

## DOCUMENT RESUME

ED 087 392

IR 000 132

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TITLE Community Survey Guide for Assessment of Community Information and Service Needs. Public Library Training Institutes Library Service Guide Number Two.  
INSTITUTION Morehead State Univ., Ky. Appalachian Adult Education Center.  
SPONS AGENCY Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.  
PUB DATE Jan 74  
GRANT OEG-0-73-5341  
NOTE 54p.

EDRS PRICE MF-\$0.65 HC-\$3.29  
DESCRIPTORS Adult Basic Education; Adults; Community Agencies (Public); Community Surveys; Cost Effectiveness; \*Data Collection; \*Disadvantaged Groups; \*Information Needs; Information Sources; \*Library Surveys; Public Libraries; Questionnaires  
IDENTIFIERS Life Coping Skills; \*Needs Assessment

## ABSTRACT

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)



LIBRARY SERVICE GUIDES

2

*Appalachian  
Adult  
Education  
Center*



THE ASSESSMENT OF  
COMMUNITY INFORMATION  
AND  
SERVICE NEEDS

APPALACHIAN ADULT EDUCATION CENTER

Public Library Training Institutes  
Library Service Guide No. 2

U.S. DEPARTMENT OF HEALTH  
EDUCATION & WELFARE  
NATIONAL INSTITUTE OF  
EDUCATION

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COMMUNITY SURVEY GUIDE

FOR

ASSESSMENT OF COMMUNITY INFORMATION AND SERVICE NEEDS

by

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January, 1974

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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.

WHO?	WHAT ARE YOU GOING TO DO?	WHY ARE YOU GOING TO DO IT?	HOW?
<p>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.</p>	<p>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.</p>	<p>You are conducting a community needs assessment for many reasons:</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. To determine gaps in service.</li> </ol>	<p>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.</p> <p>By collecting information about your community, you can organize the information you may wish to fill on the chart on community needs and resources (provided by the Appalachian Adult Education Center as guidelines).</p>
<p>WHY?</p>			
<p>WHEN?</p>			
<p>HOW?</p>			

**COMMUNITY NEEDS AND RESOURCES SURVEY GUIDE**

<p><b>TO EXPAND SERVICES BASED ON NEED</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>4. To find out what services and materials other educational institutions provide so that you can supplement but not duplicate their efforts.</li> <li>5. To find out what resources other organizations can share with the library so the library can do its job better.</li> <li>6. To make the community more aware of the public library—its services, programs, materials and facilities.</li> </ol>	<p><b>WHERE IS THE INFORMATION YOU WANT?</b></p>	<p>3. <i>Local government and planning commissions</i> should be informed of the total information needs of the community so that library services are included in their long-range plans.</p> <p>Where is the information you want to collect?</p> <ol style="list-style-type: none"> <li>1. <i>From agency heads who serve disadvantaged adults.</i> Some of the most important ones to contact are:             <ol style="list-style-type: none"> <li>a. County Extension Agent</li> <li>b. Home Demonstration Agent</li> <li>c. Para-professional Nutritional Aides—Health Department</li> <li>d. Planning Commission or Area Development District Staff</li> <li>e. Comprehensive Health Care Staff</li> <li>f. Housing Authority Tenant Right's Organization Staff</li> <li>g. Director of Federal Programs at Superintendent of Education's office</li> <li>h. Visiting Nurses Association</li> <li>i. Community Action Programs Library</li> </ol> </li> <li>2. <i>In your library files.</i></li> <li>3. <i>Local government officials and community leaders</i> may have some community studies which you can use.</li> <li>4. <i>The Chamber of Commerce</i> has surveys of business and industry, land use studies, and information on new industries.</li> </ol>
<p><b>WHO NEEDS TO KNOW?</b></p>		
		<p>Your assessment of community needs for expanded library services is important to many people:</p> <ol style="list-style-type: none"> <li>1. <i>Your staff</i> become aware of what groups make up the community and the many kinds of information needs they have. Their jobs should become more meaningful as they think in terms of service to the whole community.</li> <li>2. <i>Your board</i> needs to know how much staff, time, and money it takes to expand services to serve the whole community. This will help them estimate future budget needs and provide them with facts that can be used in budget hearings.</li> </ol>

