Education, Job And Career Information Centers In Public Libraries:

Final Report On The Impact Of Kellogg Funding

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Photographs by Joan C. Durrance

PART I: PROJECT ACTIVITIES

This report marks the end of four rewarding years spent examining Kellogg funded Education Information Centers (EICs) in public libraries. With Kellogg assistance I have been engaged in activities which have brought insight into my scholarship and have helped me move librarianship toward more need centered approaches to practice.

> I would like to introduce this Final Report, *Kellogg Initiated Education, Job and Career Information Centers in Public Libraries*, with comments I made in the final issue of *Linkletter*, the national PLA Kellogg project Newsletter from 1988-90.
>
> I will always be grateful to the Kellogg Foundation for providing me with one of the most exciting opportunities of my professional career. It has been my privilege to observe . . . dedicated professionals inventing a new way of dealing with people in the library.
>
> This is the most people-centered practice I have ever observed. Because of the way EIC staff work, they have sent the message that they are able to help people solve real problems. Personnel are valued not only for their library information and community linkage services, but also for their own knowledge and advice. Time and again, I have been told how incredulous people are at first that so much assistance is available.
>
> Everywhere I travel, librarians and other EIC staff say they will never be able to really go back to the old way of practice. They now know, often for the first time, how they have been able to help. They feel valued. They also have been much more involved with the community than ever before in their careers.
>
> Staff tell me they now think nothing of addressing the Rotary Club (some have even joined), coordinating a community project, giving a series of workshops, or reaching out to their new set of professional colleagues around the community. They say, "I have learned so much through this project. It has changed my life." I concur. Many thanks to Program Director Dr. Arlon Elser and the W.K. Kellogg Foundation for making this important contribution to the libraries and the profession.
>
> *Linkletter*, February, 1990, pp. 1-2.

In the final year and throughout this project, I employed a variety of methods to carry out this project, primary among them were site visits and personal interviews. During the project I visited over 40 sites in five states. Some centers were visited several times. In the course of these visits, which generally lasted day at each site, I observed staff/clientele interactions and took scores of photographs which have helped me make distinctions among the many sites visited and the people met.

To prepare myself to describe these services, called by a variety of names, but classified as *Education Information Centers (EICs)* or *Education, Job, and Career Information Centers (EJICs)*, I interviewed staff, state program coordinators, library directors, and selected community agency staff. Periodic individual and group interviews with program staff were held both on-site and in other locations. Program brochures, announcements, and other flyers, reports, and evaluation materials were obtained and studied. Client data

from Formative Evaluation Research Associates (FERA), the official Kellogg evaluator of these several projects were incorporated into the study. A number of methods were used to analyze the varied data obtained, including content analysis of text and field notes, my own judgment, and that of project consultants.

During the final year I continued to analyze the rich store of data collected, including the period following Kellogg funding. The 1992 activities included visits to five original Kellogg funded EICs in New York and interviews by telephone and in person with most EIC staff from all five states about the nature and status of the services in the post-Kellogg period. I have continued to write, speak, and incorporate into my teaching and research the insights gained from these ground-breaking services. *Serving Job Seekers and Career Changes: A Planning Manual for Public Libraries*, Chicago, American Library Association, 1993, is the most recent publication focusing on these services.

BRIEF HISTORY OF KELLOGG-FUNDED EICS

The following section summarizes Kellogg funding of Education Information Centers (EICs). EICs were first developed at seven sites in the state of New York in the early 1980s. Those pioneering experiments were designed to create services around the need to provide people with comprehensive educational and career information and advisement. The New York experiment showed that public libraries could, indeed, serve as effective homes for these services. Jacobsen showed that while these services were difficult to succinctly describe, the appeared to serve their clientele very well. (Jacobsen, 1984)

Encouraged by the success of these services in New York, Kellogg in late 1986 funded additional experiments in four other states—Michigan, Nebraska, Washington, and Pennsylvania. Each of the four new states chose different approaches to service development, thereby resulting both in a rich tapestry of services and in a challenging array of differences. The most common thread among these services has been their need-centered and community-linked nature.

Early in the four state project, a national advisory committee to the four state project was formed; it included leaders from New York and others, including this author. This committee recommended the formation of a coordinating mechanism, a Kellogg-funded office at the Public Library Association (PLA). These steps made possible a regular interchange among the states and a fair amount of cross fertilization among the different experiments. The PLA coordinating office provided a professional link for the coordinators and produced, from Fall 1987-February 1990, a valuable newsletter entitled *Linkletter* which was aimed at reaching a general audience of public librarians.

SUMMARY OF PROJECT OBJECTIVES

The aim of this project has been to develop a detailed piture of Kellogg-funded, library-based Education Information Centers. Often in library practice, grant funded services have challenged conventional practice with new approaches to service delivery, but when funding ceases, nothing is left but memories. In 1988 I submitted to Kellogg a proposal designed to provide a context for understanding EICs (which had also been developed in other agencies) in public libraries. I was challenged by Dr. Elser to find out the essence of these services and to share that information with others. A number of questions needed to be answered. What difference did the Kellogg investment make? What

difference did these services make in professional practice in public libraries? Were these libraries really doing something different? What did staff need to know to develop EICs? What difference did the services make to the people who asked them?
Briefly, this project was designed to:

- capture the nature of the services, including the service components, context, and staff;

- describe the approaches used by different state projects;

- analyze the users of the services and their response to the services and determine the nature of the interactions between staff and clientele;

- determine training needs; and

- disseminate the knowledge gained.

Initially this project sought to capture the services as they existed in the late 1980s under Kellogg funding. Due to an extension beyond the original funding period, an additional objective was added—to examine these services in the post-Kellogg funding period. This new goal has made possible a more realistic assessment of the impact of the EIC model.

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This next section of this report introduces the Education and Job Information Center model, its components, staffing, training, evaluation, and service ability and impact. Part II, Progress toward Goals, is developed around project objectives and presents the model in detail.

THE EIC MODEL

The Education and Job Information Center in the Public Library

From their beginnings in New York these services have defied attempts to fit them into a cohesive model. Jacobsen's analysis of the seven New York sites said simply that "no single model has been advanced" and, indeed, that the project shows that there were "at least seven ways to go about being an effective EIC site." (Jacobsen, p. 46)

While EICs do not fit easily into a single, cohesive model, these services bear the indelible imprint of an approach to practice which starts with need. It recognizes the value of working with other agencies in the community and focuses squarely on the person who needs assistance.

The model which emerges consists of a *range of strategies* designed to *respond to the needs of adults who need education, job, and career information and assistance.* While not all strategies are used in all libraries, generally staff at these centers are likely to:

- focus on and learn about the employment and education environment,

- purchase and make a available a wide range of resources, including career advising and other computer software,

- develop approaches which result in their exhibiting more effective listening and communication skills,

- attempt to understand the specific problems and concerns of the individuals who come for assistance,

- use a variety of techniques to respond to these problems including advising, help with resume writing, developing workshops on a variety of needs,

- work closely with other agencies and professionals in the community (linking and referring clients), and

- raise awareness among agencies and those who need these services about their nature (including a range of outreach activities).

Each of the five state coordinators took different approaches to the staffing and the development of services. Pennsylvania insisted on librarian involvement; other state agencies allowed it as an option or discouraged it. Some services were built around the involvement of counselors; others were developed around a particular interactive computer career assessment software package (such as Discover or SIGI PLUS). In all states there was a strong emphasis on training which focused on needs, on understanding of employment concerns, and on enhanced communication and listening skills.

The specific practices undertaken at a particular library reflect the background, skills and attitudes of the practitioners (who have invented these services as they went along) as well as the leadership and support both of state library agency staff and the local library director.

Staffing

Several different staffing patterns have been used in EJICs. Librarians were the most likely in most libraries to staff these client–centered services. However, in some libraries, directors have felt that the public would be better served by staff with counseling, community, or social service skills. Thus, for example, in Spokane, Longview, and Everett, Washington, and in Flint, Michigan EJICs are headed by counselors.

In New York, services in Nassau and Westchester counties rely heavily on a cooperative arrangement between librarians and counselors to carry out their JIC program. In Marquette, Michigan, the EIC is headed by staff with an education background. Most EICs led by non-librarians had as good a chance of survival past the funding period as those staffed by librarians, even in the case of overall library budget reductions.

It is not unusual to see library staff with communication, marketing, or public relations experience serve as public relations directors in libraries; likewise people with business and accounting degrees serve as business managers in libraries. However, it is outside the norm to bring in outside expertise to public service desks. This experiment has proved that a variety of staff patterns are possible at public library service desks. EICs have helped to bring a new kind of profession to adult public service desks in public

libraries. They have also pushed the limits of practice by librarians to previously unexplored territory.

Training and Evaluation for EJIC Staff

Training and the use of professional evaluators was built into the Kellogg funding period. These activities helped to shape these services.

Training

In most states, training was both intensive and extensive. It generally forced EJIC staff to learn about topics about which they knew little and demanded that they take risks in practice. While some librarians recall resentment and even revulsion to some aspects of the training (*e.g.*, learning that they were not doing the right things or apprehension about dealing with people who normally did not come to libraries, etc.), most EJIC staff interviewed repeatedly said that the experience was life changing. The words of one librarian expresses the sentiment of many, "Even though I hated it at the time, the training took."

Whereas training needs were great and training was an important part of all the Kellogg projects, *training at most sites has not continued into the post funding era.* EIC staff lament the loss of training and feel that it was essential to their approach to practice. One staff member commented that when she retires there will be no one to take her place because there are currently no viable training opportunities.

State library agencies, library schools, library associations, library systems have failed to bridge the training gap. They have not yet provided the kinds of challenging, need-centered approaches and experiential training packages necessary to develop the kinds of innovative, need-centered services which characterize the EJICs. Most training materials aimed at general reference librarians are focused on "question-centered" approaches rather than "need" or "client–centered" strategies.

Without adequate training, those who attempt to develop these services will be limited in their ability to create client-centered, need-based services. Services developed without adequate training are likely to be closer to traditional, materials-centered services. The 1991 PLA video and the 1993 ALA Kellogg-funded training manual are positive steps in the direction of developing need-based materials, but they are not substitutes for experiential training. (*Make a Living; Make a Life*, 1991; Durrance et al, 1993)

Evaluation

Some EIC staff, using advice from Formative Evaluation Research Associates (FERA), the official evaluator of these projects in all states, have become skilled client-centered evaluators. FERA's approach was both to collect data on the numbers of people who used the services and to supplement that data with anecdotal and case study information from clients. However, 1992 interviews show that most EIC staff fail to use this kind of evaluation to determine the impact of their services. Staff who use these approaches know how people use their services and share success stories with administrators.

Client-centered evaluation diverges from the approaches promulgated up to now on measurement and evaluation in public libraries (e.g. *Output Measures for Public Libraries*). Current measurement procedures used by most librarians focus only on

numbers—books circulated, questions asked and answered, books requested and found, etc.

The EJICs which rely solely on the PLA measures are at a disadvantage vis-a-vis other services in libraries where interactions are likely to be considerably shorter and not client-centered. The 1993 manual presents a viable client and need-centered approach for evaluating EJICs. (Durrance et al, 1993)

EJICS IN THE 1990S

Most outside-funded services fail to continue past the original funding period. The Kellogg funded EICs in five states tended to survive in some form beyond the original funding period. Their continued viability is seen in two ways: 1) in the development of similar services in other libraries and 2) in their continuance and growth after the Kellogg funding period.

Development of New Centers

Even though Kellogg funding is no longer used to start EJICs, these services continue to be adopted by new libraries. The inspiration for starting an EJIC may come as the result of seeing a successful one in operation, reading about EJICs in a journal, or as the result of attending a workshop or program at a national or state conference. State library agencies in the five Kellogg states have encouraged development by earmarking portions of federal Library Services and Construction Act (LSCA) money or in setting aside state aid funds to be used exclusively to develop job and career centers. For example, in Michigan, centers based on the Kellogg model were developed in Alpena and Lapeer counties with LSCA funds.

The most dramatic increase in EICs was in Pennsylvania where libraries with Workplace sites, (the name used in Pennsylvania), grew from six to over 65 sites in a period of five years. This phenomenal development is the direct result of equipment grants, training, and technical assistance provided by staff of the State Library of Pennsylvania.

Continuation of Original Sites

Most of the Kellogg funded EICs sites in all five states have continued past the finding period--sometimes intact or even enhanced and other times with diminished or changed services. Several factors have contributed to the continuation of these services. The Kellogg grants were multi-year, allowing a sufficient time to allow their impact to begin to be felt before the funding period ended.

These services tend to be more visible than most other library services. Newspapers and local media feature EJIC activities. EJIC coordinators often indicate that library directors get very positive feedback about the education, job, and career information center from citizens. This EJIC credibility helps staff to tap into support previously unavailable to librarians to enhance for these services. As a result of their credibility, library managers have been able to obtain support for EJICs from such sources as JTPA, state and federal departments of Labor and Commerce, and local foundations to continue fund new, related services from sources previously unavailable to public libraries.

IMPACTS OF EDUCATION INFORMATION CENTERS

Impact, per se, is difficult to quantify. It can, however, be at least partially determined by examining the influence of EJICs on the community, on libraries, and on librarians.

Impacts on Communities

Education, job and career information centers were developed to meet real information needs. Each state sought to reach a specific audience, most often the unemployed and the under-employed. Primary target audiences were chosen by different states: displaced workers from manufacturing jobs in Pennsylvania and Michigan, farmers and small business entrepreneurs in Nebraska, and loggers and fishermen in Washington.

EIC staff frequently report that perceptions about the library changed as a result of these services. Stories and anecdotes collected by EIC staff illustrate these perceptual changes. Many users of the services write letters of thanks and tell staff about the personal value of the service. There is now extensive anecdotal evidence of how people have been helped at an EIC. Frequently librarians hear (and I have observed) people saying, "I never realized this was possible at the library!" It is not uncommon for an EJIC staff member to receive spontaneous exclamations of gratitude for the assistance received. For example, in a 1992 interview with Ruth Schwab, of Ossining, N.Y., she recalled the following story:

> I was in the dentist's office recently and a black woman came up to me and said "Don't I know you from somewhere?" We spent several minutes trying to figure out how we know each other then she said, "You're the woman who changed my life! You're the librarian!" Then she proceeded to tell me that she had come to the job center several years ago, talked with me, and had gone through our library's counseling process. As a result of this process she made some major changes in her life. She obtained her high school diploma and then went for further training and now works as an assistant in a doctor's office.

Ruth Schwab continued, "These are the kinds of things we are able to help people with. We don't always find out how it turns out, but it is gratifying when we do."

These spontaneous testimonials are in sharp contrast to typical practice in libraries where librarians most often are not able to indicate how they have helped someone, other than being able to say that they were able to provide the materials requested or the information asked for.

Often library directors say that this service have enhanced the credibility of the library in the community and brought more unsolicited feed-back than any other library service. Directors report that people send them letters and speak to them about the value of these services to their own lives or the lives of relatives, friends, or constituents.

Networking with other agencies indicates acceptance by agency staff of a viable role by EIC staff. It is not uncommon to find EJIC coordinators in a leadership position in a local network of employment and education service providers. At times EJIC staff create a local network where none existed before.

On becoming aware that library staff are able to provide services which complement those of other agencies and which meet real needs, agency staff may make a 180 degree turn in their perceptions of what library staff were able to accomplish in their community.

Impacts on Professional Practice

Librarians who work with job seekers and career changes report that they now find their work more rewarding than it has ever been. Many report that they have:

- *become more skilled practitioners of the art of listening and communicating—keys to excellence in librarianship*

- *learned to work more effectively with people*

- *been able to grow professionally on the job*

- *developed a greater knowledge of their community*

- *increased their public speaking skills through workshops and public presentations*

- *become skilled at writing grant proposals.*

Librarians recognize the impact of these services on their own practice and on the satisfaction they get from their jobs. Comments such as these are common:

- "My experience with this program has made me a better professional."

- "By gaining insight into other people I've learned more about myself."

Practices developed during the Kellogg period, such as conducting job-related workshops, working with counselors, and other agencies, and using interactive career advising software continue in many of the surviving services although sometimes in a diminished fashion.

Impacts on Practice at the National Level

Change in professional practice is frequently transmitted by opinion leaders in professional associations. With this in mind, a small committee assembled by Dr. Elser in 1986 to advise the four state Kellogg projects identified the Public Library Association (PLA) as a vehicle for spreading this practice. The EIC National Coordinating office (1987-90) in PLA provided both a basis for discussion of these experimental services and national visibility. The national newsletter, *Linkletter* was sent not only to the funded sites in Michigan, Pennsylvania, Washington, and Nebraska, but to libraries across the country. *Linkletter* included articles on understanding needs, service development, funding, marketing, etc. Knowing that the contents of the newsletter would be lost at the end of the funding period, in 1990 I wrote for *Public Libraries* (a journal indexed in several databases) an article based on the contents of *Linkletter*.

CONCLUSION

The national coordination project at PLA also resulted in the production of a videotape, *Make a Living: Make a Life*, narrated by Studs Terkel, which introduces the concept of EJICs in libraries and features a number of libraries engaged in providing job and career information. This video can be used by librarians to introduce agency staff to these services. It has been successfully used as well at state and national library conferences and as a teaching tool in library schools.

The strengthened efforts of the Adult Lifelong Learning Section in Public Library Association (PLA-ALLS) and its committee on the development of career centers in public libraries are an important legacy of the PLA Kellogg project. Activities of these groups include: regular programs at national conferences, an informal discussion group, an ongoing mentoring project which matches novices with experienced EJIC practitioners, and a new discussion group. Judging from the large numbers of people who have attended recent programs (generally over 200 at ALA, PLA, and over 50 at state conferences), there is clearly a great deal of interest in these kinds of services among librarians.

Part I, Project Summary, has introduced these services and their impacts. EJICs are innovative, need-based services. Their impacts have been felt by those who use them, by educational social-service agencies, and by librarians. Part II, which follows, examines these services in more detail.

PART II: PROGRESS TOWARD GOALS—
LOOKING AT THE SERVICES
THROUGH PROJECT OBJECTIVES

OUTCOMES AND PRESENTATION OF FINDINGS

Eight objectives guided development of this report on EJICs. The objectives have been grouped and are discussed in the following six major sections:

- The Nature of EIC Services (Objectives 1, 3, and 5);

   Objective 1: To capture the nature of Kellogg sponsored EICs in Nebraska, Michigan, Pennsylvania, and Washington

   Objective 3: To identify and examine the EIC service components and context.

   Objective 5: To develop detailed descriptions of the EIC staff.

- Approaches Used by States (Objective 2);

   Objective 2: To fully describe the approach used by the states, including nature of vision and model, methods used to assess needs, create EICs, network with other agencies, provide support, training and evaluation for EICs.

- EJIC Clientele (Objectives 4 and 6);

   Objective 4: To develop detailed descriptions of EIC clients (and/or use those of others) and their interactions with the EIC staff.

   Objective 6: To determine the nature of typical interactions between EIC staff and those who use the EIC (the client-professional relationship).

- Training Needs (Objective 7);

   Objective 7: To conduct a program audit in order to identify the training needs of EIC staff.

- Increasing the Impact (Objective 8); and

   Objective 8: To use this knowledge to bring insights to the field of librarianship and to allied fields.

- Viability of these Services (Objective 9, a new objective).

   Objective 9: To determine the viability of these services in the post-Kellogg funding period.

THE NATURE OF EIC SERVICES

The following objectives are discussed together under the heading, "The Nature of EIC Services:"

- Objective 5: To develop detailed descriptions of the EIC staff;

- Objective 1: To capture the nature of Kellogg sponsored EICs in Nebraska, Michigan, Pennsylvania, and Washington; and

- Objective 3: To identify and examine the EIC service components and context;

and a *new* objective, to examine these services in the post-Kellogg funding period (Objective 9). Staff will be discussed first; followed by services (an outgrowth of staffing).

- Objective 9: To determine the viability of these services in the post-Kellogg funding period.

Who Runs EJICs? Staff Backgrounds and Approaches

- <u>Objective 5</u>: To develop detailed descriptions of the EIC staff.

This section will provide background information on selected EJIC staff. Staff take different approaches to their practice based on their background, training, and experience (and the service limitations of their library). This section starts with two lengthy profiles of EJIC coordinators, one a librarian (Vera Green of Pennsylvania); the other a counselor (Anita Johansen of Washington). These two profiles reflect similarities and differences in practice which result from their backgrounds and the environment in which they practice. A number of shorter staff sketches, arranged by state, follow these two staff profiles.

Two Staff Profiles—A Librarian and a Career Counselor

Vera Green: Librarian, Carnegie Library of Pittsburgh

Vera Green is a librarian with many years of public service experience who has spent nearly a decade as head of Workplace, the job and career center at the Carnegie Library of Pittsburgh. During her tenure the staff has grown considerably and consists both of librarians and professionals with other backgrounds. She has headed Workplace since its inception in the early 1980s. She is one of the EJIC staff featured in the ALA video *Make a Living: Make a Life*. I asked her to describe her work as a Workplace coordinator and to recommend ways for a novice staff member to approach people who come to an EJIC for assistance. These comments are in Vera Green's own words:

> Being an EJIC librarian is at the same time patron-intensive and very rewarding. I feel that my work really makes a difference in a person's life. I know because people write glowing letters to the main office praising what we in the job and career center have done for them. It is very rewarding to have someone you've worked with for a while come in to say, "Thanks. You really helped! I got the job!"
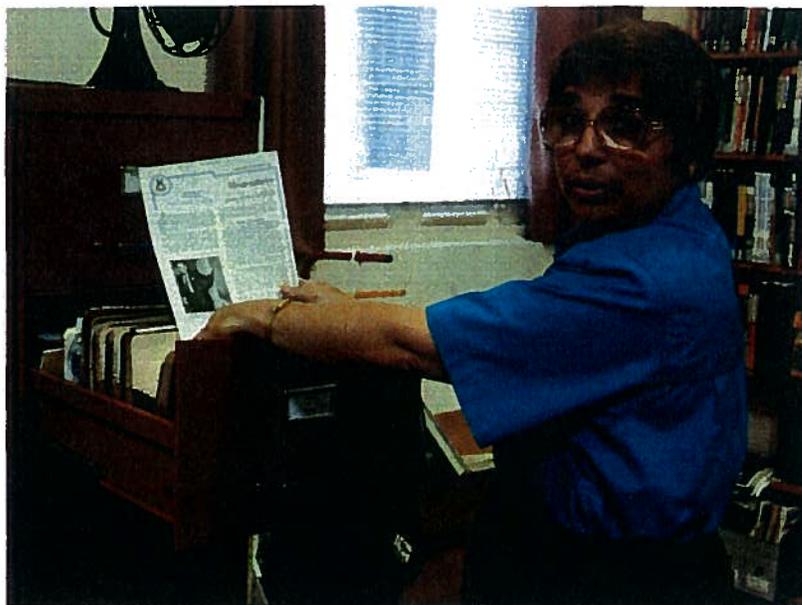
Figure 1. Vera Green

Required: A Desire to Help People

> Librarians who work in a career center need to have a real desire to help people. That's not enough, though. They need to also develop good listening and interviewing skills and try different approaches as they are needed. It's also very important to really know the library's resources and those of the community.

Approaches

Greet the people who come into the EJIC right away. Don't wait for them to wander around. Many people who come to the center are not regular library users and they feel uncomfortable at first. How you approach them depends in part on their responses to you. However, they will open up to you if they feel that you are listening to them. Listen to what they say so that you can decide which kind of opening you should use.

Finding Out About the Real Need

I try to find out more about what somebody needs. I ask a lot of questions. Open questions work best. They help you find out what somebody really needs. They also give the feeling that you are really listening to your patrons and that helps them talk.

I often volunteer a lot of information about what we do at Workplace. People are surprised we have so much. I tell them about the different kinds of resources we have at Workplace, about our computer programs, our job clubs, the special files we have on careers, the financial aid information, and the fact that we work with people on a one-to-one basis.

One-on-One Interactions

I work with people on an individual basis, advising them as they try to sort out what they are looking for. I usually ask return users how things have progressed since we talked last. People like that. Sometimes, they need support and reassurance. For example, I usually tell them that in this kind of job market, you just can't take rejection personally. I recommend to some that they attend our workshops.

Options

We usually have at least a half a dozen people in here at the same time working on different things. Often people help each other. We even have job clubs so that people can talk with each other and exchange strategies. It is the job of the *Workplace* librarian to keep track of all that's going on with our various patrons who might be using the computer to get financial aid information, doing a self-assessment on the computer, researching a career, typing a resume on our typewriter, or talking over job-seeking strategies with another patron. I often go from one patron to the next checking on their progress and talking with them about what they are doing.

Client Comments

Frequently people will call me on the phone or come up to me at the Center and tell me of their successes. The administrators appreciate what we do. My boss pointed out in a meeting recently how valuable Workplace is as a library service. He said that he gets more mail and comments about Workplace than any other service in the library.

Anita Johansen: Career Counselor, Everett Public Library

Anita Johansen has worked since 1989 as the career advisor at the Everett (Washington) Public Library Career Center succeeding another counselor. During that time she completed a degree in human services at a local college. Over the years Anita has worked closely with Ruth Nelson, an MLS librarian and founder of the Everett Public Library's EJIC. Her approach to providing EJIC services is seen in a number of ways. The message on the Center's answering machine, explains her approach.

> "You have reached the Career Information Center at the Everett Public Library. I am currently helping someone. If you want an individual appointment with the career advisor, Anita Johansen will call you back. If you have other questions that the reference librarians can help you with, please call 206-259-8896. Thank you for calling."

Figure 2. Anita Johansen

Commenting on the message, Anita notes, "The people who have come in here are the most important people to help. They have made the effort. I am always available by appointment and the reference librarians are able to answer general reference questions and provide information."

Approach to the Environment

In planning the Career Center desk arrangement she has sought both to encourage interaction and foster the initial contact with the person who needs assistance. During the time that Anita has been the career advisor, the career center has moved twice due to a major library renovation. In all locations she has sought to create an environment which will permit relatively uninterrupted interviews with her clientele. As part of the renovation, she had a partial wall built to set off her desk. In interviews she and a client sit facing each other at a small desk.

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One-On-One Interactions—Advising by Appointment, Assessment, and Options

Anita meets on a one-on-one basis with people to prepare them to use the career advising software and later to discuss the printouts. She assists in the assessment process, advising on options and approaches, and skill-building. Appointments serve as an organizing mechanism in her practice. Some appointments are with Discover, an interactive career assessment program, and other assessment software; others (such as follow up appointments to discuss print-outs) are directly with Anita Johansen. She schedules clients for the purpose of discussing the job search process or to focus on a client's resume. She will schedule a 20-30 minute appointment to discuss the print-out which results from a session with Discover or other career assessment software.

I like appointments. I feel like I have an on-going relationship with the client. I can help better through an on-going relationship. They need to get their real needs outlined. Also when I make appointments I have control over the numbers of people who see me.

Walk-Ins

Not all interactions are by appointment. She talks with walk-ins for 15 minutes or so to introduce new people to the services. "This is an open setting. I don't want to put people off initially. For sessions involving skill building I ask them to make appointments".

How Anita Johansen Works With People

She wants to help people focus. She may meet one person over ten or twelve short visits or she may schedule one to three longer visits. She notes that people often check in periodically as they are proceeding with their job search. They come to compare information with her and talk over options.

Relationship With Reference Librarians

She has developed a positive relationship with the reference librarians who respond to job, career, and education reference questions when she is unavailable for consultation. They answer job and career questions and locate needed materials: they may get people started on EJIC career software. She says that librarians appreciate what she does, understand the intensive nature of the work with clients, and have testified before the Library Board about the value of this special service, saying essentially, "The EJIC with a career advisor meets a real need. Without a career advisor we'd have just a collection."

Networking, Referral and Community Connections

Everett Public Library's career advisor maintains a close relationship with the state Job Service Center. The Lynnwood office uses the EJIC resource materials available with their clientele and refers clients to the EJIC. A staff member from the Washington State Job Service recently said "I never let a day go by without talking about you guys at the Career Center."

