This publication provides sources of information on rural youth employment. An annotated bibliography of 30 journal articles, federal publications, research reports, and books, published 1992-97, is divided into general topics, case studies, school-to-work issues, and guides. A list of 10 federal programs that provide assistance or funding for employment-related projects and initiatives includes program identification numbers, program titles, responsible agencies, program objectives, and contact information. A description of Americorps includes information on how to apply. Lists of 14 professional journals that report on issues related to rural employment and 16 organizations that can provide further information include contact information and Web site addresses. Instructions are provided for submitting interlibrary loan requests to the National Agricultural Library. (CDS)
Rural Youth Employment

Rural Information Center Publication Series, No. 61
Revised Edition
Rural Youth Employment

Compiled by Liam R. Kennedy
Rural Information Center

Rural Information Center Publications Series, No. 61
Revised Edition

National Agricultural Library
Beltsville, Maryland 20705-2351
August 1998
The Rural Information Center (RIC) is a joint project of the USDA Cooperative State Research, Education & Extension Service and the National Agricultural Library (NAL). RIC provides information and referral services to local government officials, community organizations, health professionals and organizations, cooperatives, libraries, businesses, and rural citizens working to maintain the vitality of America's rural areas. The Center combines the technical, subject-matter expertise of Extension's nationwide educational network with the information specialists and resources of the world's foremost agricultural library.

The Office of Rural Health Policy in the Department of Health and Human Services (DHHS) and the NAL jointly created a Rural Information Center Health Service (RICHS) as part of the RIC. RICHS collects and disseminates information on rural health issues, research findings related to rural health, and innovative approaches to the delivery of rural health care services.

SERVICES:

Provide customized information products to specific inquiries including assistance in economic revitalization issues; local government planning projects; rural health issues; funding sources; and other related issues for the purpose of monitoring the quality of rural life.

Process a broad array of general and funding information requests on such topics as:

- Successful strategies, models, and case studies of community development projects
- Small business attraction, retention, and expansion
- Tourism promotion and development
- Recycling programs
- Community water quality
- Technology transfer to rural areas
- Closures, restructuring and diversification of rural hospital and clinics
- Agricultural health and safety
- Health programs, services, personnel issues
- State initiatives concerning rural health delivery issues

Refer users to organizations or experts in the field who can provide additional information.
Perform brief database searches of requested topics on a complimentary basis.
Furnish bibliographies and Rural Information Center Publication Series titles.
Identify current USDA and DHHS research and Cooperative Extension Systems programs.

Telephone 1-800-633-7701 (nationwide) or 1-301-504-5547
Mail Rural Information Center
National Agriculture Library, Room 304
Beltsville, MD 20705-2351
Website http://www.nal.usda.gov/ric/
Email ric@nal.usda.gov
# Rural Youth Employment

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This publication contains material that is considered accurate, readable, and available. The opinions expressed in this publication do not necessarily reflect the views of the United States Department of Agriculture. Inclusion of citations to publications, software, and databases in this publication does not imply product endorsement.
Rural Youth Employment

INTRODUCTION

A major issue in rural America, for leaders, and the community, as a whole, is that of teen or youth employment and the associated out migration. What job opportunities are available to teens in rural environments and how does a community keep its youth from leaving for better jobs? Perhaps the greatest threat to non-metro communities is the loss of its youth. When youth leave a community, they, in many ways, take with them the future of that community.

Some suggest that one way to strengthen economic revitalization in rural communities is to address the issue of youth employment. What can be done to retain the youngest members of the labor pool? What works, are there model programs and examples? These questions and others are important for community leaders and businesses to address.

In taking steps to make rural communities places where young people want to stay, communities must ensure not only that young people are ready to enter the work, but that there are *****. That entails meeting broad economic development goals that can include attracting jobs as well as creating them from within. In fact, sustainable economic development is proving to be the preferred method for retaining youth.

Much of the effort to ready young people for work is focused on preparation before the formal schooling years have ended. Critics say that there is a need to begin earlier, and that preparation needs to be relevant to the school and life experience. These are difficult issues that require community involvement and effort.