COMMUNITY NEEDS AND RESOURCES SURVEY GUIDE

<p>WHERE IS THE INFORMATION YOU WANT?</p>	<p>5. Adult education directors have or can get information on the extent of education and economic disadvantage in your service area.</p> <p>6. From disadvantaged adults in your community.</p>	<p>insight into the information services and materials needs of the disadvantaged adults in your community. Interpretation of the facts is up to you.</p> <p>2. <i>Sending questionnaires to agency heads</i> 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:</p> <ol style="list-style-type: none"> <li>that you won't get any more than you ask for, and</li> <li>you will not get back all the questionnaires, so you will have a self-selected and perhaps biased reply.</li> </ol> <p>3. <i>Sending questionnaires to community residents</i> 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.</p>
<p>HOW MUCH CAN YOU DO?</p>	<p>How much you can do in assessing community needs depends on several things:</p> <ol style="list-style-type: none"> <li>How much staff time you have available to do it.</li> <li>How much information is already available and how much you have to collect yourself.</li> <li>How much cooperation you get from other agencies and organizations.</li> </ol> <p>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.</p>	<p>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.</p>
<p>WHAT ARE THE COST/BENEFITS FOR DIFFERENT METHODS OF ASSESSING YOUR COMMUNITY?</p>	<p>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.</p> <ol style="list-style-type: none"> <li>A simple collection of facts and figures (<i>demographic data</i>) about your community takes the least time and effort, but gives no</li> </ol>	

## COMMUNITY NEEDS AND RESOURCES SURVEY GUIDE

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?

WHAT INFORMATION DO YOU NEED?



COMMUNITY NEEDS AND RESOURCES SURVEY GUIDE

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 reading 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, J.C.'s and Lions?

**COMMUNITY NEEDS AND RESOURCES SURVEY GUIDE**

<p>12. What community resources are available in your community?</p> <ul style="list-style-type: none"> <li>a. Recreation—parks, playgrounds, YMCA/YWCA</li> <li>b. Services—welfare, health department, legal aid, family planning, drug clinics, mental health.</li> <li>c. Media—TV, radio, newspapers.</li> <li>d. Transportation—bus and taxi services</li> </ul> <p>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?</p>		<p>Can you make use of these sources to fill requests for your users?</p> <p>14. What information and referral services exist in your community? If none exist, you could:</p> <ul style="list-style-type: none"> <li>a. Develop a community information and referral center in the library.</li> <li>b. Publicize your referral and information services.</li> <li>c. Develop a community referral handbook.</li> <li>d. Make your Referral Handbook available to other agencies.</li> </ul> <p>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.</p>
<p>13. What other sources of materials are available in your community?</p> <ul style="list-style-type: none"> <li>a. Public school libraries (are they open at night for adults?)</li> <li>b. Vocational and Technical school libraries</li> <li>c. Special libraries (industrial, medical)</li> <li>d. Bookstore or paperback racks in drug stores and other businesses</li> <li>e. Pamphlet racks in medical and agency offices</li> <li>f. Academic libraries</li> </ul>	<p><b>HOW WILL YOU RECORD THE FACTS YOU HAVE COLLECTED TO MAKE THEM MORE USEFUL TO YOU?</b></p>	<p>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.</p>

## COMMUNITY NEEDS AND RESOURCES SURVEY GUIDE

<p><b>HOW WILL YOU USE THE FACTS YOU HAVE COLLECTED TO HELP YOU MAKE DECISIONS ON EXPANDED LIBRARY SERVICE?</b></p>	<p>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:</p> <ol style="list-style-type: none"> <li>1. Compare your existing services and programs with what is needed.</li> <li>2. Identify materials gaps in your collection and design a program to acquire needed materials.</li> <li>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?</li> <li>4. Determine improvements needed in bookmobile service; additional stops, different kinds of materials, or better displays.</li> <li>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.</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Your staff</i> becomes aware of community needs and how the library can fill some of these needs with special services and different kinds of materials.</li> <li>2. <i>Your board</i> becomes aware of the need for expanded services to meet the information needs of the whole community.</li> <li>3. <i>Other agencies</i> 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.</li> </ol>
<p><b>HOW WILL YOU KNOW WHAT HAPPENED TO PEOPLE WHEN YOU DID IT?</b></p>	<p>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:</p>	

**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

STATE \_\_\_\_\_ LIBRARY \_\_\_\_\_ DATE \_\_\_\_\_

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

Area of Information	Information to Include	Source of Information	Fill in Here
<p>A. Population Statistics</p>	<p>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</p>	<p>1970 U. S. Census                      State Departments of Education                      School Boards</p>	<p>_____                      _____                      _____                      _____                      _____                      _____                      _____</p>
<p>B. National and Racial Background of Population</p>	<p>Give percent of racial and national groups which make up the population of your service area</p>	<p>1970 U. S. Census                      City, County, or Area                      Supervisor of Adult Basic Education                      NAACP</p>	<p>COUNTY _____ CITY _____                      White _____                      Black _____                      Non English-Speaking _____                      Indian _____                      Oriental _____                      Other _____</p>