Workshops and Teaching

Each fall Anita Johansen does a series of workshops at the library. Workshop topics include: "Resume Writing"; "Interviewing" "Federal Job Application Process" and "Getting To Know Yourself"; she also holds a one session program introducing the career change process. Last year she added an eight-week "Career Changer" brown bag series at lunch time.

She maintains a close interaction with the Everett Community College; each quarter she lectures to selected classes on materials of value to people choosing a career, the services of the Career Center. She conducts a separate resume writing class. A workshop on career choice was presented in the fall of 1992 at Western Washington University.

Evaluating Work with Clientele

Anita has devised various ways to evaluate her work with career center clientele. She keeps a log book of activities and questions and keeps track of walk-ins, telephone calls, and appointments. Feature articles in local newspapers about the career center are kept. As for impact on specific clientele, "I don't always know. I can't follow that as much as would like. Once the problem is solved, they don't come back any more."

What Difference Does the EJIC Make in the Community?

The career center has helped the library become more visible in Northwest Washington and has developed relationships between the library and other agencies. The referral process has fostered a two-way source of interaction with a variety of community agencies. Anita Johansen serves on several advisory committees and boards of directors. She is chair-elect of the executive committee of the Washington Occupational Information System (WOIS).

Backgrounds of Selected Staff

The brief staff sketches below introduce some of the many people who have developed the Kellogg-initiated education, job and career centers in five states. These staff are pioneers who have created a variety of services in a number of libraries. Some are librarians, others have different backgrounds. All have made unique contributions to the overall picture of these services.

Pennsylvania Staff

There are over 70 Workplace centers in Pennsylvania libraries. Most Workplace sites are led by librarians. Often more than one staff member in each library is assigned to Workplace.

Paul Savedow, an MLS librarian, has directed the Workplace EJIC at the Free Library of Philadelphia from the beginning of Kellogg funding. Prior to that time he as a reference librarian at a major branch. He and the two other librarians at Workplace do a variety of workshops and other programming and work with people on a one-to-one basis, and assist people in using a variety of career related software. Paul has developed a strong

community network of agency contacts which fosters two-way referral. Referred clients frequently are told to ask for staff by name, a practice which increases their comfort level.

Sally McConnell, an MLS librarian, directed the Workplace Center at the Citizens Library in Washington, Pennsylvania. She is now head of the Library's Reference Department and assists people with job and career questions as part of her job. Due to her new responsibility, she has less time for the extensive workshops, community networking, and one-to-one interactions she developed during the funding period.

Betsy Gibson, director of the Butler Library in Butler, Pennsylvania looked first for a librarian when she started Butler Public Library's new WORKPLACE Center in 1990, but after looking at all staff members chose **Judy Fleming,** who had formerly worked in the library's circulation department to coordinate WORKPLACE. Prior to coming to work at the library, Judy and her husband had run a small business. Betsy says of Judy, "She has experience with life, dealing with people. This adds to her ability to do the job. She also has the energy and the enthusiasm needed to make this new service work." Betsy and Judy marvel at the impact of this service on their credibility in the community. They say that they are now thought of when groups get together for community development and job concerns. Judy is now a member of the dislocated workers quick response team. They are included on the PIC team. Both Betsy as director and Judy as WORKPLACE coordinator are members of area task forces. They are thought of as members of the team in the County that works together for planning and networking. "We are becoming more visible in the community. We are thought of where we wouldn't have been thought of before. We are on a first name basis with all of the human service agencies in the area and with the placement people at the college. Our survival depends on our believability. This service has made us more believable in the community. I can go to the city and the township with testimonials. Now people don't just say, 'You are doing great things for the children.' They now say, 'You are really doing great things for *us*.'"

Michigan Staff

Michigan EJICs are led both by librarians and those with other backgrounds.

Claire Ott coordinates the Job Information Center (JIC) at the Willard Library in Battle Creek, Michigan. Although she is not an MLS librarian, she has worked at the library for a number of years in various capacities—as children's librarian, film librarian, and in public relations. She now divides her time between the film department and the JIC. She has developed a need-based approach to interviewing and conducts periodic workshops. She has been active in networking in the community.

Claire Rose coordinates the EJIC at the Peter White Library in Marquette. She has a bachelor's degree in education and a master's in English. Prior to coming to the EJIC in 1990 she worked as an outreach coordinator at a local women's center and has served as an instructor at Northern Michigan University. She conducts reference interviews as well as longer consultations with clientele. She coordinates a series of workshops. She frequently refers people to other agencies. A WATS line has been developed to reach those in remote locations of the service area.

Peggy Corbin, a licensed professional counselor has directed Flint Public Library's COPE Center since April 1991. She is assisted by **Wanda Howard,** a library assistant, who has been with COPE since its inception in 1987. Ms. Corbin had seven years of experience in employment and rehabilitation prior to coming to the COPE Center. She

has been a career counselor at an adult high school as well as a college counselor. She has a law degree, but has found that she enjoys counseling and working with adults who are gaining the skills they need in the job market.

Nebraska Staff

The six libraries in Nebraska that provide EIC services do it as part of their regular services. All but one is led by a non-degreed librarian.

Joan Birnie became director of the Public Library in Broken Bow in 1989. Prior to that time she had worked at the library. She started the library's EIC in the mid-80s. She has a master's degree in history and no formal training as a librarian. She and other staff help people with Discover and other career software, answer job and education related questions as part of their reference service. She is active in networking in the community and has worked with other agencies on community economic development.

Mavis McLean, director of the Alliance Public Library, is a community person in her fifties who went back to school in the early 1970s to get her college degree (an undergraduate degree in library science which is not "recognized" by the profession). She is a very dynamic woman. She commented that people come in now and they are surprised and even shocked that their little library would have a computer and that the Discover program is on it. Mavis spends a fair amount of time talking with groups and clubs about what to expect at the library. She recalls making a speech introducing the Education Information Center, "I just spoke to the Kiwanis and afterward several people came up to me and said, 'Well, gee, Mavis, I didn't know the library did ALL THAT' and I wanted to say to him, 'well you should 'cause I told you the same thing last year'. I guess they don't use it until they feel the need for it. " She says that a question like, "Do you have a resume book" will be treated by her staff as an entree to an introduction to the library's considerable resources in this area. She says that people who come in and wander around might also get an introduction. "They may not need it now, but they need to know about it for when they do need it."

Washington Staff

Career Counselors coordinate the services in most Washington libraries.

Judy Fuller coordinates the Job and Career Information Center at the Longview Public Library. She is a career counselor by training and experience. Prior to being hired to coordinate the Center, she was director of career placement services and a career counselor at a small, midwest college. She began her work during the Kellogg period and was retained at the end of that time and given the additional responsibility of coordinating Project Learn, the Library's literacy program. While this is a promotion, it means that she is spending fewer hours counseling.

Karen Davis coordinates Spokane Public Library's Career Center. While not a librarian, she is a longstanding employee of the public library and served as the assistant to the coordinator of the career center (a librarian) even before Kellogg funding. Her work at the Career Center was so stimulating that she pursued and completed a degree in career counseling. During the Kellogg funding period due to her interest and aptitude, she became the coordinator of the program. She has continued in her job past the Kellogg period. She now spends less time in the EJIC, but the program continues. She also spends time at the general reference desk.

New York Staff

New York EJICs are operated both by librarians and career counselors. The New York model has a strong counselor component. Counselors contract with library systems to do both counseling interviews and workshops for library clientele.

Ruth Schwab is one of the pioneering New York EIC staff members. She entered librarianship as a second career and had been a librarian for a few years when Kellogg funded the development of an EIC program at Westchester County. She received the original training which she says caused her to make major changes in her approach to practice. She continues to coordinate the EIC and the reference department at the Ossining Public Library in Westchester County. She uses SIGI PLUS in her work and regularly practices interviewing techniques aimed at determining the need behind the question.

Jean Kordelewski retired in 1992 as the director of the Regional Learning Service (RLS) in Syracuse, NY. Kordelewski, an adult educator, has served as a pioneer in the development of Educational Information Centers. She and other New York pioneers, including Barbara Flynn, Jacquelyn Thresher, and Cynthia Johnson, trained and provided technical assistance to many of the EIC staff in Michigan, Pennsylvania, Nebraska, and Washington. RLS has focused on providing access both to a number of educational and training opportunities and to job and career information and resources.

Dorothy Puryear, a librarian for whom this is a second career, is Coordinator of Special Services at Nassau County Public Library. While not a direct provider of EIC services, she coordinates the EIC program at Nassau County. She provides training for EIC providers on an annual basis and secures state and other funds to help selected libraries pay career counselors on a contract basis to provide up to four hours of career counseling for library patrons who are changing jobs or looking into a career choice or change. Her approach is to leverage funds, asking member libraries to match the funds they receive from the system. Puryear has been associated with EICs from their initiation in the late 1970s.

Dawn Rosenberg McKay, a librarian, has been the EIC coordinator at Hempstead Public Library, one of the EICs in the Nassau County Public Library system. Prior to assuming her duties at Hempstead, in 1989, she was a librarian at a large corporation. Dawn works closely with counselors who work on a contract basis with EIC clients.

EJIC Service Components

- To capture the nature of Kellogg sponsored EICs in Nebraska, Michigan, Pennsylvania, and Washington. (Objective 1)

- To identify and examine the EIC service components and context. (Objective 3)

EJIC services are need-based. In order to respond to needs, they include a variety of components. This section identifies a number of strategies used in EJICs. It shows how these services resemble other library services. This discussion of service components examines how—and why—they diverge. The initial portion of this section is devoted to describing reference services in libraries.

Typical Reference Interactions in Libraries

In order to fully understand the radical nature of this experiment, these services must be compared with traditional reference services. Librarians are known to be service-oriented individuals who remain in relatively low paying jobs and frequently speak of the pleasures of serving the public. Only in recent years has serious research been done on the nature of the typical reference encounter and the extent to which responses librarians give actually meet needs. (Dervin and Dewdney, 1986; Durrance, 1989; Durrance, 1988; Taylor, 1991.) Note: Full bibliographic references appear in "Appendix A: Bibliography of Materials Cited in Report."

Researchers (using different measures of the success of the reference interaction) have found that only about half the responses librarians give to questions are successful. (McClure, et al., 1987; Durrance, 1989.) Patricia Dewdney found that the typical reference interview is surprisingly short—approximately three minutes in duration. (Dewdney, 1986.) In addition, she and others have found that a large number of *librarians* **answer the question they have been asked, rather than negotiating to find out what the questioner *really* needs.** (Ross, 1986; Dervin and Dewdney, 1986; Ross and Dewdney, 1989.) This, coupled with the fact that the general public's expectation of what is possible to obtain at libraries is low, results in poorly understood services which are less than optimally delivered. (Durrance, 1988) Thus library services fail to serve the real information needs of those who use them and may be delivered below the potential capability of librarians.

This study sought to find out how EJIC services differ from more traditional reference services in public libraries by comparing staff responses to job and career inquiries in both settings. Patricia Dewdney, who has done extensive work on the reference interview in public libraries served as a consultant to this project and examined reference interactions in libraries with no EJICs. Dewdney (using a wireless microphone and tape recording equipment) had conducted an extensive study of reference questions and responses given by librarians. She sought to find out the extent to which librarians were able to determine the need behind the question. In her study each person who asked a question in a test library was interviewed by Dewdney or another researcher immediately following their recorded interaction with a librarian. Dewdney identified and analyzed over 200 requests for job and career information from her larger study for this project. Her analysis of these questions showed that librarians frequently failed to identify the need behind the question.

In addition, Dewdney noted that a number of questions asked by patrons did not result in an interview. For example a librarian who responds "Over there." to "Where are your books on resumes?" has not conducted a reference interview. *A reference interview can only occur when the librarian asks at least one question about the inquiry.* (An optimum interview would consist of open questions to assure that the need is elicited, followed by a closed question such as "Is this what you need?" to assure that it has been understood and met.)

The majority of questioners (60%) in Dewdney's study started their inquiries by phrasing their questions in terms of holdings. ("Where are your *books* on . . .") These most often were treated literally by librarians and answered as they were asked in system (library) terms. Most librarians failed to find out the need behind these questions.

Forty percent of the questions were phrased as substantive questions—"I need *information* about . . ." Librarians turned some of these inquiries into system requests

and responded either by explaining materials or the system *or* providing instruction about a particular resource. Only one of the "information" questions was escalated by the librarian into a discussion of the need behind the question. During the course of these interactions, if a librarian learned something about the need behind the question it was likely to be because the questioner volunteered the information without being asked.

When asked, following the interviews about their response to the interaction, researchers found the satisfaction rate was very high, even though 60% indicated that they did not get enough information. *These findings indicate that library users have low expectations of librarians and appear to be satisfied with a brief, materials-centered interaction which focuses only on what they have specifically requested.* High satisfaction rates are common in studies of library use. Library users are thankful for any assistance at all—even if it is not adequate. Other studies show that the public's perceptions of library service are fairly low.

Librarians, then, who have not been trained to think that a question might possibly reflect an *information need* are likely to respond to the question *exactly as it has been stated*. EJIC librarians, on the other hand, have been trained to use interviewing techniques designed to help them identify the need behind the question. EJIC staff frequently noted in interviews that they, too, often receive questions that start out "Where are your books on . . .?" Most, however, had fundamentally changed their approach to responding to questions. My observations showed frequent use of open ended, need-centered questions by job and career staff.

Many EJIC staff have learned that 1) when people came for information about jobs, they may, at the same time, have other concerns which affect or even interfere with their ability to obtain and use information; and 2) people can learn to turn their needs into problems to solve. This knowledge has helped staff devise strategies designed to understand needs and problems and create approaches which result in networking and referral.

Services in libraries are more likely to be developed around **materials** rather than **needs**. A new need-based paradigm is in the process of development. The next section identifies a number of components associated with the development of services around needs. It shows how need-based services resemble other library services and how—and why—they diverge.

Need-Based Approaches—An Emerging Phenomenon

As they began to develop these need-based approaches to service development, many staff had a strong feeling of inadequacy as they attempted to develop services aimed at responding to problems faced by adults in job or education transition.

EJIC staff learned that life changes can influence individuals and affect their ability to use information. Training and on the job experience helped staff focus on the *needs* associated with major life decisions, the *circumstances* which propel people toward decision making, and *factors which interfere* with the ability to seek information. While services vary, they include a number of strategies designed to respond to a variety of job, career, or education needs.

Based on my observations at a number of centers, interviews with staff, and consultation with researchers and National Advisory Committee members, I developed a categorization to show the kinds of needs which are typically met by these services.

Needs Which Clients Have Brought to EJICs

People need to turn their needs into problems to solve. The problems people try to solve, the actions they prepare for, the decisions they make shape their need for information. The Needs Wheel combines knowledge developed by library researchers on information needs with the experience of a number of librarians who have developed job and career information centers. This needs based approach is a reminder that before you can adequately serve people who are unemployed or about to make career decisions, you need to learn how being in employment or educational transition affects people.

When people come to the library for information about jobs, they might at the same time have other concerns which affect their ability to obtain and use information. During the course of working with an individual, a librarian may learn of these concerns which can be met by other professionals or agencies. Knowledge of the problem and the resources in the community gives librarians the ability to make appropriate referrals for such needs as counseling and emergency assistance. This section discusses a range of needs, indicates, for each need, a thumbnail sketch of the need, the kinds of questions which may be posed when this need is first presented to the EJIC staff, how people benefit from coming to an EJIC, and, finally, anecdotes and testimonials which underscore the value of these services.

Needs vary among individuals. Often one person will have several at the same time. Some people need to *learn* more *about* some aspect of *the world of work*, to *make a decision*, or to *take* some *action* such as making a job change. Many, in addition, will need to *find out* more *about themselves* in order to better interact with the world of work. A large number are in need of more *education or training*. Job seekers may need to gain skill in self-presentation or help with *identifying and solving* specific *problems* that get in the way of getting a job. Some who come to the job and career information center may need support and *assistance in coping* with problems associated with unemployment or loss of a job. A brief description of each need follows:

Need to Locate Job/Career Information

Job and career information forms the basis for many education, job, and career decisions. The average person changes jobs at least five or six times while they are part of the full-time workforce. Often people have several different careers in a lifetime. Work itself is changing. When people look for information about job opportunities, they may need to gain a better understanding of the world of work. Many kinds of jobs have been eliminated and people who held these jobs need new skills to find other work. In short, job and career information needs will vary considerably. People may need to better understand the world of work. They may want to get up-to-date information about careers, explore possible career choices in depth, or find out about a specific job. They may need help in finding and contacting people in specific careers as sources of information. Work and education are very closely tied. When people seek information about jobs, they are likely to need information about education or training as well.

Information gained at the library may open up new options ("Oh, I never even considered that!") or, conversely, may provide a dose of reality, ("That would mean five more years of education, that's out of the picture.") School age children and college students are likely to explore a variety of careers. Many adults need current information about requirements for particular jobs or careers. Some people will need to talk to a career counselor about options.

Laid off steel workers and loggers (who in all probability will not return to these jobs) have used the occupational information system developed by their states to explore other job options.

Prisoners nearing their release time have used computerized career guidance software packages to prepare them for the world of work outside prison walls.

Need to Assess Skills and Options

Job seekers often need to find out more about themselves in order to better interact with the world of work. The process of self-assessment helps people think about how their interests, values, dreams, personality, skills, abilities, and experience impact on job decisions. Self assessment helps people realistically match their interests and qualifications with education, training, and job opportunities. This need is overarching. How successful people are in realistically assessing themselves has a direct bearing on how well they will be able to meet other needs associated with job seeking or career choice.

Seldom is this need expressed directly. People may not even realize that they need to go through the process of assessing their skills and options. Librarians who make career advising software available to their users are more likely to get questions about self-assessment. These kinds of questions and statements show the need to mesh interests, skills and options, "Will I be able to become a doctor?" or statements like, "I hate working indoors," or "I have trouble with numbers," or "I just don't know where to turn."

Career assessment software has made responding to the need to provide assistance with self-assessment much easier; such programs as SIGI PLUS developed by the Educational Testing Service and DISCOVER, created by American College Testing help with that process. In a few libraries there are career counselors who help individuals assess their skills and interests. People typically spend an hour or two at the computer answering questions about their interests, priorities, and work values. At the end of such a session, they are provided with a computer printout which helps start them on a more extensive self-assessment process which often results in making job, career, and education decisions. They are encouraged to talk it over with a librarian or career counselor.

Figure 3. Needs Wheel

Need to Make a Decision/Take Action;

Choosing a career or changing a job requires a number of decisions. Many job seekers need to be able to identify and solve a number of problems and obstacles which come up in the job seeking process. Job seekers and career changers often need help to with setting goals, making decisions, and taking action. Like the need to assess skills and options, this is an overarching need and will be seen in several of the others described in later pages. For example, people who decide to make a job change, open a small business, or return to school are making important decisions. They often remark that learning about new options at the library gave them the courage to make a decision and take action.

People who are in the process of making decisions and taking action are trying to solve problems. They may express their concerns in the form of a problem, "I have lost my job." "I feel stuck in my work." Often this need is straightforward. A student may need information to make a decision on which university program to enroll in, "I need to choose between Stanford and Harvard." Some may state one need, "I need to write a resume" and after working on the problem for a while, decide that they need entirely different kinds of information or assistance. After some degree of trust is established, some people actually state a concern which is a reflection of a situation that requires some action. In short, even though this need may not be expressed directly, it can be very real and can interfere with a person's ability to get needed help.

Decision making goes hand in hand with self-assessment. People who use career guidance software to assess their skills and interests, frequently make decisions (to enroll in college, embark on a new career, etc.) based on the knowledge gained in self-assessment.

People who have felt helpless and unable to get out of a poor situation (such as a dead-end job) have found after talking with a career counselor at the library that they had learned how to look at options and how to weigh them, factoring in their own interests and skills. Having done this, they were able to make a series of decisions that helped them out of the situation they had been in. Frequently people decide to gain additional skills to help chart a better course for their work life.

After 15 years in the field, a man decided he was tired of working in banking. He researched potential careers in the library and discovered that real estate management was an up-and-coming field to which he could adapt his experience. He comments, "It was wonderful to find so much material to help me."

A young woman who had worked in an automobile factory for ten years and had been through a series of layoffs, decided that there just had to be something better. Drawn in by the library's very attractive job and career center, she decided to talk with the lady behind the center's information desk. The librarian listened to her concerns and suggested that she schedule an appointment to use the library's career advisement software and then discuss her options further. She worked with SIGI PLUS, talked with the coordinator, and decided at the librarian's suggestion to enroll in a career decision class given at the local community college.

Need to Make a Job Change

Frustration provides a strong impetus for change. People ready for a job change may be those who are overqualified for their jobs or frustrated with lack of opportunity for upward mobility, who find little support in the workplace, or whose skills and values do not match those of the environment. There is an immediacy to their need, but, at the same time, they often cannot leave their present job until they are able to line up a new one.

People are not likely to indicate immediately of their need to change jobs. Sometimes they ask for information on advancements in their field or other issues related to their job. People are not likely to discuss these kinds of matters with individuals they do not know (and, therefore, do not trust). However, during the course of an assessment interview, which focuses on the problem and why information is needed, people will often give more detail about their situation.

EJICs provide resources which can be used to explore job options, including directories of area employers. They may provide a job bulletin board for people who might want to look at other options, guides to resume development or a resume writing clinic. To help clients think about their own skills and interests, EJIC staff provide appropriate career advising assistance, such as career advising software or access to career advisors or counselors. Some have job clubs.

Need to Start or Run a Business

Small business is the backbone of America. Most small entrepreneurs face a similar problem, they do not have all the expertise they need in-house. They just can't afford it. Developing a small business is risky, and information and assistance in finding the right resources could spell the difference between success and failure. People who start businesses may need to find out what local, state, and national consulting is available for budding entrepreneurs; to develop a financial plan; to determine their market; to find out more about their product as well as their competition.

With help from their western Nebraska public library, a couple whose farm implement business failed during the recession in the mid 80s turned his woodworking hobby into a craft shop that now has 30 workers and was written up in the Wall Street Journal.

Need to Conduct a Job Search

Some people who need job search information may be looking for their first job or attempting to get a better one. They may need help with two basic skills: understanding the job search process and finding out how people discover job leads and successfully follow up on them. Those who have been laid off, left a job to relocate with a spouse, or have had some other major life change have additional problems to deal with as they conduct their job search. These job seekers may be attempting to meet several needs at the same time. For example, they may also need support and coping assistance as they go through the process. They may need to locate education or training opportunities or to learn how to write a resume or interview for a job. People without a job may need to take some action relatively quickly.

Job seekers need help targeting jobs that are a realistic match with their qualifications. They may need assistance using library resources to target employers who need people with their qualifications. The kinds of needs which are associated with searching for a job may include: learning the most effective strategies to use in the search process, finding out what jobs are available, or learning how to take a specific action, such as how to target or research employers, make and use contacts, fill out government forms, or get information about relocating to a better job market.

Many job seekers in Pennsylvania have been introduced to their library's services through visits by library staff to their workplace. For example, when a factory in a northeastern community was about to close down permanently, the director of Washington County Public Library's job and career information center scheduled a visit to the factory to explain the library's resources and services. Several workers, aware for the first time of these resources, used the public library to explore career options. The librarian showed them how to use career advising software and talked with them about career and job options. They benefited by learning about new options and by receiving moral support during their struggle to gain new employment.

Need to Improve Resume Writing and Interviewing Skills

The resume is the capsule summary of a person's skills, abilities, and experience. Most people, sooner or later, need to write a resume and the specifically targeted cover letter. The resume is a very important self-presentation tool. The well-crafted resume can be the key to a coveted interview; the poorly-written one can mean that a person isn't even considered, even though he or she may be the most qualified candidate. The resume is a formidable obstacle for many people. Often people are shy about spelling out their abilities on paper. Many are unable to realize that experience and skills gained as the result of volunteer or other non-paying work (such as being a homemaker) can be a valuable addition to the resume. How to get started, how to select a format, what to put in, what to leave out, what to emphasize, and how to be succinct are among the decisions that many people have difficulty making. The successful resume may get people in the door, but they may need help with their interview presentation skills. They may need to learn how to research an employer so that they are able to show that their qualifications match the needs of the employer.

A recently divorced woman who had a BA but hadn't worked in many years came to the EIC as her first attempt to get help. She had no idea of what a resume was or how to look for a job and was feeling at a loss. The librarian helped her develop a resume and get a sense of control over what was happening in her life as she began to search for a job.

A nurse who wanted to leave hospital nursing came to Workplace with the idea of changing to a community-oriented nursing/counseling job. She worked with the librarian to rewrite her resume to highlight her counseling experience as well as nursing skills. Her resume was so good that she credits it with getting her an ideal job that seemed tailor made for her interests and skills.

Need to Get More Education or Training

Work and education are very closely linked. Most adults have spent over a decade in school preparing for the world of work. Many adults have spent more than two decades in preparation for a career. Career choices are the result of education decisions. People who come to EJICs for job information may do some self-assessment in the process and determine that they really do need more education or training.

Job seekers may need information about programs and opportunities or to learn about different ways to earn a degree. Many times people do not come directly for education or training information, but decide that they need it after spending some time talking with the librarian about their needs and looking at their options.

The decision to get more education, whether this is for an advanced degree, a college education, or enrolling in a special training program is often accompanied by the question, "How am I going to pay for it?" "Are there scholarships or loans I am eligible for?" Financial aid information is often needed for this decision.

Need to Get Basic Skills

Certain groups of people have education problems which make looking for a job particularly difficult. Laid-off workers and displaced homemakers frequently find that the best way to find more rewarding work is by upgrading their skills and knowledge.

The need for education or training information may not be presented directly. A decision to get help with basic adult education, GED, to learn to read, or to gain English proficiency may come as the result of frustration at not being able to get a job. There may be referral from or to a literacy program in the library or community. Since lack of these skills is a stigma, EJIC staff find out about this need because they are trusted.

A western Pennsylvania woman who got help at her public library Workplace first attended an outplacement workshop at the factory where she had been working. The librarian explained in the workshop how workers could learn about other careers at the library. After going through a computer assisted self-assessment process, she decided to enroll in college in order to pursue a more rewarding career.

A man who had worked in a mill took a higher paying job in the forest until he had an accident. When he returned to the mill for less physical work, he was required to take an entry level test that he found he couldn't pass. He worked with the EIC staff and the local community college to upgrade his reading, writing and math skills.

Need to Find Support and Coping Assistance

People who are out of work and ask for information about jobs may also need to cope with the emotional stress which accompanies job loss. They need to regain confidence in themselves, someone to talk to about their problem, a support group, or career or psychological counseling. They may need emergency assistance, including housing or food help.

There are people who need nothing more than a smile and an encouraging word when their confidence lags. Often this can be just responding positively to a telephone call or a surprise drop-in visit preceding a job interview or some other milestone. Reassurance may be all the support needed at the moment to help boost their confidence.

Others, more severely damaged by the loss of a job and all that it entails, will need referral to community resources equipped to provide the kind of assistance needed: food, shelter, psychological counseling, career counseling. Often the most valuable coping assistance is a knowledgeable referral to an appropriate source of support.

Frequently people who have been laid off or who for some other reason are in the process of changing jobs, or making a decision (which can take weeks or months) return to the librarian, career counselor, or other staff for reassurance before they attempt new things, such as going for a job interview or enrolling in college. They benefit from receiving moral support. Others have benefited from a referral to an appropriate agency in the community. Still others have gained support from job clubs which are sponsored by the library or other agency.

A woman who had been laid off from a real estate job and hadn't found other work was really desperate: "I need to pay the rent." Because her problems had such immediacy, the librarian helped her look into community agency options and approaches before beginning a more long- term program to find a job.

Strategies Used to Meet Needs

The discussion below shows how strategies fit into general professional practice in librarianship. While components of need-based services have been emerging for decades, there is not yet an understanding of the components required for effective need-based library services. This section is divided into segments to illustrate different components.

"Cutting Edge" Responses Used by EJIC Staff

Cutting edge responses are those which can be considered at the leading edge of professional practice. These responses are not unique to education, job and career information centers.

