreation
  Benefits
  Education
  Employment (See also Jobs: Occupational Information)
  Housing
  Planning

Wills

CHILDREN:
  Adolescence
  Adoption
  Babysitting
  Birth and Genetic Defects (See Health: Birth and Genetic Defects)
  Breast and Bottle Feeding
  Child Abuse
  Childbirth (See Health: Childbirth, Labor, Midwifery)
  Child Development
  Child Health Care (See also Health: Disease Information)
    (See also Health: How to Select and Obtain Health Services)
  Child Rearing
  Development of Verbal Skills
  Discipline
  Drop-Out Prevention
  Emotional Problems in Children (See also Health: Mental Health)
    (See also Family: Conflict)
    (See also Family: Crisis)
  Foster Care
  Gifted Children
  Playing with your Children
  Premature Babies
  Prenatal Care (See Health: Prenatal Care)
  Raising Children Alone
Retarded Children (See also Health: Retardation Prevention
(See also Health: Prenatal Care)
Selection of Child Care Facilities
Sex Education (See also Family: Sexual Relations)
Success and Failure in School
Teaching Children to Handle Emergencies (See also Family: Safety Planning)

COMMUNITY
Censorship
Citizenship: Naturalization
Citizen’s Responsibilities
   Community Organizations (See Community: Organizations, Resources, Services)
   Community Projects
   Jury Duty
   Public Office
   Social Action
   Voting, Vote Buying
Community Hazards
Community Organizations, Resources, and Services
   Child Services
   Churches
   Employment
   Fire
   Legal Aid (See Advocacy: Legal Aid)
   Licensing Bureaus
   Police
   Public Health
   Public Library Services
   Referral Services
   Schools
   Volunteers
   Water
   Welfare, (See also Consumer Economics: Food Stamps)
Dealing with Police

Emergency Services
- Disaster Action
- Red Cross
- Salvation Army
- Telephone Hot Lines

Ethnic Centers and Groups

Government: Local, State, National

How to Participate in and Use the Democratic Process

Juvenile Delinquency

Keeping Informed: Media, TV, Radio, Newspapers, Magazines

Military Service

Parliamentary Procedures

Re-entry from Institutions
- Corrections
- Sanatoria
- Veterans

Social Problems of the Community
- Busing
- Crime
- Environment, Ecology (See also Health: Pollution)
- Street Safety
- Zoning

Street Gangs

CONSUMER ECONOMICS

Advertising

Auctions

Bankruptcy

Banks and Banking
- Checking
- Savings

Bartering

Buying Guides
Car Buying: New and Used
Comparison Buying: Values in Purchasing
Appliances
Clothing (See also Family: Home Management Care of Clothing)
Drugs
Food
Furnishings and Accessories
Consumer Magazines
Consumer rights: Gypping
Counterfeits
Credit Bureaus
Credit Unions
Discount Store Buying
Farm Equipment Purchases
Food Stamps (See also Community: Community Organizations, Resources, Services: Welfare)
Fraud
Garnishments
Housing Repair and Maintenance (See Housing: Maintenance & Repairs)
Interest Rates
Investing Money
Land Buying and Selling
Loans: Borrowing Money
   Easy Credit
   FHA Loans
   Juice Rackets
   Loan Companies
   Mail Order Loans
Mail Order Catalog Buying
Money Management
   Budgeting
   Charge Accounts
   Credit Cards
   Installment Buying
   Rebates
   Retail Processes
Warranties and Guarantees
EDUCATION

Career Planning (See Jobs: Career Planning)

Educational Institutions
  Colleges and Universities
  Community Colleges
  Vocational and Technical

Finding A Job (See Jobs: Finding a Job)

How to Apply to Educational Institutions

How to Study

How to Take A Test

Locating Information

Self-Education
  Education Credit for Experience
  Educational Loans, Scholarships, and Assistance Programs
  Educational Programs for Adults
  G.E.D., High School Equivalency Diploma

FAMILY

Brothers and Sisters: Sibling Relationships

Care of the Aged in the Home (See Aging: Care of the Aged in the Home)

Common Law Marriages

Death, Funerals & Wills (See Aging: Death)
  (See Aging: Funerals)
  (See Aging: Wills)

Divorces and Separations

Extended Family: Cousins, Uncles, Grandparents, etc.