This publication seeks to provide sources of information helpful in considering this issue, and at the very least offer sources from which additional information may be gained. The author relied upon the resources of the National Agricultural Library and Rural Information Center, with supplemental use of the Libraries of the University of Maryland at College Park. Rural Youth Employment is not intended to be a comprehensive search of the literature. Rather, it is a source with which to begin a more detailed examination of the youth employment challenges that face us as a society.
Rural Youth Employment

BIBLIOGRAPHY

General


Brief description of why and how agricultural colleges can lure more youth to their field of employment.


Detailed, statistically supported background and context to understand the complexity and dimensions of the rural youth employment crisis/challenge.


Brief pamphlet provides overview of national educational goals as they relate to student preparedness for the 21st century. Somewhat dated, but commonly accepted. A checklist for setting up and assessing your school-to-work system.


Study offers historical perspective on the Job Corps program of the JTPA, as well as suggestions to improve its effectiveness. Detailed analysis of statistical data included. Recommends further linking educational programming with vocational training in the Job Corps. Applicable beyond the scope and reach of Job Corps.


Report on the influence of allowance arrangements, high/low risk factors, work experience, volunteerism, and gender differences on youth vocational development.


Focuses on efforts to train unskilled youths and adults to find and fill jobs in the medical field with support through the Job Training Partnership Act(JTPA). Emphasis is on medical field, but methods used are applicable to job training efforts in general.

7 *Job Corps. Comparison of Federal Program with State Youth Training Initiatives.* United States General Accounting Office. Washington,
Rural Information Center Publication Series


Intended as a comparison of Job Corps program to similar state and local programs. Inventories features of Job Corps, California Conservation Corps, and Seaborne Conservation Corps. Appendix of state and local year round youth corps programs in included.


Guide for those wishing to establish a mentoring program than a mentor’s guide, this brief publication is valuable to mentors too. Extensive sample forms and a resource list included.


Brief analysis of survey results from fourteen rural Minnesota districts. Case-specific, but a useful overview of issues affecting most, if not all, employed students.


Thoroughly planned and organized program to be implemented and administered by Extension Service agents and community leaders. The PARTNERS program is designed to foster community development, youth leadership and youth-adult partnerships. A step-by-step plan with program modules included.


Additional context for understanding the significance of youth departure from rural areas.

Case Studies


Brief but useful for little known aspect of 4-H programming. For ages 9-19 the medical professions club serves to foster interest of rural youth in medical careers and opportunities.


Magnets are schools are those in which curricula focus on a specialized field of interest. Career magnet schools are dedicated to preparing students for the workplace. This report examines an application of this idea in the New York City Public Schools. Detailed descriptions of differing career magnet
Rural Youth Employment

programs, interviews with students, and summary findings are included. Dated and urban in focus, but useful to anyone considering the role schools play in preparing youth for employment.

14

This article is not specifically focused on rural youth employment. This study deals with the contributions students in a rural community make. A heightened sense of community among upper classmen in a town of 1,000 residents positively affected their achievements and opportunities.

15

Compilation of case studies highlighting community based efforts to provide jobs and stimulate economies nationwide.

16

Brief report on effort to attract rural youth to agronomy in Virginia. Funds for programs were supplied by Virginia Corn Board. Description of program in formative stages can serve as model for other programs for agronomy or even other fields.

16

Study designed to identify some of the personal, social, and institutional factors which contributed to the career development and choice of twenty successful minority students. Not surprisingly, results suggest efforts to gain and sustain parental support, and develop self-confidence and self image can positively effect career development.

17

Multi-disciplinary study designed to determine the predictors of rural youths ideal jobs. Information gained can then be used to structure all ranges of career education and development programs. Suggests current programming falls short of potential.

18

Case-study of one man's experience as a mentor to an at-risk high school student. Despite seeming lack of success, author asks pertinent questions about the value of mentor programs, and answers them based on experience.
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19

Case-study of a mentoring project in Cincinnati between Proctor and Gamble Corporation and a local high school. Useful example for mentoring projects in the making.

School-to Work

20

Case study examined factors such as family characteristics, learning process, and career maturity (readiness for transition from school to work) to better determine the importance of the family in preparing youth for work. Results corroborate some earlier research, and further identify some characteristics of families and issues of policy that are important in preparing youth for this transition.

21

Essays on background, case-studies, analyses, and proposals for school-to-work issues. Extensive appendices of career information included.

22

Analysis of survey of thirty-three rural Arizona employers. Details employer expectations of entry-level workers and rewards. Case-specific, but applicable to local or state policy.