STRATEGIES
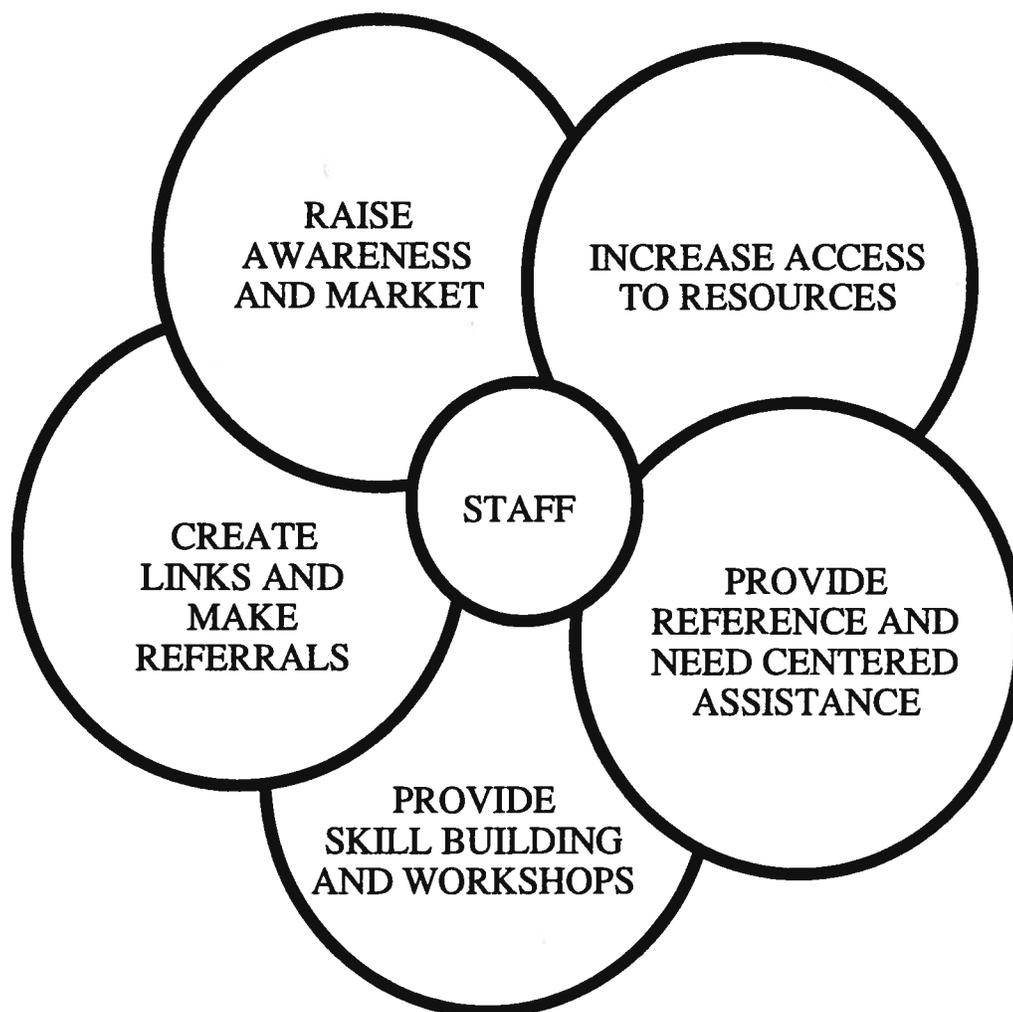
Figure 4. Strategies Wheel

Adult Education Strategies

Adult education and programs outside of the mainstream of traditional library services have been a part of librarianship for decades. Adult education programs, particularly *adult literacy programs*, were developed in public libraries at the turn of the century to respond to an influx of immigrants. Adult outreach services, which flourished particularly in the 1920s and 1930s, experienced a resurgence in 1970s and early 1980s due to funds earmarked for reaching out to the disadvantaged made available through the federal government's Library Services and Constructions Act ("LSCA") program. It has been noted, however, that an "activist role for library adult education" has been challenged by conservative practitioners. (Monroe, 1991; Birge, 1983)

Several EJIC staff feel that their work builds solidly on that of **library adult educators**. Several practices such as presentations to groups, advising in the selection of reading materials, instruction in the use of library materials, and cooperative planning with community groups were used by outreach and adult education librarians.

Community Analysis and Marketing

Recent literature has recommended that librarians engage in *community analysis and planning*. (McClure, et al.) Likewise, librarians have been urged to engage in *marketing*. Strategies in this category are included under the category, "*raising awareness*." EJICs were often given easily identifiable names and staff actively worked to increase awareness among those who needed them. Names like JOBLINC, Workplace, and Job Center send a message to the public about what to expect.

Methods to Increase Access to Resources

Increasing access to the resources in the library is another cutting-edge strategy. In all EJICs, a wide range of new materials (including computer software) were purchased, often in large numbers. In some Nebraska sites at the time of the grant, the EIC purchases exceeded the total of all other library materials purchases combined. In most locations during the Kellogg funding period computers and interactive career advising software were purchased *for the first time*. Staff often developed, for the first time, separate, relatively isolated, spaces or rooms for these services.

Methods to Increase Access to Information

EJIC staff also acted to *increase access to information*. This strategy includes more effective use of the "*reference interview*" and more effective approaches to *advising* patrons on the use of the wealth of job, career, and education, resources which had been purchased. As the result of training, many staff have become *effective listeners*. This group of strategies is in keeping with the best current thought about general professional practice in public libraries.

Strategies which Provide Instructional Assistance

Instructional approaches help librarians meet the needs of more people in job, career, and education transition. While *instruction* in the use of library materials is not new, generally, its use in public libraries (except *literacy instruction*) is quite informal (i.e., telling a patron how a specific resource works). Generally library instruction focuses on helping people gain skill in using resources. Instruction can include creating a wide

range of staff-created *tools* (such as resume writing guides) and developing workshops which help clients exploit career and educational resources.

WORKPLACE WEDNESDAYS
A series of Career and Job Hunting Workshops
Each Wednesday in APRIL and MAY

The free workshops will help you to develop your employment skills, plan your resumé and job search, improve your interviewing abilities and help you to manage time effectively.

All programs will be held in the Skyline Room from 6:30 to 8:30 in the evening

THE WORKPLACE WEDNESDAY schedule follows:

April 3, 1991 Intensive Skills Identification	**May 1, 1991** Resumé Writing
April 10, 1991 Career Resources Workshop	**May 8, 1991** Job Hunting Techniques
April 17, 1991 Career Decision Making	**May 15, 1991** Job Interviewing
April 24, 1991 Time Management	**May 22, 1991** Resumé Critique

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THE CENTRAL LIBRARY
Logan Square
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Figure 5. Workplace Wednesdays

EJIC staff engage in a variety of instructional activities, including:

> *Educating* (about nature of service, etc.);
>
> *Instructing or training which focuses on materials and resources* (such as financial and guides and computer software); and
>
> *Instructing or training which focuses on a process or a problem* (such as resume writing, decision making, or instruction which focuses on the results of computer interactions—i.e., content). Development of specialized workshops to respond to specific needs.

Computer software instruction may be a series of short, 1-10 minute interactions interspersed between the client's work with software or other materials.

There is a reasonable amount of instruction (often an important part of the problem solving process) going on in the EIC. EIC directors have developed workshops on various topics, jointly developed workshops with other agencies, or participated in workshops developed by other groups.

Programming

Programming involves a variety of group activities which are not instruction, per se. Programming is closely associated with instruction. It may include sponsoring a job club which permits clients who are involved in workshops to have the opportunity to informally solve problems jointly or with the assistance of a career counselor. Programming may also involve sponsoring or participating in exhibitions, conferences, etc. ***Outreach and marketing*** are often associated with programming.

Connecting to the Community

The final cutting edge strategies include *forging links* among service providers and raising awareness about these services. They require getting out of the library and into the community. These strategies assume an understanding of the community and the need. Again, these approaches are not unique to EJICs. Linkage strategies start at the beginning stages of planning and continue throughout the life of the service. Often librarians, because of their skills in organizing information and their neutral positioning, become leaders in community coalitions.

One linking strategy involves referring EJIC clients to other agencies. This strategy is a major component of well-functioning EJICs. This is a two-way referral; many clients are referred to other agencies depending upon their needs. Many clients come from agency referrals; some also come from referrals from other parts of the library.

There may be a difference between the way a librarian makes a referral to the EJIC and the way an agency staff member makes a referral. I have observed the following interactions: "I was told at the Reference Department to come to the EJIC." and "I was told by Tom Smith at X Agency to ask for Mary Brown at the Job and Career Center."

Linkages help agencies understand the nature of EIC practice; they have been formed in various ways, through advisory committees or through community networks. Often agencies who have never before gotten together have developed linkages because of the EIC. These linkages are very valuable to both the library and to community agencies. They frequently change perceptions of agencies about the library, permitting librarians to deliver services more effectively.

Ground-Breaking Need-Based Strategies

As the result of training and a focus on providing need-centered services, EJIC staff have developed what I have chosen to call, *"Problem or Need Centered Strategies."*

Need-centered strategies make EJICs quite different from traditional public library reference services because they *focus on problems rather than questions*. Their aim is to respond to identified needs of their clientele. These strategies may include making active efforts to find out more about the need behind the question, learning the names of clients, making appointments, using a variety of approaches to help clients with self-assessment—including the use of interactive career assessment software, advising them about approaches and options, and/or bringing career counselors to the library.

Job Center staff have developed a variety of individual and group *instructional approaches to help people with some aspect of a problem* (such as writing a resume, or understanding the job search process). EJIC staff develop *workshops* which focus on needed skills (such as interviewing), or sponsoring such activities as *job clubs* (which involve peer counseling and skill and confidence building).

The practitioner who uses these techniques makes decisions regularly about how to proceed with a particular individual. These decisions can lead to various types of intervention strategies.

Assessment or Intake Interviews

Practitioners have not yet named this stage. Most have not thought of it as a separate intervention strategy. This strategy consists of finding out about the nature of a specific need, problem, or situation. In the course of this interview (or series of interviews) the staff member often learns something about the individual. This stage may be returned to as needed and as the problem changes.

EIC staff say they often find out certain personal information from client/patron. They say that personal information helps them begin the problem solving process. Staff say that when they understand personal attributes, problems, etc., they are in a better position to help their clientele identify and *use* needed information.

Often there is a fair amount of self-disclosure by the patron/client/person (the terminology used varies considerably). People who come to EIC are not hesitant to provide personal information ("I need to pay the rent." "I can't make it on what I get now." "I don't have a high school education.") Based on observation, it appears that much of this personal self-disclosure is spontaneously given.

Unresolved questions: (Does this self-disclosure provide basis for trust? Is trust necessary for the helping relationship to occur?)

Helping; Advising; and Counseling Interviews

These interviews, which focus on facilitating various actions of client/patron—self assessment, decision making, problem solving, goal setting, may be done by career counselors who either work at libraries or who work under contract with a library. Librarians do some advising.

In some programs, such as Westchester County's WEBS program and in Nassau County, the counseling component involves a set number of sessions with a career counselor, often focusing on the stages in the career decision process.

Interpretation

EJIC staff interpret findings of computer program printouts and other library materials for their clients from the perspective of their needs.

Motivation, Support, and Coping Assistance

Can be done in a variety of ways. The job club, involving a group of job seekers, meets over a period of time. This may include work with staff and counselors; it often involves peer counseling. Providing motivation, support, or coping assistance may mean only making encouraging comments to a client or it may involve referring a client to an agency for additional help.

These ground-breaking strategies deviate substantially from the traditional materials-centered approach librarians most often take. They are so poorly understood by the staff who use them that there is no common terminology. Nonetheless, these need-based or problem-centered approaches have changed the practice of those who have adopted them.

These approaches are not used uniformly by EJIC staff. Where they are found the practitioner may be a librarian, a career counselor, or may have a social work, adult education or other background. These approaches require development of a set of protocols which are used to facilitate them.

Protocols Used

At most centers there is a certain amount of on-going interaction. In these cases often a client-professional relationship based on trust develops. The length of time in each interaction varies with the type of interaction, but generally exceeds the average 3 minute reference interaction. Interactions may last as long as an hour and are often by appointment. Practitioners, often unconsciously, are developing sets of protocols and mechanisms to respond to needs and facilitate problem solving.

Strategies Used with Drop-ins

People who ask questions on the spot. In some libraries they are called "drop-ins"; in others, regular patrons. This is the most common type of interaction in most reference departments. Likewise it is common at the EJIC; however, the reactive nature of the interaction between a drop-in and a staff member limits the kind of approach which can be used. Depending on how busy staff are when drop-ins ask questions, clients may be provided with information or resources on the topic needed on the spot and scheduled for an appointment. Sometimes a brief interaction is all they need and no further appointment time is needed.

Appointments

Appointment practice varies from one site to another. Appointments may be made for:

- Needs assessment; intake
- Career advising
- Computer Time (Discover, SIGI PLUS (state occupational information systems) OIS (MOIS, WOIS, Pennsylvania Careers)
- To review and/or revise resumes
- To discuss job strategies
- Career counseling, either with library staff or contract or part-time counselors)

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Mount Kisco Public Library Tuesday, April 17, 10:00 a.m. Tuesday, April 24, 10:00 a.m.	**Ossining Public Library** Tuesday, April 3, 7:00 p.m. Tuesday, April 17, 7:00 p.m.
Mount Kisco Public Library Thursday, April 12, 7:00 p.m. Thursday, April 19, 7:00 p.m.	**White Plains Public Library** Tuesday, April 17, 7:00 p.m. Tuesday, April 24, 7:00 p.m.
Mount Vernon Public Library Monday, April 2, 7:00 p.m. Monday, April 16, 7:00 p.m.	**Yonkers Public Library** Grinton I. Will Branch Monday, April 2, 7:00 p.m. Monday, April 16, 7:00 p.m.

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Figure 6. WEBS Career Development Seminar Flyer

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Interview Approaches

Decisions are made as to the kinds of interview or follow-up interactions needed. Often interactions include multiple, possibly incremental, interviews over a period of time; (*for advising, counseling*). Sessions may consist of brief interviews between patron/client and librarian interspersed between times when patron/client follows up on the recommendations of a staff member.

In most sites a computer which contains Discover, SIGI PLUS, or some other interactive career-focused software is a key component of this service. In interviews around interactive software, the interaction may be a sporadic set of encounters between the staff member and the client which are interspersed as part of or between sessions on the computer. These sessions last 1 to 1-1/2 hours each and are by appointment.

Name Identification and Professional Memory

If a person is to be served at a later date or if an appointment is to be made the staff member must obtain the client's name. It is normal for EJIC staff and their clientele to know each other's names. Name identification may help build trust between staff member and potential client. With appointments and referrals, patrons are more likely to become clients who interact with the staff member on a repeat basis. Staff know the names of many clients (and vice versa). Staff often identify themselves to people who enter the EIC. They answer the telephone identifying the center and giving their own names.

Staff sometimes develop ways to remember clients on *return* visits. Some EIC staff make notes on cards or in folders on selected repeat clientele to make it easier to remember why the person has come to the EIC. Notes are likely to be taken *after* the interview is over; EIC staff feel that note-taking makes the client feel uncomfortable.

Environmental Changes

EICs are located in a variety of environments. They may be at a separate desk in a main reference area, in a small room off the reference area, or in a more remote location. In some cases there is no separate location. Some EIC staff have an office to which at times they can bring clients. Others have re-arranged the space to permit more private interactions.

Given the kinds of interactions that occur at EJICs, staff have made changes in the environment which facilitate their occurrence. In contrast to those at regular reference departments, interactions often occur when both the staff member and the client are seated. Staff have indicated that the general reference desk with its openness and its public nature, may impede certain interactions.

Without exception EIC staff are aware of the impact of the environment on the interviews.

Differences Among the Services

Just as the 1984 report on New York EICs found a wide divergence in practice in a single state, it should be no surprise that this 1993 report on the practice in five states found differences in service models coupled with substantial deviation from standard library practice.

Marching to a Different Drummer

Public libraries have shown through the success of these experiments that public libraries can provide a hospitable home for these need-based services. The public library is considered by most citizens to be a neutral place where all are welcome. Unlike churches, schools, and social service agencies which serve particular segments of society, the public library is open and available to all (although it is intimidating to some). (Mellon)

Beginning in the 1920s the public library began to be called the People's University. Through the years a number of outreach programs were developed, notably programs for new immigrants at the turn of the century in such east coast cities as New York, and literacy programs for these same audiences. These can be seen as the precursors of need-based programs. Outreach programs of the 1960s and 1970s were aimed at the urban poor. However, public library services are more likely to be built around materials than around needs. Like other institutions in existence for over a hundred years, many public library approaches have not been examined. EIC services have adopted new approaches and as a result, potentially threaten mainstream staff who consider new approaches, per se, imply that old ways are wrong or are being questioned.

In my site visits, I found a few EJIC practitioners who focused primarily on the materials, but these were rare individuals, indeed. It is likely that they did not receive the intensive training characteristically obtained as part of the development process.

These practices were pioneered either by librarians who sought to gain skills beyond those learned in a typical library education program or by people hired for their counseling knowledge, adult education or social work background, or for their ability to work with people. Staff educated outside of librarianship lacked knowledge of resources. They developed ways to overcome this deficiency, including developing partnerships with librarians, actually reference librarians. In some EJICs, librarians, through extensive training programs and learning on the job, made major changes in the way they approached questioners. In other EJICs, librarians work with career counselors on a contract basis to provide both one–on–one career counseling and workshops on the career decision process.

Most EJIC practitioners have developed an approach to practice which is somewhat out of step with the field. If there is a weakness to this experiment it is closely related to its strength—most EJIC staff "march to a different drummer" and use approaches which diverge from the norm. This divergence is outlined below.

Typical Differences Between EJIC Staff and Other Public Service Staff

- While most librarians are generalists and answer questions on a wide variety of topics, EIC staff members are specialists who focus on the needs associated with changing jobs or careers and getting more education.

- There is a major difference in the nature of the interaction; while the typical reference interaction is less than three minutes, EIC client interactions may last an hour.

- Many EJIC staff use interactive career assessment software (such as Discover and SIGI PLUS, to help their clients learn more about themselves and their need; most reference librarians focus on the question rather than the need behind the question.

- There are differences in the primary referent group, (while most reference librarians relate primarily to other librarians, EIC staff focus on others in the community who are working to solve employment and economic development problems).

- While most reference interactions in libraries take place while both the librarian and the "patron" are standing, EJIC staff have changed the environment in which their client contacts occur, creating a place where both can be seated to discuss the situation and the need.

- Finally, there are differences in assumptions. Librarians espouse the need for community analysis, but plan services by and large around materials and the general reading public while EIC staff tend to reach out to a group of people with a specific need.

Factors That Contribute to the Differences

Service development, and its resulting differences, was influenced by the following internal factors:

- the nature of state library agency leadership and support;

- training and evaluation approaches chosen;

- library response to the community needs;

- EIC staff approach, personality, education, knowledge, skills (including people and administrative skills), abilities, attitudes, and willingness to meet needs;

- the use of technologies which may enhance the interaction;

- service and practice patterns chosen, including service components selected, and methods used to carry them out (such as providing career counseling by contract);

- the type of client-professional relationship created;

- support and policies of the library director;

- resources put into the service;

- financial support, including, in most cases, the ability to obtain outside funding; and

- the relationship developed with staff in other library units.

Likewise, service development was influenced by the following external factors:

- the nature of the needs of the community;

- the response of other agencies to meeting needs;

- the response of agencies and community groups to a library role;

- relationships developed among agencies and with the library;

- extent and nature of linking and networking;

- ability to change the perceptions of citizens and agencies about what librarians can do; and

- use made of the service by individuals and agencies.

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APPROACHES USED BY STATES

- To fully describe the approach used by the states, including nature of vision and model, methods used to assess needs, create EICs, network with other agencies, provide support, training and evaluation for EICs. (Objective 2)

This project sought to describe the approaches used by different state projects. This section provides: an overview of all states, followed by a summary of approaches taken by each state and a discussion of successes in the various states. It is based on Objective 2.

Overview of EIC Development in Project States

In the four states examined in detail, the state library agency assumed a pivotal role in the development of the EJICs. These agencies play a unique role in library development in their respective states and so the coordination of these services in the state library was logical.

Each of the five states (New York, Pennsylvania, Nebraska, Michigan, and Washington) took its own approach to the development of these services. These Kellogg funded services used a variety of approaches to solve a problem—providing assistance to *job seekers and career changers in a variety of locations from inner cities to the grain belt and the forests of the Pacific Northwest.* Differences were seen in the competencies sought in the state coordinator, the approach used to select local sites, the way money was spent, the criteria for local site coordinators, service model development, choice of interactive career assessment software, training approaches, and evaluation emphasis. During the funding period each state had:

- liberal funds from Kellogg which were used in a variety of ways—for staff, materials, travel, training, equipment, software, and remodeling;

- a multi-year commitment from the Kellogg Foundation (average three years);

- a coordinator housed at the state library agency (the criteria for the coordinator varied considerably from one state to the next and influenced outcomes and development approaches taken);

- attendance by state coordinators at a 1986 national meeting (funded by WKKF) which introduced the "New York Model";

- a pioneering determination to develop need-based, client-centered services which would deviate substantially from traditional library services;

- a group training session developed by Cynthia Johnson, Career Counseling professor, and representatives of the New York Project, followed by a commitment to training and some (but not all) common training approaches and staff;

- a commitment to evaluation and a common evaluator (FERA), but not a common set of evaluation criteria;

- a network of colleagues at the national level through the Kellogg National Advisory Committee and the activities of the Public Library Association's Kellogg Office and PLA's Adult Lifelong Learning Section; and

- efforts by all state coordinators to make ground-breaking contacts with other state programs which resulted in new access to such funding sources as JTPA, State, Department of Labor, Commerce, and other funding sources.

Each state coordinator used the above approaches and resources to shape a model framework for his or her state. The next section discusses the approaches used in Pennsylvania, Nebraska, Michigan, and Washington. The New York model was documented by Jacobsen (1984).

The following section describes the approach to service development used by Pennsylvania, Nebraska, Michigan, Washington and (briefly) New York. At the end of each state discussion several services are profiled. These services show common approaches, but each reflects the uniqueness of the community in which they reside. Each has an extensive community network with which EIC staff work closely. How the service actually looks in a particular setting varies considerably. The best way to show what the services are like is through profiling them. Profiles were developed both from site visits and from flyers and other materials which the staff developed to explain their services to their communities. A list of sites visited is included in "Appendix B: List of EICs Funded by Kellogg, EIC Sites Visited and Selected Examples of Materials."

Workplace is funded under a contract with the State Library of Pennsylvania, Department of Education. The W. K. Kellogg Foundation provided grant funds for the Pennsylvania WORKPLACE programs.

Figure 7. Philadelphia Workplace Flyer

PENNSYLVANIA Approach: Workplace

The state of Pennsylvania program proved in several ways to be the most successful model. The Workplace project began in 1987 at six public libraries. In 1992 there were approximately 70 Workplace sites in Pennsylvania's public libraries, including a site in each of the state's correctional facilities.

The Director of Library Development in the State of Pennsylvania at the beginning of the project, Judy Foust, took a particular interest in the development of these services. She attended national project meetings and accompanied the state coordinator on site visits. Steven Mallinger, formerly the state library prison consultant, became the coordinator of statewide Workplace services. He brought a knowledge of need-centered services to the project. He has since returned to his earlier position, but maintains a strong interest in the Workplace sites and provides technical assistance and personal training to Workplace librarians.

At the beginning of the Kellogg project Pennsylvania encouraged two libraries which had already developed basic job center projects in their libraries to apply for Kellogg funding. All sites were required to submit applications. The state library encouraged Workplace centers to hire librarians. The state library assumed the responsibility of providing training and technical assistance to librarians.

Workplace sites have actively sought to serve the unemployed. Workplace sites vary in size and intensity of service. At the Carnegie Library of Pittsburgh, the Workplace is large, staffed by both librarians and staff with other backgrounds. Larger Workplace sites provide many types of programs to the community, have several computers, purchase varied software, actively work with other agencies, and typically receive funds from a variety of sources.

During the funding period, the state coordinator made contacts with software producers, state agencies such as the departments of commerce and labor, and with federal agencies (such as JTPA). The Workplace coordinator built credibility for this project at the state level. Both the State Library and local Workplace site libraries were able to obtain funding from the Department of Labor and Industry to expand these services.

In Pennsylvania all Kellogg sites survived the funding period. Programs have continued to evolve. For example, the Carnegie Library in Pittsburgh has developed a variety of new services and approaches. A *job developer* has been hired using JTPA funds to work with local employers and the unemployed to create jobs for clients; this spinoff service is called JOBLINK. Additional national, state, city and other funds have been used to enhance Workplace services. These funds have been possible because librarians showed what can be done library staff understand needs and are brought into the loop.

In the post-Kellogg funding period, the number of Workplace centers has continued to grow. While there is no official Workplace coordinator at the state level, the state library actively continues to encourage Workplace development and provides equipment, basic software, and training to new site staff. Workplace staff are leaders at the national level. Pittsburgh, Philadelphia, Chester, and Washington County are featured in the *Make a Living: Make a Life* video.

All Workplace sites share the same concept: training librarians to understand the information needs of the unemployed adult, linking the library to the local Job Center,

and using interactive computers and videos to provide information in the decision making process.

Profiles of EJICs in Pennsylvania Libraries

CARNEGIE LIBRARY OF PITTSBURGH WORKPLACE

The aim of Carnegie Library of Pittsburgh's WORKPLACE—expanded in the mid-1980s with help from the W.K. Kellogg Foundation—is to assist in career planning and researching the job market. This service, found both in the main library and in several branches, is coordinated by librarians. A brochure widely distributed in Pittsburgh, explains WORKPLACE goals and services.

> WORKPLACE exists to help adults make job, career and education decisions. Through computerized decision-making systems, WORKPLACE helps job seekers clarify their needs, assess their skills, explore today's world of work and make career and job decisions. WORKPLACE offers workshops on all phases of the job search, provides information on specific jobs and gathers in one location information on area agencies, programs and educational opportunities that benefit the job seeker.

Advising is an important part of the program. DISCOVER and GIS interactive career assessment software packages, are used. A wide range of materials are available. Workshops are offered at the library and in the community in an adjoining meeting room. The program includes a job club. Staff, with other providers, have developed a local network of organizations which work with the unemployed. A Workplace job developer works closely with area employers to help find jobs for Workplace hard-to-place clients. Staff are developing more outreach and expanded services (in 1992 they expanded services to Russian émigrés). JPTA and Pennsylvania Department of Commerce funds supplement library support.

FREE LIBRARY OF PHILADELPHIA WORKPLACE

WORKPLACE at the Free Library of Philadelphia began in 1988 with funding by the Kellogg Foundation. Three librarians staff WORKPLACE and do workshops on such subjects as resume writing and career changing. A large number of computer programs support the need for career information, assessment and resume writing. Advising and informal information assessment are also available. There is some contact with agencies in the community especially for referral. Workplace has Vocational Information Computer Systems (VICS), an occupational database. It includes information similar to that found in the Dictionary of Occupational Titles in a computerized form. Users are able to get information such as where to get training to be qualified in a particular career, or what the job outlook and salaries for a particular occupation are, all of which information is specific to the Philadelphia area. The service is available in most branch libraries, but Workplace coordinates the printouts for the main branch of the Free Library of Philadelphia. Workplace staff offer support and advice, examination of options, and provides workshops on job seeking and career decision making, among other topics. Workshops are staffed by librarians, and provide the camaraderie of people in like situations. Paul Savedow, director of Workplace, thinks of Workplace as a clearinghouse to use the library. Workplace staff develop pathfinders and guides to help patrons use the resources of a large urban library.

WOMEN'S CORRECTIONAL FACILITY AT WAYNESBURG WORKPLACE

This Workplace site is equipped with a computer loaded with a variety of career assessment software, including: Discover and interactive programs developed by the Pennsylvania Higher Education Authority (PHEAA)—Keys, an interactive guide to Pa. Schools and programs, financial aid, and Pennsylvania Careers Outlook, which shows job opportunities and outlook in Pa. In addition, there is resume writing software, including Resume One and Perfect Resume. The software is supplemented by employment outlook looseleaf notebooks and other resources. Several job seeking videotapes, notably the Karli tapes designed for people with poor job skills are available for viewing on a portable monitor which can be used individually with a headset.