Family Conflict (See also Children: Emotional Problems in Children)

Family Crisis

Family Recreation (See Leisure: Recreation, Family)

Handling Close Personal Relationships, i.e. Intimacy
  (See also Relating to Others: Handling Intimacy)

Home Health Care (See Health: Home Health Care)
Home Management
  Budgeting (See Consumer Economics: Money Management Budgeting)
  Care of Clothing
  Decorating
  Food Preparation: Canning, Freezing, Cooking
  Furnishing
  Home Gardening: Flowers and Vegetables
  House Cleaning
  Remodeling (See Housing: Remodeling)
Identifying Strengths and Weaknesses in the Family
Ir. Laws
Marriage Roles
Safety Planning
  Fires
  Home Accidents, Poisons, etc.
  Tornadoes (See also Community: Emergency Services)
Sexual-Relations
Unwed Parents
Working Women (See Jobs: Working Women)

HEALTH
Aging (See Aging: Aging Process)
Alcoholism
Birth & Genetic Defects
Black Lung (See Chronic Disease Respiratory)
Childbirth, Labor, Midwifery
Chronic Diseases
  Arthritis
  Cancer
  Diabetes
  Heart
  Hypertension
  Respiratory
Death (See Aging: Death)
Dental Care
Disease Information (See also Health: Chronic Diseases)
Disease Prevention
  Cancer (See also Health: Smoking)
  Heart Disease
  Immunization, Innoculation
  Respiratory Disease
Drug Abuse
Exercise
Faith Healing
Family Planning
  Abortion
  Birth Control
  Fertilization and Sterility
  Sterilization
First Aid
Generic Drugs and Laws
Handicapped, Mental and Physical
Health Costs
  Doctors
  Hospital
  Medicaid
  Medical Assistance (See Community: Community Organizations, Resources & Services: Welfare
  Medicare
  Private Health Insurance (See Insurance: Health Insurance)
Home Health Care
Home Remedies, Medicinal Herbs
How to Select and Obtain Medical Services
  Dental
  Doctors
  Emergency
Hospitals
Medical Clinics (See also Community: Community Organizations, Resources & Services)
Public Health

Mental
How to Talk with A Doctor
Insect Control
Menopause
Mental Health (See also Children: Emotional Problems in Children)
Nutrition
Old Wives' Tales
Patent Medicines: Over the Counter Medicines
Personal Hygiene (See also Self: Personal Care and Grooming)
Physiology and Anatomy (See also Health: Preserving your Health)
Physiology of Lifting
  Back Problems
  Hernias
Pollution (See also Community: Social Problems of the Community Environment, Ecology)
Prenatal Care (See also Children: Premature Babies)
Prescriptions
Preserving your Health
  Sight
  Hearing
  General
Quackery
Rehabilitation
Retardation Prevention (See also Children: Retarded Children)
Sanitation (See also Community: Community Hazards)
Smoking
Storing Medicine (See Family: Safety Planning)
Venereal Diseases
Weight Problems
  Diets
  Overweight
  Underweight
  Weight-watching plans
What to Expect at the Hospital
HOUSING
Buying and Selling
Decorating (See Family: Home Management Decorating)
Fire Prevention (See also Insurance: Fire Insurance)
   (See also Family: Safety Planning)
Furnishings (See Family: Home Management Furnishings)
   (See Consumer Economics: Comparison Buying Furniture & Accessories)
Home Building
Maintenance and Repairs
Owner's Liabilities and Responsibilities
Remodeling
Renting
Trailers
Utilities

INSURANCE
Burial Insurance
Disability Insurance
Fire Insurance
Health Insurance
Homeowners Insurance
Life Insurance
Mortgage Insurance
Motor Vehicles Insurance
Private Pension Plans
Renters Insurance
Social Security
Workmen's Compensation (See Jobs: Workmen's Compensation)
JOBS

Agricultural Jobs
  Cooperatives
  Farming
  Land Use
  Sharecropping, Tenant Farming
  Woodland Management

Application Forms
Applying for a Job
Assessing Your Own Skills, Talents, and Interests.