23

Examines existing programs and/or approaches to “transition” programs for adolescents with disabilities. “Transition” is defined as the movement from school to employment. Suggested are strategies that provide prevocational training well in advance of the transition period. Coordinated training that involves community resources and home activities also suggested.

24


25

Thorough report on the status of youth apprenticeships in the U.S. Descriptions of types of school-to-work programs, key components, and important issues surrounding these programs included. Extensive listing of
Rural Youth Employment

national, state, and regional organizations as potential resources, and listing of relevant publications.

26

Book discusses almost exclusively European and Australian cases; however, Chapter six by Jane Gaskell, “Gender and the School-work Transition in Canada and the USA,” addresses the ways in which gender effects females transition into work. Gaskell argues that much of this barrier is enculturated through policy and procedure.

Guides

27

Guide designed for ninth through twelfth grader, and intended to relate academic skills with work-place skills to facilitate the school-to-work transition. Six “strands” focus on career occupational skills, personal skills, interpersonal relationships, applied technology skills, critical thinking skills, and understanding political, social, and economic systems.

28

Useful guide for any individual seeking employment, assisting others in the employment search, or looking to hire new employees. Covers sources of job leads, writing, research,

and speaking skills, and other issues of the work world.

29

A practical guide to understanding and gaining employment. Oriented toward identifying, developing, and presenting skills needed for work. Relevant activities and self-evaluative exercises are included.

30

Annually published. Thorough treatment of where to find summer jobs. Sections pertaining to international jobs, jobs with the National Parks Service, and working temporarily in Canada is included. State listings of job services. Thoroughly indexed by category, job title, and employer.
Listed below are Federal programs designed to provide assistance and/or funding for employment related projects and initiatives. Included are program identification numbers, program titles, responsible agencies, program objectives, and contact information. For further funding sources, please call the Rural Information Center, (800) 633-7701.

17. 251 Native American Employment and Training Programs
AGENCY: EMPLOYMENT AND TRAINING ADMINISTRATION, DEPARTMENT OF LABOR

OBJECTIVES: To afford job training to Native Americans facing serious barriers to employment, who are in special need of such training to obtain productive employment. To reduce the economic disadvantages among Indians and others of Native American descent and to advance the economic and social development of such people.

INFORMATION CONTACTS:
Headquarters Office: Division of Indian and Native American Programs, Employment and Training Administration, Department of Labor, Rm. N4641, 200 Constitution Ave., NW., Washington, DC 20210. Telephone: (202) 219-8502. Contact: Thomas M. Dowd.

17.246 Employment and Training Assistance-Dislocated Workers
AGENCY: EMPLOYMENT AND TRAINING ADMINISTRATION, DEPARTMENT OF LABOR

OBJECTIVES: To assist dislocated workers obtain unsubsidized employment through training and related employment services using primarily a decentralized system of State and local programs.

INFORMATION CONTACTS:
Regional or Local Office: Contact appropriate Regional Employment and Training Office.


27.003 Federal Student Temporary Employment Program
AGENCY: OFFICE OF PERSONNEL MANAGEMENT

OBJECTIVES: To give students an opportunity for part-time temporary employment with Federal agencies in order to allow them to continue their education without interruptions caused by financial pressures.

INFORMATION CONTACTS:

27.006 Federal Summer Employment
AGENCY: OFFICE OF PERSONNEL MANAGEMENT

OBJECTIVES: To provide summer employment primarily for college students and high school students.
INFORMATION CONTACTS:
Headquarters Office: Federal employment information is available nationwide from the following sources: USAJOBS - OPM's Website: (www.usajobs.opm.gov); Federal Job Opportunities Board (FJOB): Telephone (912) 757-3100; Touch Screen Computer Kiosks: Located in OPM offices and Federal buildings throughout the country. Career America Connection (CAC) Telephone Listing System: Atlanta, GA, (404) 331-4315; Chicago, IL, (312) 353-6192; Dayton, OH, (513) 225-2720; Denver, CO, (303) 969-7050; Detroit, MI, (313) 226-6950; Honolulu, HI, (808) 541-2791; Huntsville, AL, (205) 837-0894; Kansas City, MO, (816) 426-5702; Norfolk, VA, (757) 441-3355; Philadelphia, PA, (215) 597-7440; Raleigh, NC, (919) 790-2822; San Antonio, TX, (210) 805-2402; San Francisco, CA, (415) 744-5627; Seattle, WA, (206) 553-0888; Twin Cities, MN, (612) 725-3430; Washington, DC, (202) 606-2700; Nationwide, (912) 757-3000; and TDD Service, (912) 744-2299.