This Workplace site is one of 65 spinoff sites in Pennsylvania. It began in October 1989 when librarian, Ruth Macera and her assistant, Gloria Cleveland, participated in a 2-1/2 day training program sponsored by the state library in Harrisburg. The library, which has several programs, including WORKPLACE, is a very busy place. Usually all tables are full. The library serves the legal (mandated) informational, and recreational needs of the population. Funding for this site is provided by the Pennsylvania Corrections Department.

Much of the work at this WORKPLACE site is done by inmates. Each inmate at the Correctional Facility has a job (farm workers, janitorial, food service, etc.). The position of Library Inmate Clerical is one of the more prestigious assignments in the prison. At the time of my site visit, three inmates were assigned to Workplace—Annie (a young black woman who is open, confident and friendly), Lucky (a young black woman with tight braids wrapped around her head who is quieter than Annie), and Margaret, a tall, white woman with long blonde hair and glasses. Annie and Lucky will be released very soon. All had earned educational credits while in prison. Annie had earned a GED and Margaret an Associates degree.

An inmate must have a job plan or a school plan before they can be released from the prison. Workplace fits into the other job oriented programs which have been developed at the prison. Workplace is a voluntary option for release preparation, but there is some pressure to show a plan and Workplace produces positive results.

Inmates work with inmates *of necessity* (there is not enough money to pride staff counseling), but it works well. Peer counselors were used initially on an experimental basis, but the librarian has continued the program because it proved to be successful. Pragmatically, it makes possible a program unavailable otherwise. The librarian notes that there is probably more honesty on an inmate to inmate basis because the inmates like to impress the staff. For example, Annie might be told by an inmate "I'm just here because my counselor sent me." This wouldn't be revealed to a staff member. Attitude does affect the session.

The inmates make heavy use of interactive software which helps users select occupations based on their own interests and abilities. Some of the WORKPLACE software packages generate letters to selected colleges and training schools which request enrollment information, college catalogs, financial aid, etc. These letters generate responses which fit in with the Parole Board requirements. They are also appreciated by the inmates because they yield results.

Peer counselors use computer software to help other inmates generate resumes. The only rule is that they may not be a party to falsifying information for a resume. Ruth looks for peer counselors who will respect confidentiality. She tells them about confidentiality in libraries. The librarian indicated that peer counselors are sensitive to inmates who have poor readings skills. They will say, "That screen looks a little blurry, it says _____." and they read the information off the screen.

BUTLER AREA PUBLIC LIBRARY WORKPLACE

This WORKPLACE site is one of approximately 65 SITES which have spun off from the original six KELLOGG funded WORKPLACE sites in Pennsylvania. WORKPLACE in Butler got its start through a basic grant of a computer, VCR, Karli tapes, resume writing and other software and training from the state library. Before receiving state training, coordinator Judy Fleming spent a day observing Vera Green at the WORKPLACE Center at the Carnegie Oakland in Pittsburgh. Judy says that the two and a half day state library training program which included both experienced librarians, software developers, and other trainers was an invaluable aid to getting started. It gave her ideas, approaches, and the personal contacts she needed to get started. Judy believes that although the computers and software are helpful, the most important thing is the one-on-one interactions she has with people who come to her for assistance. The training showed her how to identify needs and how to respond to them—and how to work effectively with people. "Human beings need someone to help." At the time of my visit in 1992, this small library was in the process of spinning off another generation of WORKPLACE by funding small satellite collections ("The Basic Job Search Shelf") in six other libraries in their county through a small grant from the County Economic Development program.

NEBRASKA Approach: EIC

The grant made to the state of Nebraska focused almost entirely on small, remote communities throughout the state—Crete, West Point, Holdredge, Alliance, and Broken Bow. The largest community served was Columbus, Nebraska, with 30,000 people. In the western part of the state, communities are particularly isolated. Some are out of range of a public radio station and miles from the nearest college. In these communities, the local public library takes on a special and unique cultural and social role. The library staff in most of these communities are home-grown. Most learned what they know about library service from their job experience and through the assistance of the state library agency.

The Nebraska project chose as its coordinator, Mary Jo Ryan, an adult educator with previous project experience and a knowledge of marketing and public relations. Each site was located in a separate library system and served as a referral point from other libraries in the area. The state library fostered the development of mini-centers, carefully chosen collections of materials and a portable computer with career-advising software; mini-centers were available for a period of eight weeks in other libraries in each system. One condition of receiving these mini-centers was attending training at the closest library with an EIC.

Nebraska's approach differed considerably from those used by other states. No Kellogg funds were sought for local personnel. As a result, these services were, from the very beginning, considered to be part of the typical services offered by these small public libraries. As a result, in any given library, most, if not all, staff members learned about EIC materials and approaches. EIC services were integrated, rather than separate. It appears to this observer that these services influenced the way all staff approach library users.

The influence of the state coordinator, Mary Jo Ryan, has been strongly felt in the development of these services. In the early months of the project she drove all over Nebraska, making presentations to over 40 libraries introducing her audiences to the concepts involved in meeting the needs of adults-in-transition and describing what an EIC might do. Sites were selected as a result of these visits and the interest shown by the participating communities. In order to create a cohesive program, the state coordinator held training sessions with the coordinators every two months during the start-up period. In addition, the state library agency paid local staff to attend national conferences. Mary Jo Ryan and staff at Alliance are featured on the PLA video.

Services in Nebraska started slowly. EICs were an addition to the workload of the staff, most of whom lack the first professional degree, the MLS. Following a site visit in late 1989, in an action which deviated substantially from my role as a disinterested observer, I wrote Dr. Elser and recommended additional funding to continue what to me was a very promising service whose impacts were only then beginning to be felt.

In mid-1992 Nebraska entered the post-funding period. All of the original six sites are still operating and each continues to maintain satellite mini-centers. EIC services appear to have taken root in these small town, remote locations in Nebraska. The networking which resulted from the early period of the Kellogg grant has provided library staff with the ability to work with community agencies. Staff have joined civic clubs and chambers of commerce and work with agencies such as County Extension.

In the post-Kellogg period the coordinator (who does not have an MLS degree) has been retained at the Nebraska State Library as its public relations officer, a tribute to the work she did in developing the EICs and her marketing skills. She continues to maintain some contact with the EICs through Nebraska Online, a statewide electronic network with databases, a calendar, electronic mail, bulletin boards, and a directory (an extension of a directory originally developed by Kellogg funds), and other new initiatives.

Several new initiatives are underway. A Rural Development Commission, coordinated by the Nebraska Lieutenant Governor has been formed. The prerequisite for consideration as a rural development site include a minimum number of hours open per week, a computer and modem, certified staff, and training. EIC libraries and the satellite mini-centers are participating out of proportion to their numbers because of the readiness which resulted from the Kellogg EIC funding.

In order to enhance the work of the Rural Development Commission, the Nebraska state library has developed Nebraska Online.

The state library has provided interactive training for potential sites via satellite hookup. Economic Development Information, Government Information as the Basis for Decision Making, and Business Reference sessions are scheduled for 1993.

The biggest shortcoming of the Nebraska project in the post-funding period is a reduction in training. The training function associated with the new state-wide economic/rural development thrust may help to fill that gap.

Profiles of EICs in Nebraska Libraries

ALLIANCE PUBLIC LIBRARY EDUCATION INFORMATION CENTER

Alliance, Nebraska is "400 miles from everywhere," according to one of the staff members there, meaning it is several hours drive to most cities of any size in Nebraska. It is a little closer to Denver, but that is still a couple of hundred miles. Alliance is a town of 5,000 people, a large town for this area. The nearest college, a community college, is in another town 60 miles away. That community college offers some courses in the library meeting room in the basement. The library is understaffed, but the director of the library has undertaken a number of projects. Alliance staff welcomed becoming an EIC site. All staff at the public library answer education, job and career questions. The library purchased Discover with Kellogg funds and made it available to area adults and high school students. The presence of this computer program changed the way one high school teacher presented the senior theme. It became an exploration of a career, starting with the use of Discover. One staff member, commenting on the addition of this resource commented: "Discover is so helpful. It helps people think about their own needs and it asks them about themselves."

BROKEN BOW PUBLIC LIBRARY EDUCATION INFORMATION CENTER

The Education Information Center (EIC) was started in 1987 with a grant from the W.F. Kellogg Foundation. It is now supported by local funds. The program is incorporated into the regular library service and considered part of the basic work load. Services include DISCOVER and other computer software, advising, developing materials, and group workshops, a joint effort of the EIC. Broken Bow is located 70 miles from a

university branch campus. Residents of the Broken Bow area who are studying at the university provide, on an occasional basis, assistance in utilizing the EIC to their Broken Bow neighbors. This library, located in a rural area, has addressed economic and rural development issues and worked with other agencies. Various groups visit the EIC. Outreach efforts include taking EIC resources to other libraries for a month at a time. Cooperating agencies include County Extension, Broken Bow Literacy Project (encourages the use of computer services), the Department of Social Services, the Broken Bow School System (juniors and seniors use the EIC for career decision-making; adult education classes also make use of the EIC), the local Chamber of Commerce. The Broken Bow EIC is a service site for Nebraska Online, a statewide electronic communications and job listing service.

nebraska education information center network

Figure 8.
Joan Birnie,
Broken Bow Public Library

■ Changing jobs?

■ Going back to school?

■ Writing a resume?

■ Starting a new business?

If you answered yes to any of these questions or if you are looking for answers to other kinds of career, employment, or education questions. . . ask us.

Figure 9.
Nebraska EIC Network Bookmark

MICHIGAN Approach: EJIC

Economic problems in Michigan have for some time been severe. Michigan chose four sites—Flint, whose unemployment figures had, for a number of years, exceeded the national average and which had been the victim of a series of plant closings; Detroit, a city suffering from a full range of social and economic ills; Lansing, the state's capitol city which has suffered from economic losses including plant closings; and Marquette, Michigan's northernmost city and one that serves the entire Upper Peninsula that has suffered through years of economic downturns. A fifth site, Battle Creek, was added early to the Michigan project.

Michigan's coordinator, Rod MacDonald, had considerable background in adult education and project development, but no knowledge of librarianship. MacDonald preferred that sites hire non-librarians for the Kellogg sites. All sites but Detroit, whose practices required a librarian be hired, selected non-librarians. Both sites headed by librarians and those headed by counselors or adult educators proved to be viable during the funding period. Of the original six sites, five remain in some form. Only one site, headed by an adult educator who had developed an excellent service, but who remained isolated from the rest of the staff, did not extend beyond the funding period.

The state coordinator made a number of contacts with a variety of state level organizations including adult literacy staff, the state department of commerce, and the office of Governor Blanchard regarding making the proposed Opportunity Card for low income individuals available through public libraries. (The opportunity card was dropped when Governor Engler was elected.)

Training was an important part of the preparation of Michigan EJICs. The coordinator made a variety of training opportunities available to EJIC staff. Staff were encouraged to reach outside of librarianship for knowledge and approaches. They attended both business and economic development and library conferences.

MacDonald was laid off at the end of the Kellogg funding period resulting in an experience void at the state library level. However, state library development staff wrote EJICs into the specifications for the federally funded, state administered LSCA program grants guidelines. Several libraries, including Alpena County, Pontiac City Library, and Lapeer County Library developed EJICs with LSCA funds.

Flint Public Library's COPE Center, headed by a counselor, was featured in the Kellogg sponsored video, *Make a Living: Make a Life.* Gloria Coles, director of the Flint Public Library, served on the committee which advised on the development of *Serving Job Seekers and Career Changers: A Manual for Public Librarians* written by this author.

ALPENA COUNTY LIBRARY JOB LAUNCH AND M-LINK PROJECTS

Alpena is a small community with 12,000 residents on Lake Huron. The Alpena County Library serves the 32,000 people in the county. Job Launch (Employment Information Center) was established in January 1990 with funds from an LSCA grant. Job Launch was inspired by the W.K. Kellogg funded EJICs in Michigan and owes its existence to the Michigan projects which were used as a model. Job Launch is located in a separate area in the Reference Department designated to focus on the vocational and small business needs of the community. One-to-one assistance is provided in accessing information from SIGI PLUS and Michigan Occupational Information System (MOIS) computer guidance systems, as well as from books, journals, pamphlets and audio-visual aids. Weekly clinics offer help in resume preparation and job search strategies. A network of local cooperation and support has aided in the growth and popularity of the service. An important adjunct to the Job Launch program has been M-LINK, a program funded by the W.K. Kellogg Foundation and administered by the University of Michigan Library. M-LINK seeks to foster economic development in the community. The Alpena County Library has developed an adult literacy program called READ. Job Launch is an obvious next step for those whose newly developed skills have prepared them for the job market. The northwestern corner of Michigan where these facilities are housed is in dire need of economic development assistance. The unemployment rate is high and it is the only section of Michigan with no four year college within easy driving distance. These three programs make economic information more accessible for Alpena County residents.

PETER WHITE PUBLIC LIBRARY—MARQUETTE EDUCATION INFORMATION CENTER

The Education Information Center (EIC) at the Peter White Public Library in Marquette, MI (population 38,500) was one of six EICs in Michigan started in 1986 with W.K. Kellogg Foundation funding. It now is supported by internal funding, although they have received an additional Kellogg grant for outreach services. This service (EIC), located in a separate room in the basement of the library, answers over 300 user inquiries monthly and is coordinated by an educator. Computer software is available to patrons for career exploration and advising services include help with resumes, interviewing, and the job search process. A related service, the Small Business Training Center, jointly sponsored by the Library and Northern Michigan University, provides one-on-one assistance to people starting a small business. The EIC maintains a collection of print and audiotape materials and publishes a series of bibliographies on job and education related topics. Staff have joined several community networks. They have a WATS line for area libraries as part of their outreach program. Additionally they are helping three area libraries develop collections.

FLINT PUBLIC LIBRARY COPE CENTER

COPE—(C)areer (O)pportunities and (P)lanning for (E)mployment—began in 1986 with funding from the W.F. Kellogg Foundation and is now supported with internal funds as part of the Flint Public Library. Declining population and high unemployment are two indicators of a community in economic distress. The COPE Center has a number of approaches designed to respond to the needs of the Flint Community. COPE's Director is

a Licensed Professional Counselor who works closely with library staff to provide service to patrons. A brochure emphasizes the kind of services patrons can expect to receive from the COPE Center. Career counseling, resume clinics, videotaping of mock interviews, college directories and financial aid information and Passport and MOIS computerized career search programs are available in the Center. Special programs and workshops focusing on careers and employability skills are also offered. COPE's Director works closely with local agencies and organizations to address the career and job needs of the community. Users of the COPE Center indicate that the program is meeting crucial needs while bringing many traditional non-library users into the library.

Figure 10.
Flint Public Library COPE Center Publicity

WASHINGTON Approach: E/JIC

Washington's program was coordinated by a librarian, Mike Gormley, who suffered health problems and who seemed to be less active than the other three coordinators. All four of Washington's original sites were located in communities which had experienced economic downturns. Both Everett, north of Seattle, and Longview, along the state's southwestern border serve a varied urban and rural clientele. Spokane, the state's easternmost city, during its first year developed a satellite site serving rural, remote Pend Orielle County. This site became quite viable on its own and continues to be a viable site. The other site in Washington included the Timberland Library System's site in Raymond, which served displaced loggers and fishermen. The Raymond site spawned satellites in other Timberland communities.

All sites, except Raymond (which was moved to Timberland headquarters in Olympia), survived the funding period. The Washington model features career counselors as coordinators of the programs. These professionals have a particularly rich approach to practice. One of these counselors—Anita Johansen—is profiled earlier in this report.

The coordinator was laid off at the end of the funding period. However, two former EJIC staff members have since joined the State Library staff. The deputy State Librarian, David Remington, and a member of the library development staff, Rivka Sass). Both of these staff members are highly effective.

Profiles of E/JICs in Washington Libraries

LONGVIEW PUBLIC LIBRARY EDUCATION/JOB INFORMATION CENTER

Longview's Education/Job Information Center, started by the W.K. Kellogg Foundation in 1987 was created by and is still managed by a career counselor who seeks to help people with their job search and educational information needs. The E/JIC is now locally funded. Services include: providing information, self-assessment, job and career advising and consulting, workshops and programs, and referral. Computer career/education programs are used for assessment and career information. Informal networks with community agencies have been important in gaining support for the E/JIC and facilitating referrals. By keeping others in the community informed and working cooperatively, library services complement rather than duplicate community services. The E/JIC director also coordinates the library's literacy programs.

PEND OREILLE COUNTY LIBRARY DISTRICT EDUCATION AND JOB INFORMATION CENTER

Started with Kellogg funds in 1987, the Education and Job Information Center (EJIC) was originally an outreach center of the Spokane Public Library. At present, there are two centers, one at Newport Public Library, the other at a local school library. Services include individual assessments, computerized career software, group instruction and mock interviews. An "information station" provides computer software programs to assist clients in their own career analysis and testing and training in the use of major computer software applications. Weekly seminars are given in the use of the computer and a wide range of software. The Pend Orielle library pioneered in the use of a toll-free telephone hotline to the state employment office in Olympia, the State Capitol. This pilot project did so well it was installed in other rural communities. The library is seen in the

community as an action agency with the ability to provide practical solutions to problems at the local level—its aim is to "empower individuals." Like Nebraska libraries, it is considered an integral part of service of the small town library.
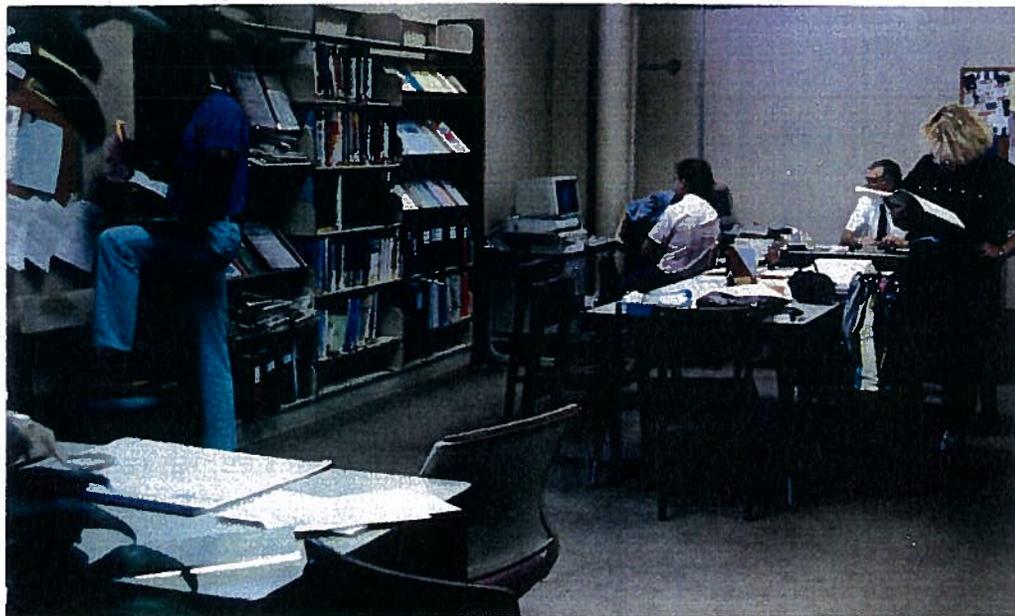
Figure 11. Spokane Public Library EJIC

SPOKANE PUBLIC LIBRARY EDUCATION AND JOB INFORMATION CENTER

Spokane Public Library's flyer which describes the services of its career center, starts out with questions. "Searching for a way to finance a college education? Seeking employment? Need to know how to write a resume? Thinking about a career change?" Spokane's Education and Job Information Center was started in the early 1980s by local funds, but received a big boost in the mid-1980s with funds from the W.K. Kellogg Foundation. The director, a career counselor, has been with the program since its inception. Staff at this career center help people write resumes and provide individual consultation on careers, job search strategies and test preparation. Spokane EJIC staff have developed a financial aid database which focuses primarily on financial aid opportunities in eastern Washington. In addition they provide up-to-date information on educational opportunities and some current job listings.

NEW YORK Approach: EICs/EJICs

Marilyn Jacobsen described the development of the New York services in 1984. (Jacobsen) New York's Kellogg funding had ceased by 1984 at most New York sites. Evidence of the viability of these services continues to be seen in the 1990s.

Profiles of EICs in New York Libraries

HEMPSTEAD PUBLIC LIBRARY JOB AND EDUCATION INFORMATION CENTER (NASSAU COUNTY LIBRARY SYSTEM)

The village of Hempstead has suffered economically for about 20 years. The public library's Job and Education Information Center (JEIC) was started in the early 1980s as part of the original Kellogg-funded project to respond to a relatively high unemployment rate. Professional librarians and contract career counselors staff the JEIC which is directed by Dawn Rosenberg McKay. This center has been operating for more than a decade on local library tax-based funding, state aid, and LSCA funds. Funding was reduced in 1990 due to elimination of earmarked state funds. The flyer which describes the job and career center at the Hempstead (NY) Public Library, like most brochures which describe EJICs, opens with questions which touch the lives of many people and follows immediately with how they can get help at the library. The services at Hempstead Public Library start with special materials, including videos which help prepare people for job interviews. SIGI PLUS is used for career advising and counselors provide advising and workshops. Assessment is important and individualized, extended-time help is common. Staff can provide assistance to Spanish speakers (and others). Involvement in several networks extends the service into the community. Hempstead is a member of the Nassau County Library System whose outreach program is conducted by Dorothy Puryear.

BROOKLYN PUBLIC LIBRARY EDUCATION/JOB INFORMATION CENTER

Brooklyn Public Library is one of the nation's largest public libraries. It serves 2.3 million people through its 58 branches and main library. The library has suffered a series of severe budget cuts, for example a 12% cut from 1991-92 alone, which resulted in major staff layoffs and branch closings. The Education/Job Information Center, located at the Central Library at Grand Army Plaza has continued to function, in spite of these financial setbacks. The EJIC has continued its funding well past the Kellogg start-up in 1980. Funding is often supplemented by LSCA grants. The EJIC provides a wide range of resources at various literacy levels for training, education, jobs and career choice, bibliographies, college catalogs, financial aid information, test guides, SIGI PLUS career advising software, typewriters for writing resumes. The EJIC also provides directories of business firms and social agencies. During 1991-92, using LSCA funds, EJIC staff worked with at-risk minority youth in a variety of ways. These at-risk young people were identified through community groups and school visits. Approaches taken included providing career guidance through SIGI PLUS, class visits, provision of career videos, and a well staffed, EJIC reference desk. The experience of working with at-risk youth resulted in a greater number of referrals to English as a second language classes and literacy programs were made. In addition, the EJIC works with adults.

OSSINING PUBLIC LIBRARY EDUCATION/JOB INFORMATION CENTER (Westchester County)

The Education/Job Information Center at Ossining Public Library, a library serving a population of 34,000, was started in 1978 as part of the Westchester Educational Brokerage System (WEBS) program, funding by the W.K. Kellogg Foundation. Funding is now primarily internal. All reference librarians answer E/JIC questions as part of their regular duties. Ruth Schwab coordinates the service. Services include contract counseling, individual librarian assistance, career development workshops, small business information, videos and software programs, and referrals. The program contributes to the image of the library as a helping institution and a vital part of the community; E/JIC staff show librarians as "real people capable of facilitating good things in one's life."

SYRACUSE REGIONAL LEARNING SERVICE

The Regional Learning Service ("RLS"), coordinated by an adult educator is a community based education and career information and counseling organization. Its founder, Jean Kordelewski, points out that it was the first education information center. It was opened in the mid 1970s, funded by the W.K. Kellogg Foundation. It has served as a model for a number of programs. Because of special state-funding, RLS was able to reach out to special target audiences include those incarcerated, geographically isolated, educationally or economically deprived, minorities and workers in transition. A telephone hotline, created and staffed by the Regional Learning Service and the public library, gives information on educational and training opportunities in seven counties in the Syracuse area (Onandaga, Oswego, Madison, Oneida, Cayuga, Tompins, and Cortland). RLS is built on a computerized Information and Referral database of 500 subject areas and representing the educational and training offerings of over 150 institutions, from basic literacy providers to degree granting institutions.

RLS employees include educational and career counselors who are available on a sliding scale basis. Counseling is enhanced by the use of SIGI PLUS, computerized financial aid information, and resume writing software. Networking is a critical in promoting cooperation and enhancing services. Promotion methods include radio public service announcements, and a weekly question and answer column called "Learn to Work" appears in the Sunday paper near the classified ads. RLS, like other EICs in New York, suffered severe funding cuts in 1990 and 1992 and has found it necessary to make major adjustments both in terms of target audience and in program implementation as staff look for other funding options. Due to recent budget cuts career counseling and educational advising is available on a limited basis. primarily by telephone. A long-standing link to the public library was also severed as the result of loss of state funds.

Figure 12.
Dorothy Puryear,
Nassau County Library System

Figure 13.
Ruth Schwab, Ossining Public Library E/JIC
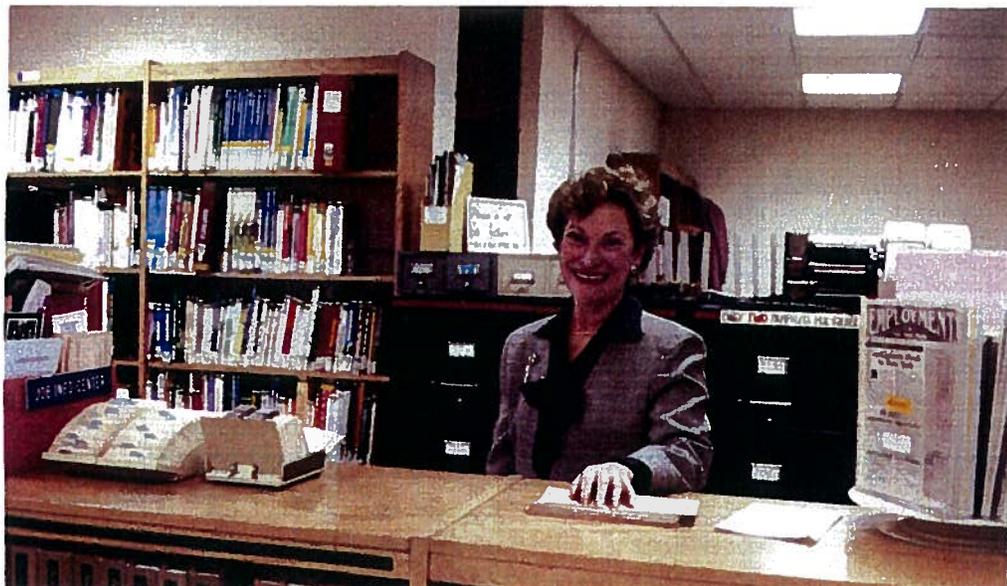
Analysis of State Success

While the original sites in most states survived the Kellogg funding period, growth in the acceptance of the idea requires a continued stimulus. In Michigan and Washington, the coordinators of these services had been hired especially to coordinate the development of EJICs in their state. Upon completion of the grant, they were laid-off. In Michigan, the EJIC coordinator worked with the Director of Library Development to incorporate EJICs into the guidelines for LSCA funding before leaving. The resulted in creating several new EJICs in Michigan in the year immediately following the end of the grant. There has been no new growth in the development of new EJICs, but two former EJIC staff members now are on the staff of the state library agency.

In Nebraska, the developer of the EICs was retained by the State Library Commission and has moved the focus of EICs into economic development, a logical extension of the EIC. The state library has provided technological support and has begun to develop training programs in economic development as part of Nebraska Online. Bringing EICs to other locations continues through the mini-center program.

The Pennsylvania model has produced the greatest imitation by sites not funded by Kellogg; an additional 70 or so WORKPLACE sites have opened in Pennsylvania. The factor most associated with success is the identification in the state library of a focal point beyond the end of the funding period and in a series of training sessions which resulted in providing training to additional staff.