Career Planning
Child Care Facilities, Selection of (See Children: Selecting Child Care Facilities)

Civil Service Information

Distinguishing Between Good and Bad Jobs:
  Facilities, Fringe Benefits, Hours, Wages

Employee's Responsibilities
Employer's Responsibilities (See also Advocacy: Civil Rights)

Employment Agencies
Find a Job (See also Jobs: Career Planning)
  (See also Jobs: Occupational Information)

Holding a Job (See also Relating to Others: Getting Along with Others)
Job Discrimination (See also Relating to Others: Dealing with Discrimination)
  (See also Advocacy: Civil Rights)

Job Safety
Losing A Job (See also Jobs: Unemployment)

Occupational Information
Private Pension Plans (See Insurance: Private Pension Plans)

Seasonal Jobs
Social Security (See Insurance: Social Security)

Training and Re-training Programs (See also Education: Educational Institutions)
Unemployment
Unions
Upgrading on the Job (See also Jobs: Holding a Job)
Working Women
Workman's Compensation
LEISURE

Astrology
Cultural Activities: Music, Performing Arts, etc.
Dancing
Fortune Telling
Gambling
Games
Handicrafts
Hobbies
Parks
Playing with your Children (See Children: Playing with Your Children)
Radio (See Leisure: TV-Radio-Movies)
Recreation
    Indoor
    Outdoor: Camping, Fishing, Hunting, Swimming, etc.
Sewing
Sports
TV-Radio-Movies
Using Leisure Time Effectively
Vacations

RELATING TO OTHERS

Communication
    Correct Speech Usage
    Giving Directions
    Listening
    Public Speaking
    Taking Directions
    Use of Telephones
    Writing letters, reports, etc.
Entertaining
Friendship
Getting Along with Others, Interpersonal Relationships
   Accepting Help
   Dealing with Conflict
   Dealing with Criticism
   Dealing with Discrimination
   Dealing with Unwanted Advances
   Fighting Fairly
   Getting Acquainted
   Helping Others
   Meeting People
   Working with Others
Handling Intimacy (See also Family: Handling Close Personal Relationships)
Listening to Others
Love
Manners and Etiquette
Neighbors
Respecting the Ideas and Beliefs of Others
Sexual Relations (See also Family: Sexual Relations)
Sportsmanship
Understanding Others
   Attitudes
   Culture
   Ethnic Background
   Religion

RELOCATION SKILLS
   Church
   Community Services (See Community: Organizations, Resources, Services)
   Employment (See also Jobs: Finding a Job)
   Establishing Credit
   Food Shopping
   Housing
   Moving, Expenses, Methods
   Neighbors (See Relating to Others: Neighbors)
   Schools
SELF

Changing Yourself
Church Affiliation
Decision Making
Describing Feelings
Etiquette (See Relating to Others: Manners & Etiquette)
ESP
Ethnic Studies
Goal Setting, Planning, and Achievement
Living Alone
Meaning of Life
Personal Adjustment
Personal Care and Grooming (See also Health: Personal Hygiene)
Personal Ethics, Values, Morals, Standards
Personal Problem Solving
Self Esteem
Self Evaluation
Self Understanding
Sensitivity to Yourself and Others—How You Come Across
Suicide
Superstition
Understanding What Makes Me the Way I Am: Heredity and Environment
Women’s Liberation Movement (See also Jobs: Working Women)

TAXES

Income Tax
City
Federal
State
Local Taxes
Sales Tax
Social Security (See Insurance: Social Security
Unemployment (See Jobs: Unemployment)
Workmen’s Compensation (See Jobs: Workmen’s Compensation)
TRANSPORTATION

- Car Pools
- Defensive Driving
- Driver's Licenses (See also Community: Organizations, Resources & Services: Licensing Bureaus)
- Elevators
- Highway Safety
- Maps
- Overnight Accommodations
- Routing
- Stations

Types of Transportation: Comparisons, Convenience, Fares, Repairs, General Information