Area of Information	Information to Include	Source of Information	Fill in Here
C. Geographic Area you Serve	Square miles		
D. Educational Levels of Population	Percent of persons enrolled in school (14 and 15 years old)	1970 U. S. Census, or Area Supervisor of Adult Basic Education	
	Percent of persons enrolled in school (16 and 17 years old)		
	Total number of persons 25 years old and over		
	Persons 25 and over with less than 6 years of education		
	Percent of persons 25 and over with less than 3 years of education		
E. Economic Levels of Population (family income)	Total number of families	1970 U. S. Census Employment Security Welfare Agencies Community Action Programs	
	Total number of families with income less than \$3,000		
	Percent of all families with income less than \$3,000		
	Families with income less than \$1,000		

Area of Information	Information to Include	Source of Information	Fill in Here
Economic Levels (continued)	<p>Families with income from \$1,000-\$1,999</p> <p>Families with income from \$2,000-\$2,999</p>		<p>_____</p> <p>_____</p>
F. Unemployment	<p>Males 14 and over in civilian labor force</p> <p>Percent of such males who are unemployed</p> <p>Females 14 and over in civilian labor force</p> <p>Percent of such females who are unemployed</p>	<p>1970 U. S. Census</p> <p>Employment Security Welfare Agencies</p> <p>Community Action Programs</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
G. Employment	<p>What are the chief employers for your service area?</p>	<p>Employment Security</p> <p>U. S. Census</p>	<p>NAME/KIND OF WORK PRESENTLY</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>NEW</p> <p>_____</p> <p>_____</p>

Area of Information	Information to Include	Source of Information	Fill in Here
H. Selective Service	<p>Persons aged 18 to 25 who were examined by selective service</p> <p>Persons rejected by selective service (4F and 1Y)</p> <p>Percent of persons examined who were rejected by selective service (4F and 1Y)</p>	1970 U. S. Census Draft Board	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
I. Health	<p>Births per year</p> <p>Deaths per year of infants under 12 months</p> <p>Infant deaths as a percent of births per year</p>	<p>State Department of Health</p> <p>U. S. Census</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
J. Housing	<p>All housing units</p> <p>Number of housing units which are substandard</p> <p>Percent of all housing units which are substandard</p>	<p>Housing Authority</p> <p>Tenants Rights Organization</p> <p>U. S. Census</p> <p>Planning Commission</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
K. Welfare	Persons under 21	Welfare Department Office of Economic Security	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



Area of Information	Information to Include	Source of Information	Fill in Here
M. Annual Income of the Library	Total cash	NYC (Neighborhood Youth Corps) CEP (Concentrated Employment Programs) New Careers Program Voluntary Groups	
N. Library Card Holders	Percent with \$10,000 annual income or more		
O. Other Community Services Available to Disadvantaged Adults	List of community services available to disadvantaged adults	Health Department Welfare Department Social Security Community Action Programs Comprehensive Care Food & Nutrition Services Child Care Programs Job Placement Programs Housing Authorities Voluntary Groups Planning Commission Mental Health Family Planning Clinic Radio Stations Newspapers Senior Citizens Home Demonstration Agent Agricultural Extension Agent Television Stations	SERVICE/AGENCY



APPALACHIAN ADULT EDUCATION CENTER  
BUREAU OF RESEARCH AND DEVELOPMENT  
MOREHEAD STATE UNIVERSITY  
MOREHEAD, KENTUCKY

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)

Veneral 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)

## JOB

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

APPALACHIAN ADULT EDUCATION CENTER - Bureau of Research and Development  
 Morehead State University  
 Library Training Institute  
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

**OTHER COMMENTS**

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_ yes   no

\_\_\_\_\_ yes   no

\_\_\_\_\_ yes   no

\_\_\_\_\_ yes   no

\_\_\_\_\_ yes   no

\_\_\_\_\_ yes   no

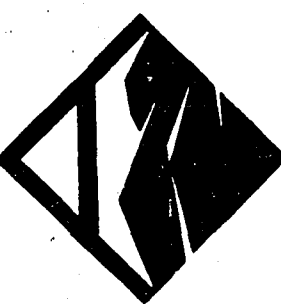
**REFERENCES**

Were the suggested readings of any use to you?    yes   no









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.



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