EJIC CLIENTELE

- To develop detailed descriptions of EIC clients (and/or use those of others) and their interactions with the EIC staff. (Objective 4)

- To determine the nature of typical interactions between EIC staff and those who use the EIC (the client-professional relationship). (Objective 6)

The fourth and sixth original objectives focused on the EJIC clientele: Objective 4 sought to analyze the users of the services and their response to them; Objective 6 sought to determine the nature of the interactions between staff and clientele.

Who Needs the Services? Who Uses Library EJICs?

The United States has suffered in recent years through periods of severe recession resulting in the loss of jobs. While libraries are located in most communities in the nation, the majority have not yet made a commitment to respond to the needs of job seekers and career changers. A 1990 Gallup survey found that almost two-thirds of Americans would seek more information about career options if they had the chance to do it over again. (Gallup) Nearly one in four adults found that information was not available when they were making a decision about jobs. Minorities, people with less than a high school education, and older adults were more likely to have these problems than college graduates.

Typically public library users are college educated. Heavy use of libraries is highly correlated with education. Women tend to use public libraries more than men and women with young children are the heaviest users. People with less education tend not to be regular public libraries users.

A very important question, then, is who uses public library education, job and career information centers? The statistics below, which were developed by Formative Evaluation Research Associates (FERA) for the Pennsylvania State Library reflect the kind of use seen in all EJIC states evaluated by FERA. *The vast majority, about 70%, of the people who used Pennsylvania Workplace sites were not otherwise library users when they started using Workplace services.*

The average EJIC user is 35 years old; most have been out of work for about a year. The average client has about one year of post high school education (often a JTPA vocational retraining program).

About half of EJIC users are women who use the center for their own needs and who sometimes seek materials for their husbands. At a site visit in Chester County, Pennsylvania I observed a woman accompanied by several children who was seeking assistance for her husband from the Workplace librarian. The librarian provided her with resources to take home and penciled in an appointment for the man to see her during the following week. After this patron left, I asked about this phenomenon. The librarian said that this woman's husband worked two jobs and had very little time. She had also worked with other wives who had sought help for their husbands at Workplace. She noted that she encouraged both working men and women to use her services by taking such action as visiting factories, and participating in JTPA programs serving displaced workers. The Carnegie Library of Pittsburgh reaches out to unemployed workers by hiring a team of job developers.

Examples of People Who Have Been Helped At EJICs

These two case studies illustrate in detail the ways that two individuals, Laurie and Raoul, received help.

Case Studies—Personal Success Stories

Laurie

The story of how one single mother (a displaced worker) made use of the services of her local job and career information center is really the story of how her local librarian used

several strategies to assist her. She initially raised Laurie's awareness of what was possible at the library by going to the factory; she used strategies designed to increase Laurie's access to information; and she helped her with several aspects of her problem.

When the glass factory in Washington County, Pa. closed, the librarian at the Kellogg-funded job and career center, Workplace, went to the factory and gave a seminar on job seeking skills. She told her audience that if they came to the library they could use the career advising software, check out materials on careers, or talk with her about choices and options. Laurie, a 32 year old single parent with a high school education, was one who decided to investigate what the library had to offer.

Over time the Workplace librarian worked with her using career advising software, discussed her options with her, and provided her with encouragement. During that time Laurie decided that she wanted to go to college. Although she was excited about her decision to go to college, she was also apprehensive about this major life decision. College had not entered her mind before working with the Workplace librarian. She was afraid that she was too old.

The Workplace librarian gave her encouragement on her decision, guidance on how to approach the admissions interview, and valuable information about financial aid. To let her know that she really cared about what happened to Laurie, the librarian suggested that she come back and let her know how things were progressing. Laurie is now preparing for a new career as a technician.

Raoul

Raoul is a young Hispanic man with a wife and a child to support. Not too long before coming to the United States from Mexico, Raoul graduated from college with an engineering degree. Unable to find a job that utilized his skills, Raoul had worked in a series of low-paying, menial jobs. His English-language skills were poor, and he had very little confidence, and limited knowledge about how to find a job.

His local library had a contract program to bring in career counselors for appointments. A counselor helped him learn how to relate his background to finding a job. At the same time he worked with a librarian to identify appropriate information and materials designed to help him prepare his resume and to interview more effectively. EJIC staff helped Raoul structure a job strategy and referred him to a local agency that helped minorities find employment. In just two weeks, Raoul found a job in an engineering company that had other Spanish-speaking employees. Shortly after that, he let the EJIC staff know that he was very pleased with his new job and that he had begun on his own to plan for continuing his education.

***

Types of Help Received at a Library EJIC

The section below, arranged by needs, is a series of anecdotes and testimonials which shows how real people have been helped by visiting their library EJIC.

Help in Finding Out More About A Job or Career

High school seniors in a rural community were assigned a career term paper. When the teacher began working with the local librarian, students were asked to research a career using the library's interactive career assessment software. The computer program was praised, "It helps the students decide whether they would even be interested in a certain career. Some find that they definitely are not. That has saved them a lot of time and effort."

A woman at a Workplace center asked about the educational requirements and pay scale for becoming a physical therapist. The librarian found information that indicated that a physical therapist required four years of education but that a physical therapy aide needed only one year of training and allowed you to work with patients while taking classes. The woman discovered a way to assess whether she liked the work as well as information about the job itself.

> "I have learned about careers I wouldn't even have thought about—ones that seem to be suited to my own skills."

> "The library has made it easy to explore different job possibilities!"

> "I changed my mind on one career. I just didn't want to put that kind of time into preparing for it."

Help in Assessing Skills or Options

A fast food manager with a high school education felt that he had reached a dead end. He learned that his local public library had a career center and decided to give it a try. He visited the library, used the library's career advising software, talked over the printout with the job and career center librarian, and after some weeks of exploring a number of careers, decided to enroll in college and work toward a business degree.

A clerical worker who was unable to advance in the company where she had worked for a number of years came to the public library discouraged and looking for a new job. The librarian suggested that she check out a book on thinking creatively about your career and schedule an appointment to enter her interests in the library's career advising program the following week. This marked the beginning of what this woman described later as a very stimulating time in her life. She made several appointments to work with the software, talk with the librarian about the printouts, and read about different career options from books the librarian recommended. She decided after several months to enroll in the local community college program on starting and running your own business with an eye toward opening her own accessory shop.

> "I feel better and have a clearer picture of myself and my goals."

> "My career plans are easier now. Working with the staff at the EJIC helped me step out and look at my options with a different perspective."

> "My counselor made me aware of the many possibilities open to me."

> "The Discover program showed me I have options I hadn't previously considered."

How People Have Been Helped to Make a Decision or Take Action

A high school student wanted to drop out of school. His mother sent him to the EJIC to take a sample GED test. He realized he didn't know as much as he thought he did and decided to stay in school.

A man who worked in an upscale bicycle repair shop had come to hate his job and desperately wanted to quit. He knew he wanted something more, was depressed about his situation and unable to take action. The librarian encouraged him to look for training programs in the area. He decided to enroll in the local community college, soon moving to the "honors" program which was both challenging and satisfying to him.

> "I feel good about the decisions I have made. They have more of a basis in fact now."

> "I have gained a lot of confidence in my ability to make important decisions."

> "Going back to school was one of the hardest decisions I have ever made. After all, I am over thirty years old and have two kids. I really appreciate the help I got from the job and career center librarian in making it."

Help in Preparing for a Job Change

A woman who, since high school graduation had been in a series of jobs, most recently a cook in a fast food restaurant, came to the public library and found that it had a career information center. After expressing some surprise that such a service existed in the library, she talked with the job and career librarian about her needs. The librarian suggested that she read a book on alternative career planning and that she schedule an appointment with the career advising software that was always heavily booked. A session on the computer helped her realize that her real interests lay in textiles. The librarian then recommended several books and articles about aspects of textile design. The librarian worked with her over a period of several weeks. After these discussions, she decided to look for a temporary job in an area closer to her interests and began planning a career in fashion.

> "I was in a real dead end job. I am now working on a career plan. It's slow, but changing jobs was the first step in getting me where I need to be."

> "Planning a new career makes it possible for me to hold on to my factory job long enough to get started. By next year I should be well on my way to a new job. I realized by coming here that there were options. I decided that it was best not to quit now and get just another job. It would have meant more of the same."

> "It challenged me to make a career change that I feared doing. I'm very happy about my new job. This program is the best thing I've done for myself in the last five years."

Assistance in Preparing for a Job Search

A young woman who had just graduated from college with a degree in sociology moved to a community with a job and career information center. She discovered the center when she came to the library to check out a book. She was new in town and felt lost and confused about where to begin her job search. She talked with the career counselor in the library several times, read several books on careers recommended by the counselor, and worked on her resume. These were all very helpful to her since she was in search of a direction for her life in a new community.

> "I was just a number at the employment agency, but the librarian worked with me to help me get prepared for the job search."

Help in Improving Resume Writing or Interviewing Skills

An electronics technician who had relocated to be close to his ailing parents learned about Workplace, a job and career information center in his local library in Pennsylvania. He worked with the local librarian who helped him use the resume writing software package on the center's computer. With the librarian's consultation, he composed an effective resume and cover letter which opened the doors to an interview at a high tech company in town. He used the library's interviewing videotapes to prepare for the interview and called the library later to tell them that he had landed the job.

An engineer with a Ph.D. wrote to the Camden County (NJ) Library that he felt that the mock interview workshop held by the public library had helped him so much in the job interview that he was offered an extra $10,000/per year because of this service.

> "I found the [resume writing and interviewing skills] workshops particularly helpful. I'll feel more prepared when I begin my job search."

> "The counselor helped me polish my resume until it was dazzling. On my first interview, the company representative said, 'After reading your qualifications, I just had to see you"

Help in Preparing to Get More Education or Training

A young woman in Spokane, Washington thought she would not be able to go to college because her family couldn't afford it. The staff member of the job and career information center helped her find financial aid and assisted her in completing the financial aid form. She received a scholarship. Encouraged by his daughter's success, her father began exploring his own higher education options and decided that he, too, would go to college.

> "I found the library's job and career program very helpful. I am planning to go back to school because of it."

> "I have learned a lot about different colleges."

> "When I walked past the library, I used to just think books, books, books. I didn't know they could help me find schools. The counselor showed me a lot of catalogs for adult education courses I needed to improve my skills."

People Who Received Support and Coping Assistance

A woman who had been laid off from a real estate job and hadn't found other work was really desperate: "I need to pay the rent." Because her problems had such immediacy, the librarian helped her look into community agency options and approaches before beginning a more long- term program to find a job.

A woman who had lost her job in a factory and decided to return to school came for moral support to the EIC where she had worked on the decision-making process. She had not traveled much even in the area and the thought of going to school 35 miles from home was disturbing to her. She came ostensibly for directions to the college parking lot but was really seeking encouragement and advice on the admissions interview she was going to. She was excited about the prospect of going to college but fearful at the same time. The librarian helped her feel that she could take this big step safely and effectively.

A group of eight welfare recipients met for a total of 18 hours over a period of eight weeks in the West End Branch of The Carnegie Library of Pittsburgh. What started out as a quasi-requirement by the welfare department for the continuance of benefits turned out to be two-month- long support group. In spite of their problems, and the problems inherent in being heads of families on a welfare budget, this very special group of people had much to offer each other in the way of help and found support through this library program.

> A steelworker who was trying to retool himself told an EIC librarian: "You are the only government person who has ever told me what I CAN do rather than what I can't do and has helped me figure out a way to do it."

> "Your personal interest, concern and encouragement kept me going at a time of self-doubt and loss of hope."

What is the Nature of the Client-Professional Interaction?

At least some of the users of these services should be known as clients, although the use of this word is not generally agreed on by librarians. EIC staff do not agree on a common term for the people who come to them for assistance. Librarians are accustomed to calling all who use libraries *"patrons"*. The term "patron" as commonly used by librarians does not distinguish between *library use* and *the helping relationship* implied by the term "client."

Because EJIC staff members realize that they cannot provide adequate information until they understand an individual's needs, strengths, and liabilities, they encourage their clients *to discuss the process they are engaged in* (such as looking for a job) or *the problem they are trying to solve* (such as an inability to find appropriate training). Several EJIC staff (both librarians and those with other backgrounds) call these interactions *"chats."* Other professions refer to it as "the helping interview." (Benjamin) Often in the process of finding out what is needed, EJIC staff use interactive career assessment software such as Discover or SIGI PLUS as diagnostic tools.

In the process of obtaining assistance from staff, a client may make several visits to the EJIC. Depending on the nature of the services offered, a client might come to the EJIC

- to use career assessment software,

- to work with staff to discuss resulting computer printouts,

- to be referred to a career counselor on contract with the library,

- to be referred to another community agency for additional assistance,

- to attend a workshop on writing a resume, or

- to participate in a job club to discuss common concerns with others who share their situation.

People who use these kinds of services and who return for several visits are likely to become clients and to become known by name to the staff. To keep track of people who come back over a period of time, a few EJIC staff (especially trained counselors) have developed confidential records which record actions and progress. A few notes about the client's background, situation, goals, and use of EJIC resources and progress greatly facilitate staff memory of the kinds of assistance which has been given; these notes serve to inform future action. This is a new approach for librarianship and is not yet widely known or accepted.

In the course of developing an ongoing relationship, a sense of trust is displayed by the client. After trust is developed, EJIC staff may learn intimate details of a person's life such as a the effects of a job loss, a marital break-up, or personal illiteracy. There are occasional tears and expressions of anger. EJIC staff have found that conversations that reveal personal concerns may come as a result of discussing the nature of the problem or situation that brought them to the Center.

The typical reference desk with its 2-3 minute interactions is not conducive to a serious discussion and therefore does not foster the kinds of interactions which involve confidential personal information. Some EJIC staff have altered library space to facilitate

uninterrupted or at least extended discussion. This may mean only moving to a quite corner of the reference room, or it may involve making basic changes in the EJIC area to accommodate a private desk and chair or a separate office.

Some New York libraries have contracted with career counselors who conduct at the library three to four interviews which last one to one-and-one-half hours each and focus on identifying needs and setting a course of action.

How Does the EJIC Client Benefit?

The stories presented above show how particular people have been helped at EJICs. FERA noted in general that people who used EJICs in the various states reported a number of personal reactions to their participation. FERA reported that EJIC users said that they:

- Appreciated the *help* of the staff *during a trying time of life*—when they were trying to cope with change, get a job, or take charge of their lives.

- Were more *able to take control of their situation* as the result of working with EJIC staff.

- Had *increased their understanding of the possibilities*, become more active, and taken steps toward increasing their basic reading skills.

- Were *able to make more informed decisions than* they had before talking with an EJIC staff member.

- *Saw* their *options more clearly* or were better able to identify their educational needs and plan their future more realistically.

- *Gained self–esteem.*

- *Developed new skills.*

FERA reported that the vast majority of Workplace users said that after using the service they increased both the number of job interviews they received and learned how to be more effective in their job search skills.

TRAINING NEEDS

- To conduct a program audit in order to identify the training needs of the EIC staff. (Objective 7)

Objective 7 sought to determine the training needs of the newly hired staff in the four states. This objective, like others, was extended—in this case to examine training needs at various stages of development.

I conducted an initial training audit in 1988 and found, due to the wide range of staff who had been selected to develop these services, that training needs varied considerably. Adult educators, counselors, and community staff had very little knowledge of information resources and how to obtain them. Librarians, whose knowledge of information resources was considerable, had little knowledge of the problems faced by the unemployed and those making career and life decisions; likewise they did not know how to respond to these needs. The initial training audit reflected the demanding nature of these services and the underlying discomfort that these practitioners felt in breaking new ground. The following table summarizes the needs identified by staff at the beginning of the project:

Initial Training Needs of EJIC Staff

- Role clarification. Certain aspects of the roles assumed by these EIC providers need to be clarified. Those of most concern were roles associated with advising, counseling, teaching and consulting. Not all staff were convinced that all of these roles are appropriate.

- The ability to understand and respond to needs. Staff felt they needed to understand the needs of job seekers and career changers better and find ways to focus on these needs and respond to them.

- Computerized career advising. Most EIC staff who used computer advising software packages felt that they needed to have better skills in pre- and post-session advising.

- The need to influence the practice of other library staff. A number of EIC staff expressed the need to be able "to bring other library staff on board" or to influence other people on their staff. Several suggested that some training should be aimed at these individuals.

- Organizational and management skills. Staff expressed the concern that there were many competing demands on their time. Staff said they needed time management, goal setting, and budgeting skills.

- Referral. Often EIC staff said that although they understood the value of referral, they felt the need to do a better job of reciprocal, or two-way, referral.

- Embedding the project. Most were concerned at this point with having the ability to obtain additional funding to continue the project past the funding period.

- Marketing skills. Staff felt the need to gain skill in getting the word out about the nature of these services in order to reach those who most needed the services.

- Better knowledge of the local, state, and national employment and educational picture. Demographics, projections. They needed a better knowledge of the BIG picture. JTPA, state based occupational information systems, Private Industry Councils, etc. Want to be kept abreast of changes which will impact the library's services.

- Need to develop skills in working with diverse groups, including the ability to design and conduct training workshops and work with non-traditional clientele.

A 1991 survey of EJIC providers across the nation—those who had been funded by Kellogg and others showed a wide range of competencies are needed by EJIC staff. The following training needs were identified:

Knowledge/Skills Needed By EJIC Staff

Communication or Interpersonal Skills

- communication skills
- listening skills
- patience, compassion and tact
- sensitivity/empathy
- the ability to relate to people from various backgrounds

Ability to Understand the Needs of Job Seekers and Career Changers

- ability be able to identify the real needs of the client (job search strategies/skills, etc.)
- knowledge of the employment, education, and economic development picture (locally, at the state level, and nationally);
- understanding of appropriate job legislation,
- knowledge of state based occupational information systems,
- ability to keep current on local job and economy situation

Knowledge of How and When to Use Various Strategies

- the reference interview
- advising and consulting, computer advising,
- instruction; development of workshops on such topics as library resources, computer use, skill-building workshops such as resume writing, etc.)
- advising skills and the ability to understand difference between counseling and giving advice

Linking/Network/Referral Skills

- how and when to refer
- networking
- understanding of local services delivery structure
- outreach

Management Skills

- planning
- time management
- goal setting
- report writing
- fund raising
- grant writing
- budgeting
- program management
- public speaking

Marketing and Promotional Skills

- reaching the clientele
- promoting the program

Skill in Communicating the Essence of the Service to Appropriate Audience

- knowledge of evaluation methods
- knowledge of organization development
- ability to help staff buy-in to service
- ability communicate service to community agency representatives

Knowledge of a Wide Variety of Resources

- library resources
- ability to organize and update relevant resources
- computer resources and their use (Discover, etc.)
- job market resources-how to access the job market
- business resources
- knowledge of civil service system,
- knowledge of federal, state, local government
- knowledge of community agencies and resources for referral
- ability to evaluate career software for addition to the collection

Both the 1988 training audit and the 1991 survey showed the wide range of knowledge and skills needed by staff in these centers.

Value of Training

State coordinators incorporated the 1988 training audit into their training plans. During the Kellogg funding period these needs were taken very seriously by state coordinators. In all five states, training offered to EIC staff was wide ranging and intense. At times it was uncomfortable and seemed at the time to be an attempt to push librarians into a foreign profession.

One New York librarian, interviewed in 1992, who remains an enthusiastic practitioner, recalled that her early training in needs, empathic listening, and other client-centered approaches made her very uncomfortable. She recalls that she recoiled from this approach and longed to return to her former, safer job in a general reference department even going to the point of talking with a former supervisor about returning to the more comfortable position. In 1992, after over 10 years of practice using the approaches developed by the early New York experiment, she laments that younger librarians do not have the opportunity to learn what she did and to gain confidence in this effective approach to practice.

Training appears to have been an essential components in the success of these programs. With out continued training of new staff, knowledge, skills, and attitudes necessary to continue these services may be lost.

INCREASING THE IMPACT

- To use this knowledge to bring insights to the field of librarianship and to allied fields. (Objective 8)

The goal of the entire project has been to develop a detailed picture of Kellogg funded, library-based EICs in the 1980s. (See Appendix C for a copy of the proposal). Its aim has been to inform the library profession and others of the nature of these innovative, need-based services. The project has served to increase the impact of the millions of dollars which the Foundation has invested in Education, Job and Career Information Centers in public libraries by alerting library professionals, library educators, governmental staff, and other helping professionals of the nature of these community-centered services. By raising the awareness of professionals, this project has enabled many others to apply this model in their own communities.

Objective 8 focused specifically on multiple methods of disseminating information about these centers. (See "Appendix D: Selected Publications and Presentations on Need-Centered EJICs in Libraries by Project Director.") During the life of this project, I wrote several articles in national library journals and one in a career counseling journal which focus entirely on EJICs. In addition, I wrote other articles which call attention to EJICs and the approaches which staff use. These articles sought to raise awareness about these services. The manual, *Serving Job Seekers and Career Changers*, has built on the journal articles because it is designed specifically to help librarians plan and implement these need-based services. Both the articles and the manual drew heavily on the Kellogg-funded EICs in New York, Michigan, Nebraska, Pennsylvania, and Washington.

A second dissemination approach used was public speaking. During the life of the project I made a number of presentations to national and state and local library audiences on need-based services, using EJICs as a primary example. In addition, I have incorporated study of these need-based services in my courses at the University of Michigan and in presentations at other library schools. Presentations referring to EJICs have, as well, been made to non-library audiences.

A third approach used was to encourage the making of a professionally produced video-tape aimed at introducing both librarians and social service staff to the nature of EJIC services. I worked with Jackie Thresher and Mary Jo Ryan to advise ALA's Library Video Network on the development of the video-tape entitled *Make a Living: Make a Life*, which introduces education, job and career information centers to a wide audience.

VIABILITY OF THESE SERVICES

- To determine the viability of these services in the post-Kellogg funding period. (New Objective 9)

A new project objective was added when the project expanded from a two year to a four year project: to determine the viability of these services in the post-Kellogg funding period. This objective has been incorporated into the discussion of other objectives. However, a brief, separate discussion of the viability of these services is appropriate.

There is considerable evidence that portions of these services have survived in all project states and that they have spread to other locations, both in the original states and to other states as well.

The national survey done as part of this examination and follow-up interviews and site visits showed a number of well developed programs in the original EIC state, New York, long after Kellogg funding ceased. EICs were so well received by policy makers and legislators in New York that for over five years after the Kellogg project, targeted state funds were made available to the original sites. It is significant that even though this funding was withdrawn in 1990—resulting in severe cut-backs in most programs, most remain, although several are struggling.

Follow-up interviews with EJIC staff in the four states—Michigan, Nebraska, Washington, and Pennsylvania, showed that most services continue in these states.

A few services failed to survive the funding period. Several factors seem to contribute to the demise of an EJIC. When a service failed, one or more of the following were seen: the service remained isolated from other library services; the original staff member left and the director failed to continue the service; the staff member failed to "make the case" for the EJIC; the director lacked confidence in the service or could not see the reason for its continued existence; or a sudden, unexpected loss of funds resulted in the loss or a serious reduction of the service

Of importance is the finding that EICs headed by counselors or adult educators were as likely to survive as those headed by librarians. In some cases, EICs headed by librarians failed to survive the Kellogg funding period; in other cases, those headed by outsiders failed.

In sum, EJICs in public libraries represent a viable approach to the development of need-based services. They are likely to survive the original funding period if the message has gone out to citizens and policy makers that EJICs provide a valuable service for the community, if the library director is supportive, if the EJIC coordinator adequately reaches out the community, appropriate agencies, and to other library staff, and if they can be adequately funded.

Parts III and IV which follow discuss the context of the project, focusing on outcomes, and achievements, processes and activities, modifications and factors that influenced the success of this activity. This report closes with a discussion of the future of these services, insights gained, and recommendations to the Foundation.

PART III: CONTEXTUAL EXAMINATION OF EICS

OUTCOMES

Achievements

The purpose of this project has been to analyze the nature of Kellogg-funded education, job and career information centers in several states and transmit that knowledge to librarians and others. This goal, as discussed earlier in PART II has been achieved through a variety of approaches. Information about the value of these services has reached a new audience. It has been transmitted through a manual designed to guide the planning and implementation of job and career centers in libraries as well as through a number of articles in professional journals and presentations to national and regional audiences.

Nature of Original Expectations

I had originally expected to visit and observe the activities of a group of Kellogg-funded states, and to report on my findings in a two-year period. I anticipated that I would be able to, from my findings, increase the impact of these projects beyond the sites where they had been developed through writing several articles and making public presentations.

Actions by the Public Library Association and the Kellogg Foundation served to add considerably to the impact of this project. The National Advisory Committee, aware that the Public Library Association was developing a set of planning and evaluation manuals for public librarians, felt the need for a manual to help librarians plan and implement job and career information centers. My initial reaction was negative; I wanted to have a clearer understanding of these services before writing the definitive manual. However, the protracted recession and the increasing unemployment rate led me to believe that the Manual was desperately needed by librarians. The Committee developed a proposal for manual development and submitted it to the Foundation which quickly responded affirmatively.

Unanticipated Outcomes

Unanticipated activities which enhanced this project were presented in PARTS I and II and are summarized here. Being able to examine these centers after the Kellogg funding ceased gave me the opportunity to determine the ongoing commitment of a number of libraries to these innovative services; it also allowed me to see the approaches which seemed most conducive to success. The fact that my work has continued over several years has given me a national platform which might not otherwise have been available.

The manual funded by Kellogg and sanctioned by PLA greatly increased the impact of this project. It became one of the official manuals developed and approved by the Public Library Association. It provided me with an additional platform to showcase the approaches used by EJIC librarians to meet real needs in local communities.

The visibility created by the anticipation of a new manual meant that I have been asked to speak at the Public Library National Conference and at meetings of the American Library Association. These presentations to large audiences alerted a number of people who had previously not known of EJICs to the concept and to anticipate the forthcoming Manual.

The manual development process, guided by a high-level committee consisting of influential managers whose members had advised on the development of other PLA manuals and by a group of EJIC practitioners, took longer than anticipated. The delays have produced a manual which has been approved by the practitioners whose experiences it distills, by library administrators, and by PLA's Goals, Guidelines, and Standards Committee. It has become part of the Public Library Development Project, a group of planning, development, and evaluation manuals endorsed by the Public Library Association. In spite of delays during its developmental stages, the Manual will prove to be a major addition to the impact of Kellogg-funded EICs in public libraries.

All of the above have been unanticipated outcomes of the project. Others included the opportunity to advise, as the result of visits to EICs in several states, in the making of the PLA sponsored, Kellogg Foundation-sponsored videotape, *Make A Living: Make A Life* which showcased the development of job and career centers in libraries. I recommended sites for taping and identified one of the featured clients interviewed for the video.

The additional attention given to education, job and career information centers by the American Library Association and the Public Library Association as a result of the manual introduced a very wide audience to the approaches used in developing these services. PLA's Adult Lifelong Learning Section whose leaders are the people who run these services have used the attention given to these services to expand their activities.

This project has been a vehicle to bring need-centered services to the attention of public librarians. It has given the Adult Lifelong Learning Section of PLA additional vehicles to foster their work. The attention that this work has received through activities in the American Library Association is an indicator that public librarians have begun to listen.

An interesting, but unanticipated outcome was being recognized as an expert by those I came to learn from. As an "expert", I influenced practice by sharing my knowledge of and insights into the experiences of other sites. As a researcher I was concerned about having an undue influence; I realized, however, that information that I had was valuable in the further development of these services. I carried an album of photographs of EICs I had visited with me on my travels. As I showed the photographs, I told about approaches used at various sites. My visits reduced the isolation that some felt and served to reinforce their role as pioneers since they were able to see that other staff were also groping to develop services to meet the needs in their communities.

I have revised an initial premise that this practice was unique and completely different from traditional library practice. I have come to the conclusion that the approaches which have been used in education, job, and career information centers are applicable to other need-centered library practice. Essential to further adoption is generalizing the paradigm so that it can be understood by others. My work aims to foster acceptance of the need-centered paradigm.