- Air
- Bicycles
- Boats
- Buses
- Cars
- Hitchhiking
- Motorcycles
- Taxis
- Trains
LIBRARY SERVICE GUIDES
IN DEVELOPMENT BY THE
APPALACHIAN ADULT EDUCATION CENTER

1. The Selection of Special Materials for Disadvantaged Adults
2. The Assessment of Community Information and Service Needs
3. The Effective Use of Pamphlets with Disadvantaged Adults
4. Rotating or Deposit Collections of Special Materials for Disadvantaged Adults
5. Utilizing Volunteers to Expand Library Services to Disadvantaged Adults
6. Book-By-Mail Services: Moving the Library to Disadvantaged Adults
7. Evening and Weekend Hours: Expanding Library Services to Disadvantaged Adults
8. The Library as a Community Information and Referral Center
9. Planning the Expansion of Library Services to Disadvantaged Adults
10. Working with Library Trustees to Expand Library Services to Disadvantaged Adults
11. Reader Guidance Services for Disadvantaged Adults
12. The Recruitment of Disadvantaged Adults: Effective Publicity
13. Conducting Field Trips and Tours to the Library for Groups of Disadvantaged Adults
14. ABE - What is It: Kentucky, Alabama, South Carolina, West Virginia
15. The Relationship of Disadvantage to Library Services
16. In-service Training of Personnel to Serve Disadvantaged Adults
17. Cooperation Between Adult Basic Education and Libraries
18. Book or Human Problems Talks: A Technique for Encouraging Library Materials Usage by Disadvantaged Adults
19. Adult Education in the Library
20. Techniques for Teachers: Teaching the Application of Basic Skills to Everyday Life Problems
21. Bookmobile Services: Moving the Library to Disadvantaged Adults
22. Expanding Library Services to the Elderly
23. Coordinating with College-Level Examination Programs
24. Effectively Displaying Materials to Disadvantaged Adults
25. Audio-Visual Orientations to Libraries for Disadvantaged Adults
26. Expanding Library Services to Mental Institutions
27. Expanding Library Services to Correctional Institutions
28. Interagency Cooperation Between the Library and Agencies that Serve Disadvantaged Adults
29. Utilizing Student Help to Expand Library Services to Disadvantaged Adults
30. High School Equivalency Preparation Programs in the Library
31. Adjusting School Libraries for Adult Student Use: Cooperation with Public Libraries
32. Working with Elected Officials to Expand Library Services to Disadvantaged Adults
33. Speaker's Bureaus for Disadvantaged Adults
34. Public Library Services to Young Disadvantaged Adults
35. Maintaining Separate Collections within the Library for Disadvantaged Adults

*In Print
EVALUATION OF LIBRARY SERVICE GUIDES

State: ________________________ Library: ________________________ Date: ____________

Title of Guide: _____________________________________________________________

Your name: ________________________ Position: ____________________________

FORMAT
1. Was the guide easy to use? _____yes _____no
2. Was the print large enough? _____yes _____no
3. Did you like the way it looked? _____yes _____no

PRESENTATION
Was the writing style of the guide:
1. Informational? _____yes _____no
2. Service oriented? _____yes _____no
3. Too technical? _____yes _____no
4. Contain too much jargon? _____yes _____no
5. Easy to read? _____yes _____no
6. Understandable? _____yes _____no
7. Too long? _____yes _____no

CONTENT
1. Was the information in the guide the information you needed? _____yes _____no
2. Was there enough specific detail about how to do it? _____yes _____no
3. Was there too much detail? _____yes _____no
4. Could you apply the information to your activities? _____yes _____no
5. Could you tell others how to do it after reading the guide? _____yes _____no
6. Were the charts, outlines or questionnaires understandable? _____yes _____no

REFERENCES
Were the suggested readings of any use to you? _____yes _____no

Appalachian Adult Education Center
Bureau of Research and Development
Morehead State University
November 29, 1973
The project presented or reported herein was performed pursuant to a Grant No. OEG-0-73-5341, from the Department of Health, Education, and Welfare, U.S. Office of Education, Bureau of Libraries and Learning Resources. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

Appalachian Adult Education Center
Bureau for Research and Development
Morehead State University, UPO 135
Morehead, Kentucky 40351
(606) 784-9229 (606) 783-3111