15.108 Indian Employment Assistance
AGENCY: BUREAU OF INDIAN AFFAIRS, DEPARTMENT OF THE INTERIOR

OBJECTIVES: To provide eligible American Indians vocational training and employment opportunities.

INFORMATION CONTACTS:
Regional or Local Office: Applications may be filed with the local Bureau of Indian Affairs agency office or with the Tribal Government administering the program.


93.594 Tribal Work Grants
AGENCY: ADMINISTRATION FOR CHILDREN AND FAMILIES, DEPARTMENT OF HEALTH AND HUMAN SERVICES

OBJECTIVES: To allow Tribes to operate a program to make work activities available to members of the Indian tribe.

INFORMATION CONTACTS:
Regional or Local Office: Tribes should contact ACF Regional Offices. See Appendix IV of the Catalog.


17.250 Job Training Partnership Act (JTPA)

FEDERAL AGENCY: EMPLOYMENT AND TRAINING ADMINISTRATION, DEPARTMENT OF LABOR

OBJECTIVES: To establish programs to prepare youth and adults facing serious barriers to employment for participation in labor force by providing job training and other services that will result in increased employment and earnings, increased educational and occupational skills, and decreased welfare dependency.

INFORMATION CONTACTS:
Regional or Local Office: Contact appropriate Regional Employment and Training Office.

Headquarters Office: Employment and Training Administration, Department of Labor, 200 Constitution Ave., NW., Washington, DC 20210. Contact: James M. Aaron, Director,
Rural Youth Employment

Office of Employment and Training Programs.
Telephone: (202) 219-5580.

84.198 Workplace Literacy Partnerships

AGENCY: OFFICE OF VOCATIONAL AND ADULT EDUCATION, DEPARTMENT OF EDUCATION

OBJECTIVES: Partnerships consist of at least one entity from group (1) coupled with at least one entity from group (2). Group (1) includes: Business, industry, labor organizations, or private industry councils; and group (2) includes: State or local educational agencies, institutions of higher education, or schools (including area vocational schools, employment and training agencies or community-based organizations). Programs must be designed to improve the productivity of the workforce through improvement of literacy skills needed in the workplace by: (1) Providing adult literacy and other basic skills services and activities; (2) providing adult secondary education services and activities that may lead to the completion of a high school diploma or its equivalent; (3) meeting the literacy needs of adults with limited English proficiency; (4) upgrading or updating basic skills of adult workers in accordance with changes in workplace requirements, technology products, or processes; (5) improving the competency of adult workers in speaking, listening, reasoning, and problem solving; or (6) providing education counseling, transportation, and child care services during nonworking hours for adult workers while they participate in a workplace literacy project funded by the national workplace literacy program.

INFORMATION CONTACTS:

93.674 Independent Living

AGENCY: ADMINISTRATION FOR CHILDREN AND FAMILIES, DEPARTMENT OF HEALTH AND HUMAN SERVICES

OBJECTIVES: To assist States and localities in establishing and carrying out programs designed to assist youth, with respect to whom foster care maintenance payments are or have been made by the State and who have attained age 16, in making the transition from foster care to independent living.

INFORMATION CONTACTS:
Regional or Local Office: Contact Regional Administration for Children and Families.

Headquarters Office: Michael Ambrose, Director, Division of Child Welfare, Children's Bureau, Administration for Children and Families, P.O. Box 1182, Washington, DC 20013. Telephone: (202) 205-8740. Use the same number for FTS.

17.207 Employment Service

AGENCY: EMPLOYMENT AND TRAINING ADMINISTRATION, DEPARTMENT OF LABOR

OBJECTIVES: To place persons in employment by providing a variety of placement-related services without charge to job seekers and to employers seeking qualified individuals to fill job openings.

INFORMATION CONTACTS:
Regional or Local Office: Contact the nearest office of the State Employment Security Agency or the appropriate Employment and Training
Rural Information Center Publication Series

Administration regional office.