IMPLEMENTATION (PROCESSES AND DAY-TO-DAY ACTIVITIES)

Activities

A variety of approaches were used to examine these services. The primary approach was visiting approximately 40 sites and seeing first-hand the interactions between the staff and their clientele. During my visits I sat unobtrusively at a table far enough away to be able to see the interactions between clients and staff. I observed and noted the physical arrangements, including placement of the room, arrangement of furniture and equipment, the kinds of questions people asked, and the types of interactions which resulted.

My camera was an essential companion in this venture. I visited so many sites that without the visual record, these services would have blurred in my memory. I used high speed film (ASA 1600) in order to avoid flash photography. The camera was used as unobtrusively as possible. Other constant companions were a yellow pad and a laptop computer and, often, a research assistant. The yellow pad was used on-site to make extensive notes; my feeling was that the computer would be too obtrusive. Each evening, I entered field notes into the computer while they were fresh.

Many hours were spent interviewing center staff and library directors. Interviews were on-site, by telephone, and both individually and in focus groups at national conferences and state meetings. Individual interviews focused on what had been observed, specific clientele and situations, and approaches used. Focus group interviews were successful in getting individuals to share their common practices and concerns. They were extremely valuable in eliciting the kinds of training needed. Through discussions at conferences and by telephone I maintained contact with many individuals and continued to discuss their approaches.

Two surveys were conducted—the first during the initial year of the project when I did not know enough about these services to craft adequate questions. The initial survey was of limited value. A second, conducted in 1990 and developed jointly with **Jacquelyn Thresher** (creator of one of the earliest EIC programs, the Westchester County, New York WEBS program) was sent to all known providers of EIC services across the nation. At the same time, sample materials and brochures were requested. As a result, I have scores of examples of the kinds of services and approaches used by these pioneers. These have been used to enrich the articles and books I have written. They are a valuable addition to data collected through personal observation and discussions with staff.

During the course of this project, several research assistants, students in the MILS program at the University of Michigan provided valuable assistance to the project. Research assistants included: Jan Hartley, Catherine Allen, Cheryl Burley, Heidi Weise, Paula Gibbons, and Ruth Ward.

Several experts in various fields served as **consultants** to this project. **Donald Schon,** of MIT who has studied a number of professions provided valuable help at the beginning of the project in understanding how to use observation as a key method of understanding practice. **Jacquelyn Thresher,** founder of WEBS, one of the earliest educational and career counseling services in a library, advised me in the early stages of the project. Likewise, **Jean Kordelewski** and **Barbara Flynn** of the New York project helped me at the beginning stages of my developing an understanding of EIC services. I worked with

Cynthia Johnson, a career counseling professor then at Columbia University Teacher's College, and the primary trainer for the EIC project. I conducted and presented to Johnson the results of the 1988 training audit of EIC sites in the four states. The results of this training audit was built into training packages developed by Johnson and her colleagues. Johnson advised me at various times during the project. I called on the expertise of **Brian Nielsen** of Northwestern University to assist me in understanding the use of AskSAM, a software package used by anthropologists to analyze textual data. **Patricia Dewdney** of Western Ontario University, served as a consultant to help me compare practice in EICs with standard reference practice in public libraries.

Analysis of the rich data resulting from this process is an ongoing process which will continue for some time. The storehouse of field notes will provide insights for some time to come. Continuous examination of the field and interview notes and the materials from EJICs from across the nation has resulted in a growing understanding of the nature of these services.

Activities Not Pursued

Due to the extended time period, several additional activities (discussed above) were undertaken; no planned activities were abandoned.

Problems

The primary problems which occurred were delays associated with being chosen to develop the planning manual for librarians, a brief administrative assignment, and an illness.

While the ALA Kellogg project which involved me as the chief creator of the 1993 PLA manual delayed work on this project, it also enriched it. The manual forced me to develop a way to succinctly tell librarians how to plan and develop these services.

The manual encountered a series of delays. The original co-author was forced to leave the project due to illness. Framing the manual to conform to the Public Library Development Project proved to be a big challenge since some of the approaches used by EJIC staff differ considerably from standard public library practice. At times, serious differences arose; members of the manual advisory committee questioned the strategies which deviated farthest from practice. These differences had to be worked out. The editing and publishing process at ALA resulted in delays in publishing the manuscript. Resolution of differences added to the length of time devoted to the manual.

Modifications

Modifications to the project have been discussed above. Changes in the project have resulted in a richer understanding and presentation of education, job and career information centers in public libraries.

CONTEXT

Factors Which Affected Goal Achievement

Examining education, job and career information centers in five states presented a challenge. The approach chosen was to visit a large number of sites in five states in a relatively short visit (a day or a half a day at each site) rather than examining fewer sites for longer periods of time. This approach was supplemented by telephone calls, focus groups at national and state visits, surveys, and collection of materials developed by staff at the centers.

By visiting a number of sites, I obtained a valuable overview of the variety of these services. While I gained breadth, I may have sacrificed in depth. Using Jacquelyn Thresher, founder of WEBS and associated with EICs for a decade and a half, as a consultant provided additional insights as did lengthy interviews with seasoned EIC staff.

Relationships

This project provided me an entree not only to library EICs and their staffs, but also to the career counseling profession and adult educators who developed selected sites. These relationships provided me with a breadth of knowledge which I have incorporated into my publications and presentations. Close interaction with EJIC staff provided me the credibility I need to gain their support in presenting a manual based on their innovative contributions.

PART IV: THE FUTURE OF EJIC SERVICES

EICs—A Self Sustaining Phenomenon

The survival of the New York EICs for well over a decade as well as the fact that the majority of EICs in the four states roughly modeled on New York have successfully made the transition to local funding shows that need-based services can find fertile ground in public libraries. The presence of EICs in many libraries which never received Kellogg funding is proof that public libraries can find resources to start and sustain these services. The explosion of WORKPLACE sites in Pennsylvania under the watchful eye of a state library agency staff member shows that with leadership, nurturing, and staff training, EJICs can spread to many libraries. The tight budget that libraries are under puts all innovative services in jeopardy, but these services have survived in one form or another.

Future Involvement With These Services

My primary goal as a researcher and educator is to help librarians gain the knowledge they need *to create a professional practice responsive to people who need and use information.* My work seeks to develop a framework to give librarians the knowledge they need to more effectively anticipate information needs. I plan to continue to examine the data I have collected for insights into framework development.

I plan to continue to seek out the knowledge of other professions to share with librarians. In this project, I had the opportunity to work with career counselors, adult educators, and others. I plan to continue to work with other disciplines and professions toward the end of increasing access to information.

Most library services today are **materials-centered** rather than **need-centered**. EJICs are excellent examples of innovative, need-based services and this grant enabled me to observe practice, analyze effective approaches and strategies, and work with innovative practitioners. I learned from them and they learned from me. I plan to continue to work with librarians to help them adopt need-based, problem-centered services.

My involvement with these need-based services continues. I am in the process of writing an additional book introducing these services to librarians. Because it was part of a series in which the format and content were somewhat stylized, the manual published by ALA had to follow the lead of the series. The new book will include more anecdotal and case study material. It will seek to inspire librarians more than the format of the first manual permitted.

In the future, as I have done in this project, I will bring my need-based work to the attention of librarians who ultimately will take the action needed to change professional practice. I have done this by publishing some of it in journals which reach a wide audience (such as *Public Libraries* and *Library Journal*), speaking at meetings and conferences on my research, conducting workshops, and focusing much of my service on those activities which reflect my aim of helping librarians develop approaches designed to increase access to information.

PROJECT DIRECTOR'S OPINION—MOST IMPORTANT OUTCOMES AND LESSONS LEARNED

The continued viability of EJIC services past the original funding period shows that center such as these can exist under the umbrella of public library services.

EIC centers have been very successful externally; they have turned around the perceptions of citizens and agency staff. However, internally they appeared, in many cases to be isolated from more traditional library services. This isolation (not uncommon among ground–breaking "outreach" and adult education services) has been the result of major differences in approach to practice.

These need-centered services, however, have a different focus than many library services. Libraries focus on *subject areas* rather than (as is characteristic of these services) on *the need and a target audience*. Thus, need-centered Workplace at the Free Library of Philadelphia is located in the Education, Philosophy, and Religion Department. Other EJICs are located adjacent to the Social Sciences Department or the Reference Department. This may cause some confusion among users of these services.

While expressing an excitement and a sense of accomplishment about their ability to meet needs, some EJIC staff have nagging doubts that what they do is not appreciated on the home front. They see themselves as different. Some EIC staff feel that librarians in other departments do not understand what they do. Some express the concern that other staff resent the fact that they spend so much time with one individual at a time. There is some feeling among EIC staff that other library staff believe that what they are doing is social work, not librarianship. In some librarians these differences and the strains put on the practice by a heavy work-load and a need to learn many new things contributed to professional burn-out.

If these kinds of services are to be more widely adopted, the differences between the two practices must be narrowed. There are two ways for this to happen: EJICs can become more like traditional practice; or traditional practice can become more like EJICs. After the loss of funding, some EJICs have, indeed, become more traditional and, in the process, lost some of the client-centered activity which set them apart. A group of librarians who have become converted to the need-centered approaches used in EJICs are working toward helping reference librarians adopt a more need-centered approach. Their philosophy and approach is to point out the similarities rather than the differences when trying to convert others to the practice. Their belief is that fewer librarians will eschew this practice if they see its relationship to librarianship.

Need-centered approaches should be far more widely applied than they are today. Generalist librarians need a better understanding of the nature, approaches, and benefits of these services.

INSIGHTS GAINED BY PROJECT DIRECTOR

This need-based model changed the way many long-term library staff approached their practice. It gave them skills which helped them identify and respond to needs. It also permitted the addition of staff with new approaches to libraries. EICs have proved to be mechanisms which help libraries identify and respond to real needs. However, there

continues to be a tension between these need-based services and more traditional approaches.

Librarians must consciously develop approaches that help them anticipate needs and effectively respond to them. Before libraries can fulfill their destiny as major information resources and before librarians can undertake the role of information professionals who can anticipate the everyday information needs of citizens, steps must be taken to bring these skills and the understanding which accompanies them to a wider audience of public librarians. Until these steps are taken, two widely different—and often opposing— approaches to practice are competing for survival.

RECOMMENDATIONS TO THE FOUNDATION

The Foundation's interest in community-based, need-centered approaches fostered the development of these services. This field-based has project brought vital services to a number of communities and in the process changed practice patterns in a number of libraries. EJICs have changed the lives of most of the people who created them and have made a difference in the communities these libraries have served. In spite of numerous EJIC successes, this need-based model has not yet been widely adopted in libraries. More should be done to foster the development of need-based services in libraries.

Library educators should be encouraged to engage in more need-based teaching, research, and service. If library educators produce librarians who from graduation are able to provide need-based services, these replacement librarians will change practice. In addition, methods need to be developed to encourage positive interactions between educator-researchers and librarians.

One of the functions of the state library agency in each state is to foster library development. State library development staff need to become aware of the benefits of need-based services. Likewise, they need to encourage the use of impact evaluation methods by public libraries. State libraries and library education programs should be encouraged to provide training and technical assistance on need-based approaches to staff in their states.

The success of EJICs depended in no small measure on the use of interactive computer technology which provided each user with *specific, targeted, personalized information* which was used as the basis for decision-making. Two of these programs, *DISCOVER AND SIGI PLUS*, were developed with Kellogg assistance. The Foundation should continue to work toward the development of *additional information technologies that increase access to information* and for individuals with varying knowledge, skills, and abilities.

This project brought career counselors, adult educators, and librarians together. The Foundation should continue to foster collaboration among professionals. This collaboration broadens the horizons of each profession—to the benefit of those who need their services.

APPENDICES

A. Bibliography of Materials Cited in Report

B. List of EICs Funded by Kellogg, EIC Sites Visited, and Selected Examples of Materials

C. Project Proposal: Kellogg EICs in the 1980s: Documenting the Emerging Picture

D. Selected Publications and Presentations on Need-Centered EJICs in Libraries by Project Director

APPENDIX A:
BIBLIOGRAPHY OF MATERIALS
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Ross, Catherine and Patricia Dewdney. *Communicating Professionally.* New York: Neal Schuman, 1989.

Taylor, Robert S. "Information Use Environments." In Brenda Dervin, ed. *Progress in Communication Science.* (Vol. 100. Norwood, NJ: Ablex, 1991.

APPENDIX B:
LIST OF EICS FUNDED BY KELLOGG AND EIC SITES VISITED

List of EICs Funded by Kellogg

Michigan

Willard Public Library
7 West Van Buren Street
Battle Creek, MI 49107
Name of Service: Job Information Center

Detroit Public Library
5201 Woodward Ave.
Detroit, MI 48202
Name of Service: Career and Employment Information Center (CEIC)

Flint Public Library
1026 East Kearsley Street
Flint, MI 48502
Name of Service: Career Opportunities and Planning for Employment (COPE)

Peter White Public Library
217 North Front Street
Marquette, MI 49855
Name of Service: EIC

Lansing Public Library
401 South Capitol Ave.
Lansing, MI 48933
Name of Service: Work World

Nebraska

Slagle Memorial Public Library
524 Box Butte Ave.
Alliance, NE 69301
Name of Service: NEIC

Broken Bow Library
626 S. D Street
Broken Bow, NE 68822
Name of Service: NEIC

Columbus Public Library
2504 14th Street
Columbus, NE 68601
Name of Service: NEIC

Crete Public Library
305 E. 13th Street
P.O. Box 156
Crete, NE 68333
Name of Service: NEIC

Holdredge Public Library
604 East Ave.
Holdredge, NE 68949
Name of Service: NEIC

John A. Stahl Public Library
330 North Colfax
West Point, NE 68788
Name of Service: NEIC

New York and New Jersey

Brooklyn Public Library
Grand Army Plaza
Brooklyn, NY 11238
Name of Service: Education/Job Information Center

Nassau Library System: Hempstead Public Library
115 Nichols Court
Hempstead, NY 11550
Name of Service: Job/Education Information Centers

Clinton-Essex-Franklin Library System
17 Oak Street
Plattsburgh, NY 12901 (original address)
Saranac Lake Free Library
100 Main Street
Saranac, NY 12983 (current address)
Name of Service: Job/Education Information Center

Chautauqua-Cattaraugus Library System
106 West Fifth Street
Jamestown, NY 14701
Name of Service: Job/Education Information Center

New York Public Library
Countee Cullen Regional Library Branch
104 West 136th Street
New York, NY 10030
Name of Service: Education Information Center

Regional Learning Service
405 Oak Street
Syracuse, NY 13203

Westchester Library System
8 Westchester Plaza
Elmsford, NY 10523
Name of Service: Westchester Educational Brokering Service (WEBS)

Camden County Library
203 Laurel Rd.
Voorhees, NJ 08043
Name of Service: Job/Career Information Center

Pennsylvania

Chester County Library
400 Exton Square Parkway
Exton, PA 19341
Name of Service: Workplace

Monessen Public Library
326 Donner Ave.
Monessen, PA 15062-1182
Name of Service: Workplace

Free Library of Philadelphia
Logan Square
Philadelphia, PA 19103
Name of Service: Workplace

Carnegie Library of Pittsburgh
4400 Forbes Ave.
Pittsburgh, PA 15213-4080
Name of Service: Workplace

Scranton Public Library
Washington and Vine Streets
Scranton, PA 18503
Name of Service: Workplace

Citizens Library
55 South College Street
Washington, PA 15301
Name of Service: Workplace

Washington

Everett Public Library
2702 Hoyt Ave.
Everett, WA 98201
Name of Service: Job and Career Information Center

Longview Public Library
1600 Louisiana Ave.
Longview, WA 98632
Name of Service: Education, Job and Career Information Center

Raymond Public Library
507 Duryea
Raymond, WA 98577
Name of Service: Education, Job and Career Information Center

Spokane Public Library
West 906 Main
Spokane, WA 99201
Name of Service: Education, Job and Career Information Center

Pend Oreille County Library
116 South Washington Street
Newport, WA 99156-1708
Name of Service: Education, Job and Career Information Center

Original and Spinoff Sites Visited

Site visits included taking photos of each site with particular emphasis on EIC layout and signage. When clientele were present, photos were taken of interactions between EIC staff and clientele. At each site I asked questions about how the clients who were present at the time of the visit had used the EIC and how they interacted with the staff. At each site I asked staff to recount examples of other clients who had come in recently. Approximate observation time and individual discussions with EIC staff at each site between 3 and 6 hours. A group of sites has been visited two or more times.

Michigan

Detroit Public Library
Lansing Public Library (ceased operation)
Flint Public Library
Peter White Library (Marquette)
Willard Public Library (Battle Creek)
Alpena Public Library (spinoff site)

Nebraska

Alliance Public Library
Broken Bow Public Library
Slagle Public Library (Holredge)
West Point Public Library
Columbus Public Library
Crete Public Library

Pennsylvania

Pittsburgh
  Carnegie Oakland
  West End Branch (spinoff)
  Hazelwood Branch (spinoff)
Monessen Public Library
Citizens Library (Washington)
Chester County (Exton)
Free Library of Philadelphia
Bowlby Library (Waynesburg) (spinoff)
Waynesburg Women's Correctional Facility (spinoff)
Butler Public Library (spinoff)

Washington

Everett Public Library
  South Everett Branch (spinoff)
Longview Public Library
Spokane Public Library
Pend Orielle County (Newport) (spinoff)
Timberland Library System Headquarters (Olympia) (system service in the following sites)
  Raymond Public Library (ceased operation)

APPENDIX C:
PROJECT PROPOSAL: KELLOGG
EICs IN THE 1980s:
DOCUMENTING THE EMERGING PICTURE

Goal

The goal of this project is to develop a detailed picture of Kellogg funded, library based EICs in the 1980s which can be used to inform the library profession of the nature of this innovative service. It will include a description and analysis of the EIC approach and its services within the context of the environment in which they operate. By periodic examinations and analysis of findings, it will capture various phases of development.

Expected Results

Periodic reports and journal articles on the state of EICs in the 1980s. A detailed final report and, perhaps, a general guide to EICs, their planning and evaluation. This material will integrate knowledge of the EICs obtained by me, the site libraries, FERA, and the state library. It will be aimed at multiple audiences: librarians, library educators, other helping professions.

Length of Project

July 1988-August 1990. Report to be completed in the summer of 1990 but materials will be prepared in 1988 and 1989 which can be used to help facilitate the adoption of EICs by other libraries.

Objectives

1. *Capture the Nature of Kellogg-Sponsored EICs in Nebraska, Michigan, Pennsylvania and Washington*

By looking at the EIC from multiple perspectives--EIC clients and staff, librarians, and state agency--and within the context of library service.

2. *Fully Describe the Approach Used By the States, Including Nature of Vision and Model, Methods, Methods Used to Assess Needs, Create EICs, Network With Other Agencies, Provide Support, Training and Evaluation for EICs*

The state coordinators provide the vision for state EICs. They conducted the needs assessment, created the services, provided and coordinated training, program development, evaluation, etc. Carefully examine the approach used in each state. Look for differences in models from one state to the next. Compare models. (Pennsylvania,

for example, required that all primary site personnel be librarians. Do librarians focus more on the materials and less on the clients? Is there a difference in approach (and success) between librarians and others who operate EICs in libraries?

3. Identify and Examine the EIC Service Components and Context

In public library reference, librarians have unwittingly created an environment which does not facilitate client- professional interaction. What kind of environment have we created for the EICs in the library?

What do EICs physically look like? How are they marked? What is the environment like? To what extent does the EIC environment permit private interviews with clients?

How does the EIC operate <u>within the context of the public library environment?</u> Compare EIC Service with reference service within the site, when possible, and to other similar public libraries.

How are EICs like typical reference services? How are they different from other reference services provided by libraries? What is the essence of "the model"? What constitutes success?

How much networking is going on? What are the linkages to the rest of the library?

4. Develop Detailed Descriptions of EIC Clients (and/or Use Those of Others) and Their Interactions with the EIC Staff

Describe the nature of the client-professional relationship at the EIC and compare it with the "typical" client- professional relationship in public libraries.

Get client stories from each site; case studies which are fairly extensive should be kept on a few clients. The client's perception of how this service helped them and how they used the staff and materials is essential.

Client profiles and indicators of how the client perceives the EIC, how the client found out about the EIC, how the EIC—its resources and its staff are used, what characterizes the interaction between the staff and the client.

What do EIC clients seek at the EIC? What do they get? How often do they go back? Are they interacting with materials or staff or both? What is the balance? How long does each visit take? What is it like? How does the EIC or the staff help? What differences the EIC has made in the client's life, (i.e., impact, changes, etc.).

Are clients attempting to <u>get information</u> (people typically seek information at a library) or do they try to <u>solve a problem</u> at the EIC? This is a major difference.

If these individuals have used libraries before, how have these interactions been similar or different? If clients have not used the library before, is there a carry over?

5. Develop Detailed Descriptions of the EIC Staff

Who are the EIC staff? What do they know? Demographics, esp. job experience and education. Background. What do they need to know? Are they librarians? How did they get into EIC? What about this service satisfies them?

How do they relate to their clients? What is a typical interaction like? What are the major sources, materials, computer aids, etc. used by the EIC staff? How do the EIC staff link the client with educational resources and opportunities?

Is there an ongoing relationship? What is their approach to the service? Are they "neutral" like librarians? Do they feel accountable for what they tell their clients? Do they give advice? Compare with librarians outside of EICs.

Do EIC staff see their work as being related to or tied in with that of other professions? Which? How? Outside of the EIC, in reference situations, do librarians see their work as being related to or tied in with that of other professionals? Which? How?

What do library managers expect of the EIC? and its staff? Are these expectations different for other staff?

6. Determine the Nature of Typical Interactions Between EIC Staff and Those Who Use the EIC (the Client-Professional Relationship)

The aim here is to explore the range of behavior in client- professional interactions; information giving, reference, advice/consulting and teaching/instruction.

In order to convince librarians of the differences between EICs and other types of library services this "definitive" view of EICs should include a valid comparison with other library services which involve an interaction between a library user and a library staff member. The most logical one is reference service. Therefore observations of the reference environments and interviews with library staff and library users in non-EIC settings should also be conducted.

Ask library managers at EIC staff what qualifications and qualities they were seeking when they hired the EIC staff. Ask these library managers and others the same questions about the most recent person hired in general reference.

7. Conduct a Program Audit in Order to Identify the Training Needs of EIC Staff

EIC staff have been asked to assume roles for which there are few models. It is anticipated that these needs will be broad and may differ from one staff member to another, but it is expected that a common set of training needs will be identified. What do they know now? What do they need to know? (Use Mahmoodi, Wagner approach).

8.   Use This Knowledge to Bring Insights to the Field of Librarianship and to Allied Fields

The approach used will be holistic. It will involve personal site visits and telephone calls as well as use of material collected by others: the site staff, the state library, FERA, the EIC Coordinating Office, and training staff. When possible, data will be collected by a team of two or more.

Whenever possible, I plan to take advantage of the interdisciplinary team that Kellogg has assembled, both in the collection, use, and examination of data. Knowledge should be shared. Retreat(s) with key EIC resource people will add valuable knowledge.

The goal will be to visit all core EIC sites (Michigan, Pennsylvania, Nebraska and Washington) at least once, to examine the environment and to interview staff, management and clients.

At least one additional trip will be made to each core state and one or more sites will be visited. Clients of the EIC will be interviewed. Discussions with EIC staff, management and other librarians will be held. When possible, team visits will be conducted in order to gain from the insights of different researchers. A trip will be made in late 1989 or 1990 to assess mature service delivery patterns.

To develop components of the mode of EIC services which will emerge from this examination, selected EIC sites in other states (Utah, Colorado, Montana, Oklahoma, New York and Georgia) will be visited.

The initial core EIC site visit—at this time planned to be part of Cynthia Johnson's grant and to occur in late July and early August—will be to one site in each state. Each visit will be approximately 2-3 days and will include an interview with the coordinators, visits to one or two sites, individual interviews with site staff, and focus group interviews to discuss the service and conduct the training audit.

Telephone and in-person interviews with various target groups will be conducted throughout the life of the study. Data collection on the nature of reference service will be conducted at non-EIC sites and through the use of telephone and in person interviews. Examination of physical arrangement of reference departments, and mail questionnaires.

Research assistants will be used for literature reviews, some interviewing and some data analysis. Limited secretarial. I will be responsible for all data collection and analysis.

Consultants of different backgrounds will be used periodically in data collection and analysis to enhance the integrity of the findings by adding perspectives to those of the principal investigator. Consultants are likely to include: Donald Schon, MIT School of Urban Planning (author of *The Reflective Practitioner*); Brian Nielson, Northwestern University (author of "Teacher or Intermediary: Alternative Programming Models for the Information Age"); Patricia Dewdney, University of Western Ontario and Brenda Dervin, Communication Department, Ohio State, (authors of "Neutral Questioning; A New Approach to two Reference Interviews"); Barbara Flynn, Chair, Kellogg EIC National Advisory Committee; Jackie Thresher, extensive EIC, I&R experience; Dorothy Puryear, extensive EIC, I&R experience; Jean Kordelewski, initiator of EIC services.

6/88

APPENDIX D:
SELECTED PUBLICATIONS AND PRESENTATIONS ON NEED-CENTERED EJICs IN LIBRARIES BY PROJECT DIRECTOR

PUBLICATIONS WHICH FOCUS PRIMARILY ON EDUCATION JOB AND CAREER CENTER PRACTICE

Serving Job Seekers and Career Changers: A Planning Manual for Public Libraries. Chicago: American Library Association, January 1993. 142pp. (With a chapter written by Mary Jo Ryan and one by Kathleen Savage and Stephen Mallinger).

*"Public Libraries and Career Changers: Insights from Kellogg Funded Sources." *Public Libraries*, March-April, 1991, pp. 93-100. (Cover article).

*"Kellogg Funded Education and Career Information Centers in Public Libraries." *Journal of Career Development*. Vol. 18(1) Fall 1991, pp. 11-17.

*"Educational Information Centers Invest in People," *Public Libraries*, Vol. 26(4) Winter 1987, pp. 153-56. (With James Nelson.)

PUBLICATIONS WHICH REFER TO EJICS

"Raising Expectations—Our Users' and Our Own," [Part of the Symposium entitled, "Reference Encounters of a Different Kind."] *Journal of Academic Librarianship*. 18(5) (November 1992), pp. 283-4.

"Public Libraries: Adapting to Change." *Wilson Library Bulletin*, October 1992, pp. 31-35 & 117-18. [With Connie Van Fleet]

*"A Call to Action: The Power of Personal Stories." In *Your Right to Know: Librarians Make It Happen. Background Papers,*. Chicago: American Library Association, 1992.

"Librarians: The Invisible Professionals." In *The Bowker Annual: Library and Book Trade Almanac*. 35th Edition. New York: Bowker, 1991, pp. 92-99.

"Research Needs in Public Librarianship." In Charles R. McClure and Peter Hernon, ed., *Library and Information Science Research: Perspectives and Strategies for Improvement*. Norwood, NJ: Ablex, 1991, pp. 279-95.

*"WHCLIS Goals vs. PLA Roles." *Library Journal* June 15, 1991, pp. 37-43. [With Catherine Allen]

PRESENTATIONS WHICH FOCUS PRIMARILY ON EJICS

- "Serving Job Seekers and Career Changers." Presentation at the Annual Conference of the American Library Association, San Francisco, 1992.

- *Make a Living: Make A Life.* Keynote. PLA. Adult Life Long Learning Section Program. American Library Association Annual Conference, Atlanta, 1991.

- "The Public Library: A Partner in Community Efforts to Ensure Economic Vitality." Public Library Association National Conference. San Diego, CA, March 1991.

- "Professional Practice and Information Needs." Nebraska State Library. Lincoln, NE, September 1991.

PRESENTATIONS WHICH REFER TO EJICS

- "Public Library Response to Public Policy Information Needs." Paper presented at the Kellogg Invitational Conference on Public Libraries. Wakulla Springs, FL, October 1991.

- "Citizen Information Needs." Presentation at the Invitational Conference on the Future of the Public Library. Blue Mountain Conference Center, November 1991.

- Visiting Scholar and Speaker. University Library. University of Nebraska. March 1993.

- Visiting scholar. and Speaker. Annual Spring Colloquium. Northern Illinois University. School of Library Science. April 1991.

*Note: Starred items are attached, in whole or in part.

SERVING

JOB SEEKERS
— AND —
CAREER CHANGERS

A PLANNING MANUAL FOR PUBLIC LIBRARIES
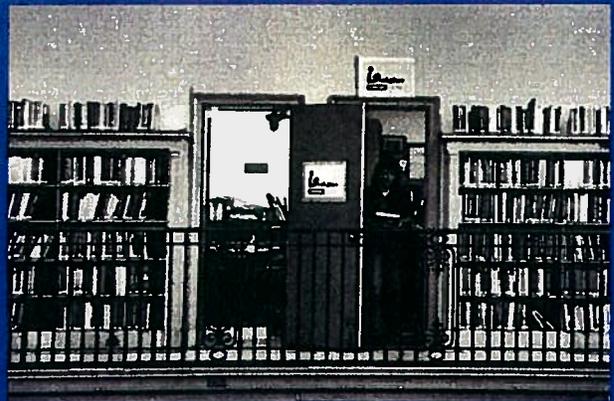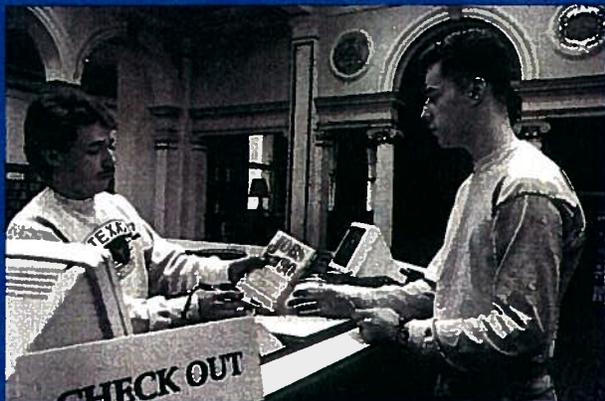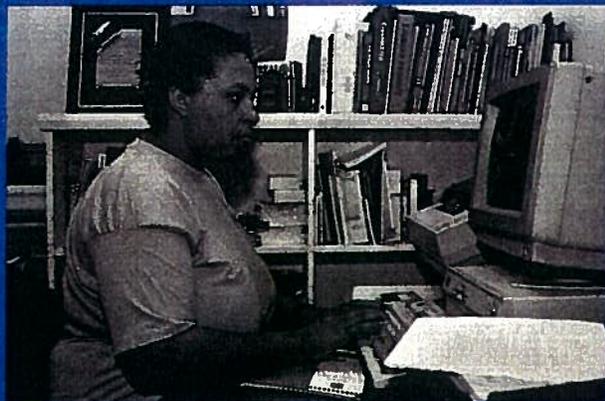
Part of the Public Library Development Program

Joan C. Durrance, Kathleen M. Savage,
Mary Jo Ryan, and Stephen M. Mallinger

JOB SEEKERS
— A N D —
CAREER CHANGERS:

A PLANNING MANUAL FOR PUBLIC LIBRARIES

Joan C. Durrance

Kathleen M. Savage

Mary Jo Ryan

Stephen M. Mallinger

Contents

Figures and Tables

Partnerships between public libraries and Education and Job Information Centers (EJICs) have a lengthy history. Originally defined in amendments to the Higher Education Act in 1976, EJICs first appeared in public libraries in New York in the late 1970s and early 1980s. The W. K. Kellogg Foundation was a catalyst for stimulating the investment of both state and federal funds in launching these services. Soon after, the Kellogg Foundation's investment in public library EJIC projects followed in Michigan, Nebraska, Pennsylvania, and Washington. A related Kellogg Foundation project supported community learning and information centers in public libraries in four intermountain states: Colorado, Montana, Utah, and Wyoming. Collectively, these projects as well as independent public library initiatives have created a rich heritage for the EJIC concept.

In the late 1980s, the W. K. Kellogg Foundation and the Public Library Association (PLA) formed a partnership to consolidate the lessons learned by EJIC pioneers to foster communication among EJIC libraries, to disseminate information about the projects, and to promote adoption of EJIC services among a broader range of public libraries. The first two phases of the PLA/Kellogg project funded a PLA/EJIC National Coordinating Office and advisory committee, a newsletter called the *PLA Linkletter*, and the production of a video, poster, and accompanying brochures built around the theme "Making a Living, Making a Life" to introduce EJIC services in a direct, accessible way to library managers, community leaders, and local officials.

In 1990, the Kellogg Foundation extended funding to a third phase—to produce this manual. It builds on the skills, techniques, service methods, and strategies learned in the Kellogg Foundation's state projects as well as Phases I and II of the PLA project. This manual is intended to inspire, motivate, and provide useful information to several audiences: librarians and other EJIC staff interested in improving their current services; library managers interested in beginning EJIC services and the staff they charge with designing the service; the public library community

at large—especially reference, adult services, and outreach librarians; library decision makers including state librarians; and library educators. The goal of the manual, then, is to address the following questions:

- How can library administrators know if a community needs EJIC services?

- How can library administrators and staff effectively plan these services?

- How can library staff develop partnerships with other local agencies in meeting these needs?

- What are the most effective strategies for responding to these needs?

- How can library staff best operate EJIC services?

- How can library administrators evaluate EJIC services?

In creating this manual, the lead author, Joan C. Durrance, and the Kellogg Phase III Advisory Council wished to place EJIC services in the context of other library services such as reference, information and referral, literacy, and outreach. An important part of this effort has been to relate EJIC services to the framework for public library roles defined by the PLA Public Library Development project manual, *Planning and Role Setting for Public Libraries: A Manual of Options and Procedures* (*PRSPL*).

Public libraries that have used the *PRSPL* manual may approach EJIC services from two perspectives: community needs assessment or role selection. Library assessment of community needs may reveal such factors as high unemployment rates, displaced workers, economic dislocation, literacy problems, or an influx of non-English–speaking residents. EJIC services are a logical response to such conditions. On the other hand, three of the roles defined in *PRSPL* (the Community Information Center, the Formal Education Support Center, and the Independent Learning Center) also provide a natural pathway into EJIC services. Even libraries not engaged in formal planning but with a strong historic commitment to information and referral services will find EJIC services to be a further extension of their program.

Whatever the library's path to EJIC services, it is clear that these programs develop and extend traditional library services in new and innovative ways. Needs based, client centered, and collaborative in nature, EJIC services provide a strong and flexible service response for a wide range of libraries wishing to make a difference in the lives of community residents and in the very fabric of community life. The members of the Kellogg Phase III Advisory Committee urge you to explore and take full advantage of these services.

Amy Owen, Chair, Kellogg Phase III Advisory Committee,
    Utah State Library Division
Carolyn Anthony, Skokie (Illinois) Public Library
Melissa Buckingham, Free Library of Philadelphia
Gloria Coles, Flint (Michigan) Public Library
Ronald Dubberly, Atlanta-Fulton Public Library
June M. Garcia, Phoenix Public Library
Vera A. Green, Carnegie Library of Pittsburgh
Jeanne M. Patterson, Cuyahoga County (Ohio) Public Library
Dorothy S. Puryear, Nassau (New York) Library System
Mary Jo Ryan, Nebraska Library Commission
Gary E. Strong, California State Library
Eleanor J. Rodger, ex-officio, Public Library Association

Amy Owen
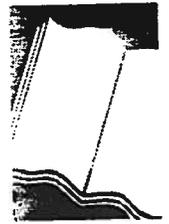
This manual is long overdue. Job and career questions are regularly among the most frequently asked in many reference departments—for good reasons. Each year millions of young people make decisions about what they will be doing with their lives. People periodically change jobs and even careers: this often requires additional education and training. In recent years the number of people who need education, job, and career information has greatly increased. Communities all over the country are experiencing the highest unemployment and underemployment in more than a decade. Many people who recently have found themselves out of the job market are unprepared for the changes they must make to find employment or embark on a new career.

Across America public libraries are among the most highly valued institutions in local communities. However, studies show that too many people fail to recognize that the library can provide assistance in solving a problem such as preparing for a job or changing careers. While librarians know how valuable getting and using information can be in solving problems, this is not so obvious to the general public. In the same vein and for the same reasons, the role that librarians play as providers of information is not clearly understood either by the public or by other agencies in the community.

A number of librarians have found out how to change those perceptions. For more than a decade public libraries in some communities have been recognized by job seekers and career changers as places they can go to get help and information as they prepare themselves for change. These librarians have developed services generically refered to as education, job, and career information centers (EJICs). Many EJICs were started by generous grants by the W. K. Kellogg Foundation. The experiences of pioneer EJICs funded by those grants greatly strengthens this manual.

In the course of developing my knowledge of EJICs in public libraries—and preparing to develop this manual—I made more than forty

visits to EJICs started by W. K. Kellogg funds. In addition, I asked for, and received, scores of brochures, posters, flyers, newsletters, and other promotional materials developed by other pioneering services in a number of states. This provided additional understanding of how these centers work, what they do to meet the needs in their communities, and how they get the word out about their services.

The W. K. Kellogg Foundation has generously provided funds to the Public Library Association (PLA) to make this manual possible. I have been told by a number of EJIC staff members that they are very pleased that the manual has been developed. Over and over in the process of creating their own services, they had wished for more guidance as they ventured into this uncharted territory.

USING THIS MANUAL

This manual is built solidly on need-based, community-centered practice developed by a large group of pioneers. They made mistakes at first as they experimented in developing a need-based approach. All learned the importance of working with other organizations in the community. By following the recommendations in the manual, you can learn from the successes of others and be able to avoid some of their missteps.

This manual will help you make the necessary community connections and to plan, develop, market, and evaluate services designed specifically to meet the needs of job seekers and career changers. By following the approaches presented here, you will be able to show the people in your community that, in addition to the things they know are possible at the library, there are, indeed, other ways they can get assistance.

Chapter 1 provides an overview of EJIC services and explains how these services meet needs. Share information from this chapter with library staff and decision makers as well as with community agencies and organizations to let them know the kinds of needs, approaches, and services that are possible.

Chapter 2, A Need-Based Service, identifies a set of specific needs commonly experienced by people who are looking for work, choosing or changing careers, attempting to start a business, or returning to school. People often come to EJICs with several different needs. By becoming familiar with the needs that actually are experienced by real people, you have taken the first step in preparing your library's response. Your clientele may need to identify and overcome problems that stand in the way of their making the best use of library and community resources, and your EJIC can help them do just that.

Chapter 3, Strategies That Respond to Needs, identifies a group of strategies that have been used effectively by libraries that have already experimented with delivery of these services. Several are familiar to librarians; others are new. These strategies include a variety of approaches designed to increase access to specialized EJIC resources such as the purchase of new materials, including self-assessment and career-advising

computer software. and the development of new ways to let people know about these resources.

Chapter 3 responds to research that shows that many people do not understand the services available at public libraries and that librarians often fail to respond to actual needs. It identifies effective approaches to the reference interview, presents ways to provide assistance by focusing on the client's need. and shows how EJIC staff can provide skill-building workshops and resource materials. The final strategies—forging connections with the community—focus on making links among service providers and raising awareness about these services.

The heart of the manual, Chapter 4. Planning for a Successful Service, shows how to prepare for and plan your EJIC. The planning process is need-based and community-centered. It builds on the approaches presented in PLA's *Planning and Role Setting for Public Libraries* process. This chapter takes a step-by-step approach that starts by preparing you to plan and concludes with helping you set priorities for service implementation. The planning process will help you assess your library's readiness for the service. determine the areas of greatest need. and set goals and objectives. Throughout this chapter you will find worksheets and checklists to help you collect the data needed to plan and shape your EJIC. For ease of photocopying. Appendix B. EJIC Planning Process Checklists and Worksheets. reproduces the worksheets. Use this chapter in conjunction with the information presented in the other chapters. especially Chapters 2 and 3.

Chapter 5. Selecting and Evaluating EJIC Materials. was developed by Kathleen Savage, a nationally recognized expert on job and career materials and a staff member at Cuyahoga County Public Library's InfoPLACE (Print Resources). by Stephen Mallinger. who guided the development of Workplace sites in Pennsylvania and currently serves as a Consultant in Library Development at the State Library of Pennsylvania (Software Resources), and by Catherine Allen. University of Michigan (Software Resources). It is an excellent guide to the literature—what is out there. who produces it. and what to look for when you select. At the same time it is a fine introduction to the rapidly growing world of career software products. This chapter provides detailed information about how to make collection development decisions. shows you where to look for valuable job information. explains what to look for in print and software. and much more. The chapter is arranged so that it can be used as an ongoing reference resource as you look for answers to career- and job-related questions.

An excellent supplement to Chapter 5 is *Serving Job Seekers and Career Changers: A Critical Bibliography for Public Libraries.* a detailed guide to specific titles, developed by Kathleen Savage. Its arrangement, by topics that roughly correspond to the types of needs EJICs attempt to meet, will help you identify resources that meet specific needs. For your convenience. the bibliography is three-hole punched so that you can add new titles to this important resource as you become aware of them.

Chapter 6. Marketing EJIC Services, was developed by Mary Jo Ryan, who led the development of these services in Nebraska libraries and who

serves as Public Information Officer for the Nebraska Library Commission, and by Cheryl Burley of the University of Michigan. The chapter will show you how to market and promote your library and change people's perceptions. Marketing, simply put, is a formal approach to identifying groups you are trying to reach; marketing helps you think about how best to reach the groups who most need your service. It reinforces the planning process and helps you to think about the specific services you are able to deliver. This chapter includes a number of examples of promotional materials that have been developed by various libraries with job and career centers to market these services. Captions for these brochures and those highlighted in Chapter 1 give valuable details including size, shape, color. and folding information. All materials were sent in by EJIC staff. Unfortunately. there was not enough room to include all the brochures we received. You may wish to contact some of the libraries listed in Appendix A. Selected Providers of EJIC/Economic Development Services. for additional ideas and publicity materials.

The last two chapters. 7 and 8. focus on various aspects of EJIC management. In Chapter 7 you will find suggestions about how to identify and prepare the facilities. how to select staff. what kind of training is most valuable and how to get it. as well as information about funding and grant writing. Chapter 8 presents valuable suggestions for evaluating this service. It includes sample survey and interview instruments to help you determine both how your EJIC is functioning and how well you are serving your clientele.

ADDITIONAL RESOURCES

Increasingly there are a number of valuable resources to assist librarians who wish to develop job and career centers in public libraries. Many are referred to in various places in this manual.

EJIC Staff as Resources

Appendix A. Selected Providers of EJIC/Economic Development Services, includes a number of established EJICs, a few libraries that have economic development services, and selected state library agencies and an association that have in the recent past provided assistance to job seekers and career changers. The list is arranged alphabetically by state. Consider these libraries as valuable resources for further information. This manual does not include names of coordinators because, in this field as in others. people change jobs and titles. The list may prove beneficial because people who are considering developing a new EJIC may decide to spend a day at an EJIC that is already in operation. EJIC staff are generous and always pleased to be of assistance.

PLA Members as Resources

PLA's Adult Lifelong Learning Section (ALLS) is a focal point for librarians who are interested not only in job and career services but also

in literacy and other adult learning services. The ALLS Job and Career Information Services Committee is made up of an experienced staff of library job-and-career–services providers. This committee sponsors programs and discussions at national meetings. Programs have been held on developing EJICs and on various aspects of managing them. The committee has set up a one-on-one consultation program that can link those who need information about funding, marketing, planning, etc., with someone who has experience in this area. The linkages that PLA has across the nation are extremely valuable to those planning to start a job center. For the names of current committee members, check the *ALA Handbook of Organization* or call the PLA Office at ALA (1-800-535-2433).

Other Resources

Chapter 7 provides information on other national associations that can provide help to developers of career centers. It also includes specific information about training resources.

ACKNOWLEDGMENTS

This manual is the culmination of the efforts of a number of people and institutions. The W. K. Kellogg Foundation and its project officer during the years of Education Information Centers (EIC) funding, Dr. Arlon Elser, should receive special recognition for the encouragement and the wherewithal that made both the EJICs and this manual possible. Likewise, pioneers from New York State, too numerous to name, deserve thanks for their ideas and inspiration.

I would like to thank the many EJIC staff who welcomed me into their centers so that I could observe what they do and listen to their approaches to meeting client needs. I saw services I would not have imagined without my first-hand contact. These staff members were very generous with their time in answering my questions. These visits have been invaluable to this manual and to my other writings on these services.

In addition, scores of staff members from job and career information centers all over the country generously sent copies of brochures, posters, reports, and plans. All were appreciated and helpful. These materials have added considerably to my knowledge of what goes on in these centers and have helped me to understand the value of these services to their communities. Due to space considerations, only a few of the many materials that were sent are included here.

The manual has been enriched by the efforts of members of the Public Library Association's Adult Lifelong Learning Section and its Job and Career Services Committee. In 1985 the committee wrote the field's first guide to the development of services, *Job and Career Information Centers for Public Libraries*, published by ALA. These dedicated professionals have continued to inspire others to develop job and career services and have provided help for them along the way. It is important to acknowledge their efforts.

This manual has been shaped by a number of hands. Valuable suggestions were made by a number of practitioners, especially Jeanne Patterson, Stephen Mallinger, Mary Jo Ryan, Gloria Coles, Ruth Schwab, Steve Osserman, Vera Green, and Dorothy Puryear, among others, as they read and tested earlier versions of the manuscript. The manual was guided by members of a capable Advisory Committee whose expertise included both creators of these services and crafters of PLA's *Planning and Role Setting* process, whose names are found in the Foreword. The Advisory Committee was ably chaired by Amy Owen, a joint author of *Planning and Role Setting for Public Libraries.* PLA's Goals, Guidelines, and Standards Committee provided guidance and recommendations as well.

Several individuals made special contributions to the manual. Jacquelyn Thresher deserves special recognition for her contributions to the ideas that are presented herein. Kathleen Savage, Mary Jo Ryan, Stephen Mallinger, Cheryl Burley, and Catherine Allen made special contributions to various parts of the manual. Cheryl Burley developed the manual's figures and worksheets; Amy Owen and Carolyn Anthony made valuable contributions to the final manuscript. Final shaping of the manual and paring it into the streamlined product you have before you was done by Rolly Kent, Bonnie Smothers, Joan Grygel, and others in ALA Publishing. The entire project was overseen by PLA's skilled director, Joey Rodger.

My work in the manual was enhanced immeasurably by the extraordinary support and assistance of my research assistants over the life of this project, Catherine Allen, Cheryl Burley, Heidi Weise, and Paula Gibbons. No faculty member has ever had more intelligent, capable, and dedicated staff.

Joan C. Durrance

PUBLIC
LIBRARIES

Public Library Services for Career Changers

AACR2 Revised: An Update for Public Services Librarians

A Second Look: Bibliographic Control of Videos
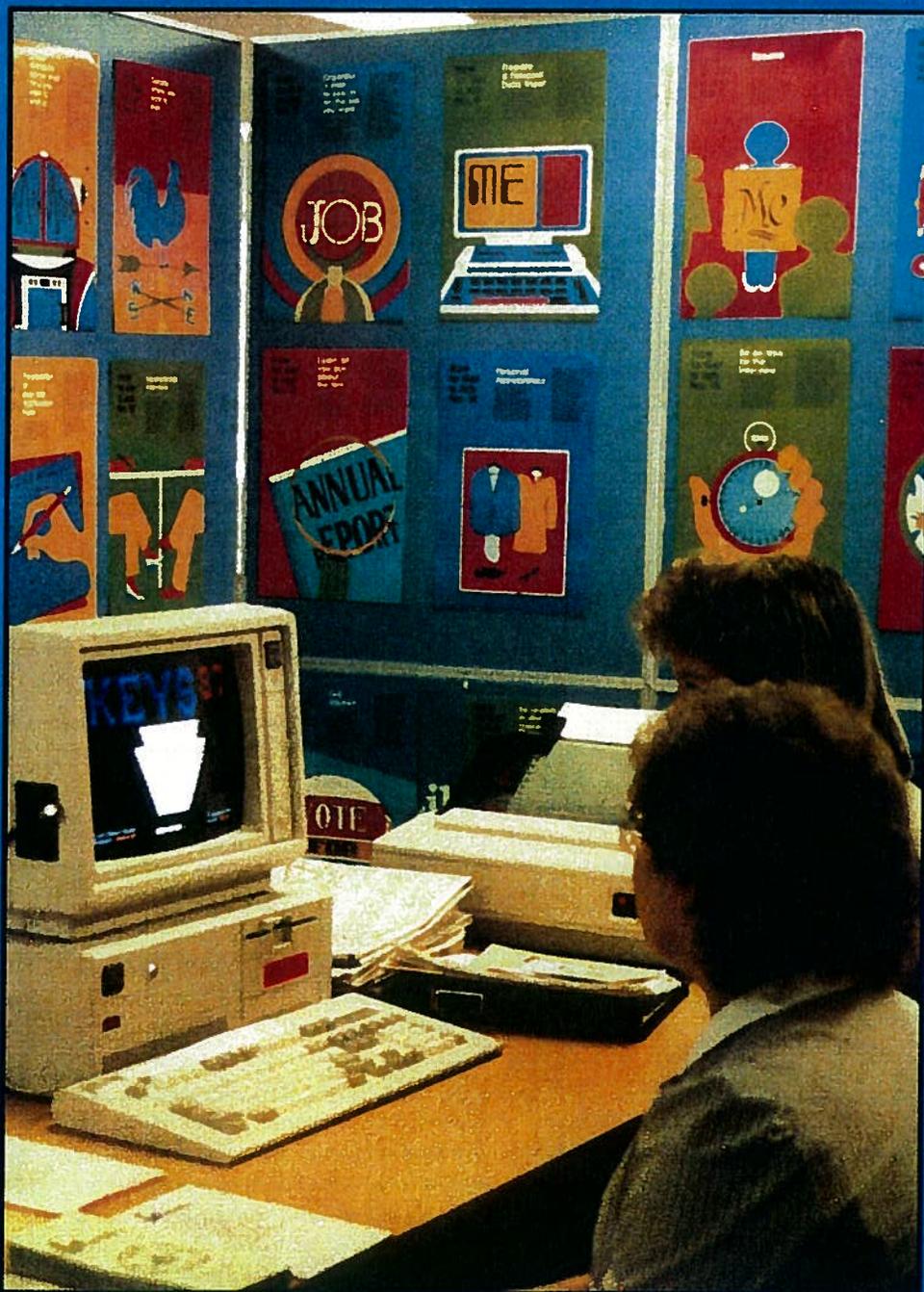
Joan C. Durrance

Joan C.
Durrance

Public Libraries and Career Changers: Insights from Kellogg-Funded Sources

Joan C. Durrance is an Associate Professor at the University of Michigan School of Information and Library Studies. Research for this article was funded by the W. K. Kellogg Foundation.

This article describes innovative services in public libraries in Pennsylvania, Michigan, Nebraska, and Washington that have been designed to serve adults who are in a job, education, or career transition. These Kellogg-funded services are need-driven and client-centered. Library staff who deliver these services tend to spend a great deal of time working with an individual who is engaged in a process (e.g., looking for a new job, trying to re-enter the workforce. or exploring a career). Staff have found that it is important. therefore, to learn about these processes as well as the resources in order to provide services more effectively. This article also examines benefits of providing these services, knowledge needed to become a provider, strategies used to reach potential clientele, and evaluation of the impact of these services.

A series of generous grants by the Kellogg Foundation, first to New York state in the 1970s and to Michigan, Pennsylvania, Washington, and Nebraska in the mid-1980s, to create Education Information Centers (EIC) has permitted pilot sites in these states to develop services around computer-based career assessment software (SIGI PLUS, Discover, Pennsylvania Careers, etc.) and develop a knowledge base built around the adult in transition, demographics of the workforce, and the changing world of work.[1] Each grant provided for multiple sites in each state with money for staff and equipment and for a state coordinator who took on the job of assisting in developing services in each site and providing the extensive training deemed necessary for these innovative services; 1990 marks the final year of the three-year demonstration projects in the four states. These services build on knowledge gained during the late 1970s and early 1980s in New York, where Kellogg funds were used.

At a time when some reference departments put a five-minute limit on reference questions, a staff member in one of these projects may spend an hour with one person doing what some folks might call an in-take interview. Another hour might be spent either in bits and snatches (while doing other things), or exclusively, with someone using a computer software program designed to help the individual understand not only what is required (in terms of aptitude or education) for a particular job, but what kind of a personal mesh there is between a potential job and the individual's own values, preferences, and education. This same staff member may spend up to an hour with someone who has begun to narrow down his options and is trying to develop an effective resume. There is no single pattern. There is great variety; however, staff in the Kellogg EIC centers spend much more time with the individuals they serve than most reference librarians do.

Driving Forces for Creation of EICS

Since libraries are collections of books and materials, it is tempting to build services around materials. Innovative services like information and referral were built, not around materials, but around specific needs. Kellogg-sponsored EICs, likewise, were built around needs based on the economic downturns that were being experienced in both urban and rural communities during the early years of the 1980s.

One project coordinator has succinctly indicated the rationale for the development of these services in public libraries. There is, simply, a need and a demand for them:
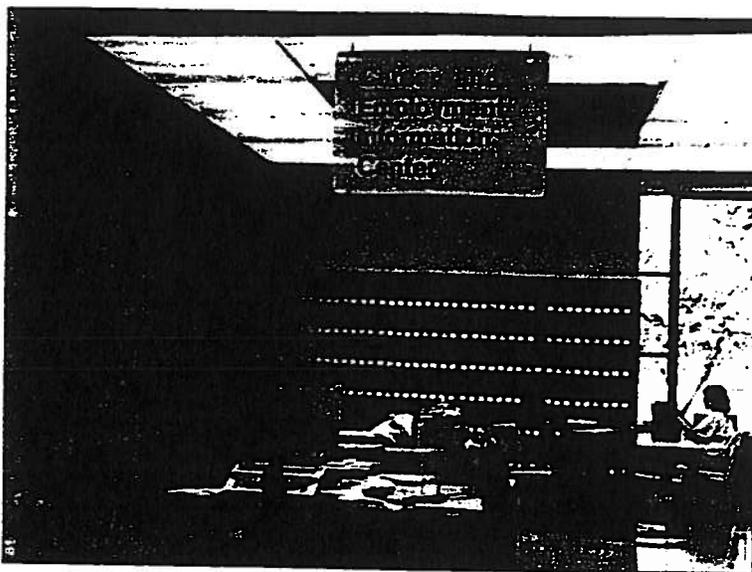
Detroit Public Library Career and Employment Information Center (CEIC). Diane Cutler. CEIC Librarian.

As long as the labor market in this country is characterized by rapid change which either requires workers to retrain or displaces workers with technological advances. there will be a demand for [these] services. . . For older workers [it] may be the only resource available to help them make sense out of an employment picture which is no longer recognizable. For other workers dealing with a job market dominated by low-paying service positions, new directions for training and education will be important. For all workers. the skills necessary to successfully change jobs on a cyclical basis. to plan for periods of unemployment between jobs, and to assess the changing role of work in their own lives will require the resources and counseling services of an Education/Job Information Center, services that are easily accessible and available with minimal bureaucratic interference.

The Kellogg sites, funded initially in New York state, are now found in public libraries from Newport, Washington, a tiny town in the eastern part of the state with a population of 1,200 and no traffic lights, to the massive Free Library of Philadelphia, located in the city of our nation's birth, which has more traffic lights than Newport has people. In each of the Kellogg pilot states, there have been EICs in urban areas and in small, isolated communities.

In Washington. staff at Raymond. just a few miles from the Pacific Ocean. and Newport, on the Idaho border. try to reach those individuals in isolated communities whose lives in the past have depended on timber. Sites in Everett, Longview. and Spokane sought to reach residents in those communities that have experienced economic ups and downs. The director at Newport writes "EIC stands for EMPOWERMENT INSPIRATION CENTERS in this very rural Northeast Washington State county. . . with perhaps the highest unemployment rate in the state for over the past decade.'"