Headquarters Office: Director, United States Employment Service, Employment and Training Administration, Department of Labor, Washington, DC 20210. Telephone: (202) 219-5257. Contact: John R, Beverly, III.
Rural Youth Employment

AMERICORPS: WHAT IS IT?

AmeriCorps members are sponsored by national, state, and local nonprofit organizations. In order to meet the specific needs of the communities they serve, local AmeriCorps sponsors recruit and train AmeriCorps members themselves. The Corporation for National Service oversees AmeriCorps.

In addition to the hundreds of local programs mentioned above, AmeriCorps also includes two national programs: AmeriCorps*NCCC and AmeriCorps*VISTA.

AmeriCorps*NCCC (National Civilian Community Corps) is a full-time residential service program for men and women ages 18 through 24. AmeriCorps*NCCC members work in teams and live together in housing complexes on AmeriCorps*NCCC campuses, which are located in Perry Point, MD; Washington, DC; Charleston, SC; Denver, CO; and San Diego, CA. AmeriCorps*NCCC members focus their service on the environment, education, public safety, unmet human needs and disaster relief assistance.

AmeriCorps*VISTA (Volunteers in Service to America) is a full-time service program for men and women age 18 and older. Members generally work individually, rather than in teams. And rather than provide direct service, such as tutoring or housing renovation, AmeriCorps*VISTA members work in nonprofit organizations, helping them expand services and reach more people. AmeriCorps*VISTA members organize "capacity-building" activities for the nonprofits they serve -- like recruiting and training community volunteers and setting up neighborhood education programs. Members of AmeriCorps*VISTA live in the low-income communities they serve.

How do you apply?

If you are interested in AmeriCorps*VISTA or AmeriCorps*NCCC, call 1-800-942-2677 and request an application. You will apply directly to the Corporation for National Service.

If you are interested in serving in one of the hundreds of local AmeriCorps programs across the country, please see the AmeriCorps Program Directory. Review the directory for a program whose service and location appeals to you -- a program you would like to serve as an AmeriCorps member.
This is a list of professional/scholarly journals and other publications that report on issues related to rural employment and employment development. For subscription information use the addresses provided. For specific copies of any journal contact your local public library.

**Agricultural Education Magazine**
Agricultural Education Magazine, Inc.
10171 Suzanne Dr.
Mechanicsville, VA 23111-4028
804-746-3538

**Career Development for Exceptional Individuals**
Council for Exceptional Children
1920 Association Dr.
Reston, VA 22091
703-620-3660
FAX: 703-264-9494

**Career Development Quarterly**
American Counseling Association
5999 Stevenson Ave.
Alexandria, VA 22304-3300
703-823-9800
FAX: 703-823-0252

**Educational Research Quarterly**
113 Greenbriar Dr.
West Monroe, LA 71291
318-274-2355
E-mail: hashway@vaxo.gram.edu

**Employment and Training Reporter**
M I I Publications, Inc.
1211 Connecticut Ave., NW
Washington, DC 20036
202-293-1740
FAX: 202-524-8960

**Journal of Vocational Education Research**
American Vocational Education Research Association
Center on Education & Work

**Journal of Vocational Behavior**
Academic Press, Inc. Journal Division
525 B St., Suite 1900
San Diego, CA 92101-4495
619-230-1840
FAX: 619-699-6800
E-mail: apsubs@acad.com
URL: http://www.apnet.com/www/journal/vb.htm

**Real Life**
Career Solutions Training Group
13 E. Central Ave.
Paoli, PA 19301
610-993-8292
FAX: 610-993-8249

**Rural Special Education Quarterly**
American Council on Rural Special Education
RESQ Offices
PO Box 30001-3 SPE
New Mexico State University
Las Cruces, NM 88003-0001
505-646-6812

**S E R Network Directory**
(Service, Employment, Redevelopment)
S E R - Jobs for Progress, Inc.
100 Decker Dr., Suite 200
Irving, TX 75062-2206
214-541-0616
FAX: 214-650-1860
### Organizations

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<tr>
<td>American Youth Work Center</td>
<td>1200 17th St., NW, 4th Fl.</td>
<td>202-785-0764</td>
<td>202-728-0657</td>
<td></td>
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</tr>
<tr>
<td>Boys and Girls Clubs of America</td>
<td>1230 W. Peachtree St., NW</td>
<td>404-815-5700</td>
<td>404-815-5757</td>
<td></td>
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</tr>
<tr>
<td>The Bureau for At-Risk Youth</td>
<td>135 Dupont St.</td>
<td>800-999-0994</td>
<td></td>
<td><a href="mailto:info@at-risk.com">info@at-risk.com</a></td>
<td><a href="http://www.at-risk.com">http://www.at-risk.com</a></td>
</tr>
<tr>
<td>California Conservation Corps</td>
<td>1719 24th St.</td>
<td>916-341-3100</td>
<td>800-952-5627</td>
<td></td>
<td><a href="http://www.ccc.ca.gov">http://www.ccc.ca.gov</a></td>
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<tr>
<td>Children's Defense Fund</td>
<td>25 E St., NW</td>
<td>202-628-8787</td>
<td>202-662-3530</td>
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<tr>
<td>Covenant House</td>
<td>460 West 41st St.</td>
<td>212-613-0300</td>
<td>212-947-2478</td>
<td><a href="mailto:103226.741@compuserve.com">103226.741@compuserve.com</a></td>
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</tr>
<tr>
<td>Institute for Experiential Learning</td>
<td>1901 Pennsylvania Ave., NW, Suite 707</td>
<td>800-435-0770</td>
<td>202-833-8581</td>
<td><a href="mailto:info@ielnet.org">info@ielnet.org</a></td>
<td><a href="http://www.ielnet.org">http://www.ielnet.org</a></td>
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<tr>
<td>Jobs for America's Graduates</td>
<td>1729 King St., Suite 200</td>
<td>703-684-9479</td>
<td></td>
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<tr>
<td>National Alliance of Business</td>
<td>1201 New York Ave., NW, Suite 700</td>
<td>800-787-2848</td>
<td></td>
<td><a href="mailto:info@nab.com">info@nab.com</a></td>
<td><a href="http://www.nab.com">http://www.nab.com</a></td>
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<tr>
<td>National Center for Research in Vocational Education</td>
<td>2030 Addison St., # 1674, Suite 500</td>
<td>510-642-4004</td>
<td>510-642-2124</td>
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<td><a href="http://vocserve.berkeley.edu">http://vocserve.berkeley.edu</a></td>
</tr>
<tr>
<td>National Community Education Association</td>
<td>3929 Old Lee Highway, Suite 91-A</td>
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Services Available to Individuals

The National Agricultural Library (NAL) supplies agricultural materials not found elsewhere to other libraries and information centers. Submit requests first to your local library resources. In the United States, possible sources are public libraries, state libraries, land-grant university or other large research libraries within a state. In other countries submit requests through major university, national, or provincial institutions.

If the publications are not available from your local library, have your library submit requests to NAL with a statement indicating their non-availability following the directions below.

Library Must Include the Following Data Elements in Each Request:

- Complete mailing address. (Library’s Fax number or ARIEL™ IP address, if delivery by either of these methods is desired).
- Complete citation including verification (source of citation) and NAL call number if available.
- Date after which item is no longer needed.
- Copyright Compliance -- Libraries may indicate compliance by including the initials of one statement, either "CCL" for compliance with the copyright law or "CCG" for compliance with Copyright Guidelines or a statement that the request complies with U.S. Copyright Law or other acceptable copyright laws (i.e. IFLA, CLA, etc.). Libraries must also provide authorizing official’s name.
- Willingness to pay charges must be indicated on the form.

The library must submit a separate interlibrary loan form or request for each item. If the citation is from an NAL database (AGRICOLA, Bibliography of Agriculture, or the NAL Catalog) and the call number is given, please include it. Materials in NAL’s collection are loaned only to other U.S. and Canadian libraries. The following materials are not loaned: serials, rare materials, reference and reserve books, microforms, and proceedings of conferences or symposia. Photocopy or microform of non-circulating publications may be requested for a fee provided that the request does not exceed 50 pages per item.

Send Requests to:

Postal Mail: USDA, National Agricultural Library Document Delivery Services Branch, PhotoLab 10301 Baltimore Ave., NAL Bldg. Beltsville, Maryland 20705-2351

FAX: 301-504-5675
Ariel IP Address: ariel.nal.usda.gov
E-mail: lending@nal.usda.gov
OCLC: AGL

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