In Michigan, the communiti chosen include Flint, whose une: ployment figures for years ha been higher than most any city the nation; Detroit, a city sufferi from a full range of social and e nomic ills; Lansing, the state's ca tol city that also suffers fro economic problems; Battle Creek, city in the western part of the sta with a range of economic problen and Marquette, Michigan's nort ernmost city and one that serves tl entire Upper Peninsula that h: long suffered economically. The l cations were chosen to represe different parts of the state that e hibited economic developmer problems. The director of Flint's C: reer Opportunities and Plannin for Employment (COPE) Center ii dicates that "The underlying go: of COPE is to prepare persons fc the transition from a manufactu: ing society to a service society."

Pennsylvania sites—Philadelphi: Monessen. Washington Count; Chester County, Pittsburgh, an Scranton—represent all geograph cal parts of the state. Each of thes sites has experienced economic prol lems; some are quite severe. Th public library in Monessen, for e: ample, serves a former steel tow The library, in fact, was built acros the street from the now closed ste plant. Its rusting hulk reflects in th
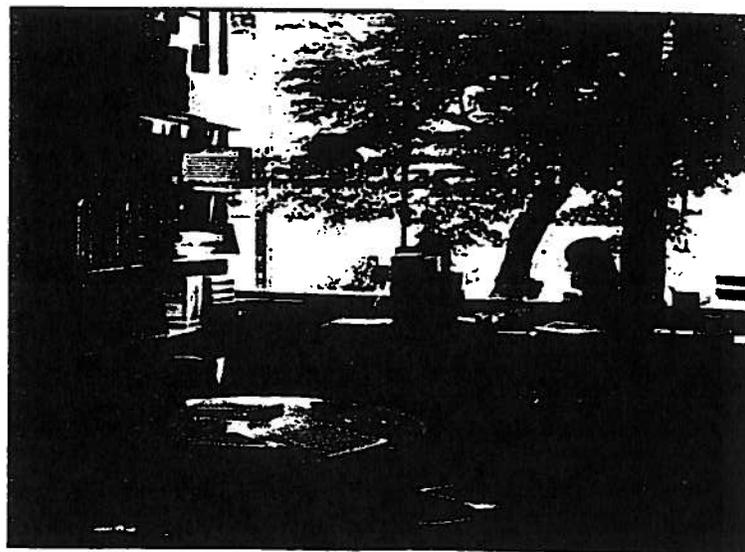
Everett (Washington) Public Library Education/Job Information Center (EJIC). Anita Johanson, career advisor.

plate glass window of the public library. The state coordinator notes that "EICs have brought whole new user groups of adults seeking new life options into public libraries: blue collar unemployed, single mothers on welfare, the chronically unemployed, etc."[6]

Nearly all of Nebraska is rural. The nation's farms in the 1980s suffered more than at any time since the Great Depression. The largest EIC, at Columbus, is in a city of 30,000, a metropolis by Nebraska standards. There are EICs in public libraries in Crete, West Point, Holdrege, Alliance, and Broken Bow. In the western part of Nebraska, in the sand hills, communities are very isolated. Many are still out of range of a public radio station and are miles from the nearest college. The local public library in these communities takes on a very special and unique cultural and social role. Most libraries in these communities are run by community

librarians whose knowledge of librarianship is gained through the guidance of a state library staff member and on-the-job experience.

Inventing a Service Approach

Vera Green has never had a more rewarding job. She now serves as the coordinator of The Carnegie Library of Pittsburgh's Workplace, a Kellogg-sponsored service designed to reach adults in transition. She says of her job, "I get such satisfaction from my job. I leave work at the end of the day knowing that the work I have done has made a difference in somebody's life."[7]

Ms. Green and a host of other professionals who staff these Kellogg-sponsored centers (at some centers they are librarians and at others they may be counselors or adult educators) are inventing their jobs as they go along. They are not the first innovators in public libraries. These services owe much to other

innovative services that have preceded them. Their work builds on reference service, public library job and career information centers, earlier Kellogg and LSCA-funded Education Information Centers, information and referral services (I&R), and on the tradition of public library work in adult education.[8]

The public library staff members who are working to create this user-based service share the excitement expressed by Vera Green. The voices of just a few give a hint of the experience:

> In a nutshell, we have expanded our usefulness and our audiences. Our image is one of being aware and in tune to the needs of the times, rather than a repository for 'old' books or a place just to find recreational reading.[9]

> The Kellogg Project literally has changed librarianship and library-client service models in our state.[10]

> EICs help people discover themselves and light their own fires. The results are empowered learners and seekers and more satisfying lives.[11]

What Does the Kellogg Model Look Like?

There is a great range of practice subsumed in the Kellogg-funded projects. The National Advisory Committee to this project decided in late 1989 that the term "EIC" does not transmit the full meaning of the service. Members felt that a more meaningful way of describing these services would be to characterize them as being built around the specific needs of adults who are in a job or career transition, thus they decided to refer to them as "services which meet the needs of adults in transition."

These client-centered services are not limited to strong materials collections and reference service in education, job, and career information, even though such collections provide an excellent resource for all of these centers. In most, but not all locations, practice involves extensive client-centered activities that may include advisement and coun-

Broken Bow (Nebraska) Public Library Education Information Center (EIC). The Broken Bow center is typical of other sites in Nebraska where emphasis is placed on material provision and sharing, as well as giving users access to the computer software DISCOVER.

seling and that focuses on the job seeking/career change process. In a few sites it also means provision of specific job notices and active participation in writing resumes. The range of practice is probably the result of practice being invented by incumbents with a variety of backgrounds; some are librarians, others have backgrounds that include social work, counseling, adult education, or, in a few cases, community experience.

Most Kellogg-sponsored sites, known by such names as Job and Career Information Center, the COPE Center, Work Place, Work World, and Education Information Center, have a common focus on the client and the process in which the client is engaged. This strongly influences the nature of the practice. It means, for example, when someone comes to a staff member and asks for a book on resumes, he is likely to be asked about the nature of the need rather than just being led to the resume books. Perhaps a referral to a social service agency, an appointment with an interactive computer career assessment program, or a workshop on resume writing is more appropriate for a specific need than a resume book. Very often, then, in EICs, a "needs assessment" interview that focuses on the individual's problem is conducted initially to find out how *best* that particular person might be served.

At most sites there is at least one computer and one interactive computer program that focuses on career decision making; often there is a career assessment program, such as Discover or SIGI PLUS, and an occupational information system (OIS) designed around a specific state's resources and needs. In addition, most EICs have word processing, resume writing, and other software and one or more computers. Sites that lack these sophisticated computer career assessment programs seem to focus more on another client intensive activity such as intensive resume writing assistance.

Computers at some busy sites are

in use most of the time. Therefore, at many centers, walk-in use of the computers is impossible. Discover, SIGI PLUS, and other career-assessment software require a minimum of an hour of uninterrupted time. The use of this computer software coupled with a service that focuses on needs have combined to produce a practice pattern that may mean that the patron (client)—rather than just dropping in, getting served, and leaving—will make an appointment for service. This appointment may be made to use the computer, get assistance with the software, go over a resume with an EIC staff member, or it can be used for a diagnostic (i.e., needs-assessment interview) or a career-advising appointment. In busy centers, appointments both for staff time and computer time are the norm.

Selection of Strategies for Future Services

There appears to be a wide range of intervention strategies (i.e., different ways that the EIC staff member chooses to work with individuals). These may include the diagnostic interview that focuses on the nature of need; information provision; a helping interview that focuses on facilitating various actions of the client; career advisement that includes discussion of the nature of the job process and selected careers, including interpreting computer printouts, training and instruction (about materials, computer programs, interviewing, job search process, etc.); and referral to other agencies.

This service may involve very personal, professional-client interactions. The professional may learn intimate details of a person's life (such as a marital break-up, job loss, or personal illiteracy). There are even occasional tears or expressions of anger. When the environment and the staff create a climate that facilitates it, there is a great deal of trust displayed by the client. Given these circumstances, some staff

have expressed concern with the open "fish bowl" environment of the library and have made alterations in the environment to provide, when necessary, a space more conducive to extended discussion.

An individual may have several visits over a period of weeks or months with staff. Those who have begun to take advantage of the services and have become clients are known by name to the staff and, likewise, know these staff members by name and expertise. To keep track of people who come back over a period of time, a few staff have developed confidential client records that they keep in desk drawers or filing cabinets. Several EIC staff members indicated that embarrassment over not being able to remember what someone had told them during a previous visit led them to develop these rudimentary files to jog their memories. However, since client files are considerably out of the norm for practice in librarianship, most staff have not created them. Because many adults in transition go through a similar process, some sites have developed sets of programs and workshops that are repeated at regular intervals; typically these programs, on resume writing, the job search process, interviewing, etc., are conducted by a variety of individuals from various community agencies.

The adults who seek help at these centers are *engaged in a process* (e.g., looking for a new job, trying to re-enter the workforce, exploring a career). Because these staff members realize that they cannot provide adequate information until they understand the individual's needs, strengths, and liabilities, they encourage their clients to discuss the process they are engaged in, often in conjunction with examining the results of computer-generated printout from Discover or SIGI PLUS. Therefore, the role of the librarian (or the counselor who has been given this assignment in the library) is to assist in a problem-solving process.

These staff see themselves as fa-

cilitating a process that may include several visits using the career assessment software, working with the EIC staff member on specific tasks, discussing a computer printout, or obtaining a referral to another agency. They have learned that before people can *use* the library's information or the community's resources, they may need to find out more about themselves in a structured fashion and to examine their own resources. Individuals may need to gain additional knowledge or new skills before they can adequately use information that is readily available in the library.

Therefore, EIC staff indicate that it is not enough to direct a client to a source and just say, "You will find what you need over there." They have learned that while the information may be *available* in the library, it may not be *accessible* to the person who needs it if that person is inadequately prepared. These librarians who seek to reach adults in transition have learned that they need to understand how individual characteristics (like the lack of motivation or the inability to read) get in the way of the process. They need to know why someone has asked for a particular title or resource.

These librarians who seek to serve adults in transition are a group of dedicated inventors who

have been a part of an ongoing experiment in professional practice funded by the W. K. Kellogg Foundation. They are trying out a range of strategies to work with people in their communities who need information and guidance on the most important activity in most people's lives—work. Each day these library staff stretch the limits of librarianship, trying out a variety of ways to reach and serve adults in transition. They will discard some, alter others. Some will become integrated into the regular bag of professional tricks. The staff at these Kellogg-funded centers have developed services designed to help adults who are struggling to find more meaningful jobs and get the education needed to give them a brighter future. Since most people spend over a third of their lives working and even more time than that preparing for work, this is a logical commitment for public librarians to make.

Outreach Strategies

These librarians have learned to target their services so that they can use their resources where they are most needed. This means that they have needed to learn more about those who need these services most. *Linkletter* (a newsletter

funded by the Kellogg Foundation as part of a grant to PLA from fall 1987–February 1990) was filled with articles on how to reach high-risk populations and others who can best benefit from a service designed for adults who are seeking to better prepare themselves for the world of work.[12]

Librarians who seek to reach out to those who need these services most frequently work with other agencies to develop effective strategies. The services are built with the cooperation of agencies in the community. Over and again, state coordinators stressed to their sites that when attempting to meet needs, they must supplement or enhance, but never duplicate. Providing relevant service involves cooperating with other services that are also attempting to assist those in need as well as the ability to inform these agencies adequately of the library's unique role. (These are the same principles used by those who attempt to work in literacy, adult learning, and information and referral).

An excellent example of how a rural librarian took a low-key approach to working with Extension (an essential agency in a rural community) occurred while I was visiting the western Nebraska community of Broken Bow. On the day of my arrival, Joan Birnie, the library director, also the EIC coordinator (small-town staff wear many hats), had, after some months been able to get on the agenda of the Cooperative Extension Board. She was given fifteen minutes. I observed her presentation on the nature of the materials and computer programs that had been purchased through the Kellogg grant. She brought several different types of books and discussed the new computer software. In addition, she left a stack of promotional materials. As she left she said, "Just bring those books back to the library any time. Take a look at them first."

The next morning, as I met with the library staff, the telephone rang. It was the extension agent
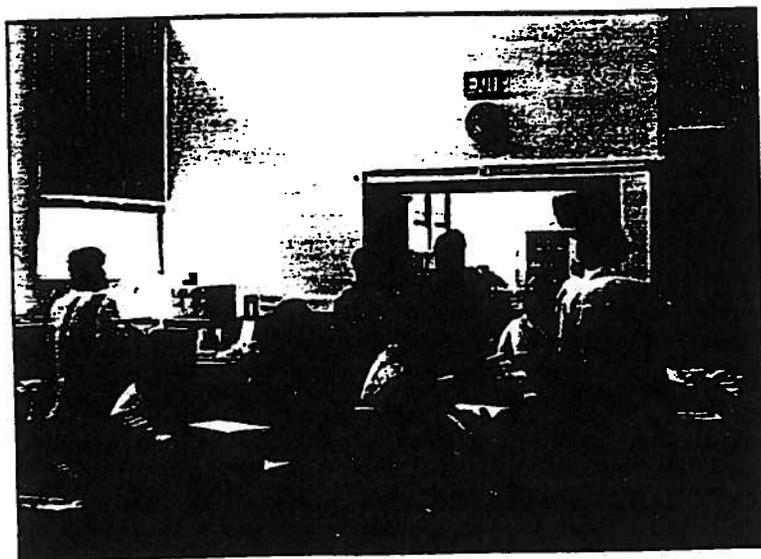
Carnegie Oakland Public Library Workplace. Pittsburgh, Pennsylvania. A "drop-in" group from a local rehabilitation center.

who had been so intrigued by her presentation the night before that he and his assistant decided to come over right away to talk with her more about what the library could do for the community with these new resources. The presentation had been just long enough to show how valuable these new resources could be to the community. The county agents spent an hour developing a strategy to use Extension resources and influence to publicize these new services that would greatly benefit their community.

David Remington, director of a rural center in eastern Washington, indicates:

> The EIC program has brought this rural public library system into close, daily collaboration with the Spokane Community College District, the Washington State Job Services, Northeast Washington Rural Resources Development Association. the ProPend Orielle Economic Development Association. and other agencies which would benefit those seeking to empower themselves.[ ]

The details in each community differ, but the pattern is the same. When librarians develop services that are designed to play a role in helping adults in transition. they work cooperatively with the other agencies that are engaged in the same process. Each agency has a unique role. Together they are far more effective than when they work in isolation.

Comments from two state coordinators show the benefits that return to libraries from this collaborative approach.

> EICs have produced new alliances and networks for the state library. Prior to this project the state library's interaction with labor, welfare, or com-

merce was mainly limited to the preparation of bibliographies. Now, however. those agencies are 'thinking library' and realizing that by providing resources, referral potential, and a non-threatening atmosphere. public libraries are ideal sites for local, cooperative initiatives.[11]

The best thing about EICs is the excitement this service has generated among community groups, agencies, and organizations outside the library profession. Their perception of the public library is changing dramatically as EIC libraries become an integral part of community-wide human services planning and program delivery mechanisms.[15]

In most, but not all, locations, practice involves extensive client-centered activities that may include advisement and counseling and that focuses on the job-seeking/career-change process.

Knowledge Needed to Serve Adults in Transition

Librarians who work with adults in transition have gained an excellent understanding of the job-transition process. They know the importance of the variation in the individual's skills, knowledge, and attitudes to the process; given this understanding, these staff put the focus on *the person with the question* rather than on *the question*.

The librarian who sets out to provide relevant services for adults in transition needs, first of all, to understand the process that adults go through when something thrusts them into seeking assistance in a job or career change. The staff at the Kellogg-funded sites gained this expertise in several ways: through extensive training in understanding adults in transition, counseling skills, job-seeking process, and economic development issues in their communities. In addition, they gained knowledge in networking and developing contacts with a variety of social service agencies, job service centers, nonprofit organiza-

tions, career counselors, and others who assist adults or students in the job market. In each state, the coordinator guided this knowledge development and, in addition, developed a strong network among the libraries that chose to undertake this labor-intensive service.

What these staff felt that. they needed in the initial months of developing the service can be of real interest to library staff members who are considering developing such services:

> (1) role clarification, including local decisions as to which new roles, advising, counseling, teaching, and consulting, were appropriate; (2) computer-advising skills including learning how to use computer-advising software (e.g., Discover, SIGI PLUS); (3) change strategies—he need to be able show other people on the library staff the importance of these services; (4) management skills, including time management, goal setting, budgeting, etc., since there were many competing demands on their time; (5) referral and networking skills; (6) gaining the ability to continue the project past the funding period; (7) knowledge of the potential clientele and better skills in working with them; (8) marketing skills; (9) knowledge of the local, state, and national employment and educational picture; demographics, projections; federal and state agencies and programs; both basic and current information; and (10) how to design and conduct a workshop.[16]

Much of the initial training was designed by a faculty member in counseling who had had considerable experience working with the major career advising software packages: SIGI PLUS and Discover.[17]

Evaluating the Service's Impact

Staff at these centers look beyond the *Output Measure for Public Libraries* to find appropriate methods to evaluate these services.[18] These librarians seek to find out who their clientele are so they ask demographic questions. They need to know how these adults in transition

use the Center. They want to know how these individuals found out about these services. Some want to know how coming to the EIC helped and what impact it has had on the lives of those who came. Each center has had individuals regularly indicate the value of these services to their lives.

Here are two examples that appeared in the *Linkletter*. The first, after listing a full range of services that she had used, indicated that the Career Center had been, "most important of all":

a 'port in the storm', a place to go with solutions to my problems. . . . The fact that there exists a place to go that can provide a different outlook on what begins to seem to be insurmountable problems can provide a necessary boost in spirits.

I'm now enrolled in Eaton Business College as a computer/dental assistant student and have high hopes for the future. It all started with the Kellogg Foundation and the nice people at Everett Library. Please keep it up. I'm sure there are others like me that need the first stepping stone.[19]

Beyond Kellogg: What Next?

Criticisms of outreach programs, particularly those funded by federal dollars during the "golden years" of federal grants have been that they seldom extend beyond the funding period.[20] However, some innovations funded during this era have become integrated into library practice. Although it is too early to say, it appears that many of these programs will far outlast their Foundation support.

Due to the success of the Kellogg project in Pennsylvania—and the leadership of the state coordinator—libraries in that state in 1989 became the first in the nation to receive Job Training Partnership Act (JTPA) funds of $600,000; the money has been designated to help dislocated workers. The office of the Democratic Floor Leader of Pennsylvania noted, "This is the first time JTPA funds have ever been directly designated for library pro-

grams. It presents an excellent opportunity for libraries to demonstrate their effectiveness in working with these target populations."[21]

On the local level, these Kellogg-funded projects are becoming integrated into the library at many sites because in their three years of operation, the library directors came to see that they were meeting a real need in their communities. Creative funding packages are being developed with other agencies to purchase updates of some of the career software (which is for some sites prohibitively expensive) or to provide outreach services. A number of staff, originally paid out of Kellogg funds, are now fully supported by local funds. Services that started in a central library have been expanded to branches.[22]

These services designed to meet specific needs are quite likely to survive and expand. The service at Cuyahoga County Public Library has been operating since it was initially funded by an LSCA grant in 1979.[23] Likewise, a number of services in New York, originally funded by Kellogg and LSCA funds, have continued on local funds.[24] This continuation is fostered because these libraries are: "attract[ing] persons who never use the library and turn them into enthusiastic users; . . . provid[ing] a service to the public that is highly visible and that the media will publicize; enhanc[ing] the library's image and develop[ing] community support at revenue raising times; build[ing] cooperation and networks with institutions, agencies, businesses and industries."[25]

Epilogue: Developing a Guide, Videotape, and Brochure

Building on the knowledge gained by these and other services designed to meet the needs of adults in job and career transition, the W. K. Kellogg Foundation in March 1990 generously provided a grant that will result in a guide to the development of these services, which

will be published by ALA at the Annual Conference in 1991. The manual will be built on the experiences of library staff from across the nation who have developed these services and on the experience gained from the Public Library Development Project. It will focus on planning, developing, and evaluating the services within the context of the needs of the specific community.

A videotape, poster, and a brochure, also funded by the Kellogg Foundation, has been prepared for release at the PLA National Conference in March 1991. The manual and the video will feature vignettes presenting the value and benefits of these services. All of these materials will help make a case for public library services for adults in job and career transition and for communities in economic transition. Together they will transmit—to the library community and to a variety of community groups—the role that can be undertaken by local public librarians as partners in community-wide efforts to ensure economic well-being and vitality.

References and Notes

1. I am very grateful to the Kellogg Foundation for providing me with one of the most exciting opportunities of my professional career: the opportunity to observe an innovative, client-centered practice funded by the Kellogg Foundation. It has been my privilege to observe Kellogg project staff in nearly thirty sites in four states. I have seen a group of dedicated professionals inventing a new way of dealing with people who come to the library to get assistance. This article is based largely on my observations at these sites.
2. "Where Are We Now? The Best Thing About EICs from the Perspective of. . ." Judy Fuller, *Linkletter*, Feb. 1990, p.2.
3. Each issue of *Linkletter* (Fall 1987 through Fall 1989) contains details about local sites.
4. "Where" . . . David Remington, p.3.
5. "EIC Project Sites Report; Michigan: Roderick Macdonald," *Linkletter*, Winter 1988, p.3.
6. "Where" . . . Stephen Mallinger, p.3.

7. Report by Vera Green to the National Advisory Committee at the ALA Midwinter Meeting, Jan. 1990.

8. See Joan C. Durrance and James Nelson, "Educational Information Centers Invest in People," *Public Libraries* (Winter 1987), p.153–56; Thomas Childers, *Information and Referral: Public Libraries* (Norwood, N.J.: Ablex, 1984); Marilyn Jacobson, *New York State Education Information Centers Program: Summative Evaluation Report* (Albany, N.Y.: N.Y. State Education Department, 1984); Lynn E. Birge, *Serving Adult Learners: A Public Library Tradition* (Chicago: American Library Assn., 1981); Gail A. Schlachter. ed., *The Service Imperative for Libraries: Essays in Honor of Margaret E. Monroe* (Littleton. Colo.: Libraries Unlimited. 1982); Kathleen Heim and Danny P. Wallace, *Adult Services: An Enduring Focus for Public Libraries* (Chicago: American Library Assn.. 1990).

9. "Where" . . . Margaret Harding, p.2.

10. "Where" . . . Stephen Mallinger, p.3.

11. "Where" . . . David Remington, p.3.

12. Examples of these short, practice-based articles in *Linkletter* include:

"Dealing with the Hispanic Client" (Spring 1988), p.3–4; "Ten Points on Working with Inmates and Ex-Inmates" (Fall 1987), p.3–4; Service to Labor" (Summer 1988), p.2–3;"EICs Linking Public Libraries to New Community Allies" (Summer 1988), p.3–4; "Rural Economic Development: Nebraska EICs" (Fall 1988), p.1–2; "Marketing: Getting Started" (Fall 1988), p.4–5; "The Joy of Resumes" (Spring 1989), p.7–8; "Going to the Library Could Land That Job" (Summer 1989), p.3; and "Special Issue: Focus on Women and Minorities" (Fall 1989).

13. "Where" . . . David Remington, p.3.

14. "Where" . . . Stephen Mallinger, p.3.

15. "Where" . . . p.2.

16. Results of training audit conducted by Joan C. Durrance in July and August 1988 at sites in Pennsylvania. Michigan, Nebraska, and Washington.

17. Cynthia Johnson. Dept. of Educational Psychology & Administration, Education Building II, Rm. 214, California State Univ., Long Beach. 1250 Bellflower Blvd.: Long Beach, CA 90840.

18. Nancy A. Van House, and others, *Output Measures for Public Libraries: A Manual of Standardized Procedures* 2d ed. (Chicago: American Library Assn., 1987). Note: Each of the Kellogg-sponsored states worked with Formative Evaluation Research Associates to develop an evaluation plan suitable for that state.

19. "More about People Helping People," *Linkletter*, (Summer 1988), p.4.

20. See Kathleen Weibel, "The Evolution of Library Outreach 1960–75 and Its Effect on Reader Services: Some Considerations." Champaign, Ill. Univ. of Illinois. Graduate School of Library Science, occasional paper number 16, Dec. 1982.

21. "PA JTPA Funding a First—Workplace Gains National Attention," *Linkletter* (Fall 1989), p.1.

22. See, for example, "What's Happening: Pennsylvania," *Linkletter* (Summer 1988), p.6.; and "Detroit Public Library Branches to Offer EIC Services," *Linkletter* (Winter 1989), p.1.

23. "InfoPLACE: Career Counseling at Cuyahoga County," *Linkletter*, (Spring 1989), p.3–5.

24. Interview with Jacquelyn Thresher, Feb. 18, 1990.

25. "InfoPLACE," p.3–4.

Libraries Have to Keep Up as Well

What's all this talk, a friend wanted to know, about Minneapolis' downtown library being obsolete and in need of replacement? Why, the library was built only twenty-nine years ago," he said, "at a cost of eight million hard-earned taxpayer dollars. The place ought to have a lot of good years left."

"Maybe so," we confessed. After all, if our friend can still get along with his 1961 model black-and-white TV set, then maybe Minneapolis could get along with a 1961 model central library. These were the opening two paragraphs of an editorial that appeared in the *Daily Times*, Ottawa, Illinois, on Friday, Oct. 5, 1990. It goes on to have the "friend" admitting that he got rid of his TV set in favor of a high resolution color set with cable-capability and a VCR beside it. The 45 RPM record player has been relegated to the dustbin, and the AM radio is of little interest because he now has an FM stereo with a compact disc player. The telephone is cellular and includes an answering machine. There is a computer in the den, and he plays audio tapes that read books to him on the way to work. But he can't understand the need for a new library facility. As he says . . . "the one we got is just fine. I can even remember when it was built—my grandpa took me downtown to see it."—G.R.S.

Kellogg Funded Education and Career Information Centers In Public Libraries

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A series of generous grants by the W.K. Kellogg Foundation to public libraries in several states (first in New York, and later in Pennsylvania, Michigan, Nebraska, and Washington) has in the last several years resulted in the creation of a number of education, job, and career information centers. These centers have enriched services in libraries by bringing librarians in direct contact with other professionals, most notably career counselors and adult educators, and by making available to library users interactive career counseling software and career guidance services.

There is a great range of professional practice subsumed in these Kellogg funded education information centers (EICs). These centers, usually start with a very strong materials collection, interactive software packages, and information services needed to support the needs of job seekers and career changers. Most EICs, known by such names as Job and Career Information Center, Work Place, Work World, and Education Information Center, provide extensive client centered activities which include advisement and counseling regarding the job seeking/career change process. At some sites there are career counselors working at the library; at others librarians refer clients to the services of career counselors.

These services have provided badly needed, free assistance to citizens in well over a hundred communities in the funded states. Their success has been due to several factors: their design—which focuses on the needs of the individuals, a well designed training package, a community based approach which involves working closely with ap-

propriate agencies in the community, and a willingness on the part of public library directors to experiment with new modes of public library service.

Design

EIC practice in many, but not all sites. includes as a major component at least one interactive computer program which focuses on career decision making; often there is a career assessment program such as DISCOVER or SIGI PLUS and an occupational information system (OIS) designed around a specific state's resources and needs. In addition. most EICs have wordprocessing, resume writing, and other software and one or more computers. Sites which lack these sophisticated computer career assessment programs focus more on such client centered activities as resume writing assistance.

Computers at the busy sites are in use most of the time. Therefore, in many centers walk-in use is impossible. DISCOVER, SIGI PLUS, and other career assessment software usually require a minimum of an hour of uninterrupted time. Thus, the computer software coupled with the nature of the need have combined to produce a practice pattern which may mean that the client—rather than just dropping in, getting served. and leaving—will make an appointment for the first convenient time that works for both the client and the EIC staff. This appointment may be: to use the software, to get assistance on how to use the software, to go over a resume with an EIC staff member, for a diagnostic or needs assessment interview, or for a career advising appointment. In busy centers, appointments for both staff time and for computer time are the norm.

Because of the similar nature of many questions, some EICs have developed programs and workshops which are repeated at regular intervals. Usually these programs. on resume writing, the job search process, interviewing, etc., are conducted by a variety of individuals from various community agencies.

There is a wide range of intervention strategies used. These may include the diagnostic interview which focuses on the nature of need; information provision; a helping interview which focuses on facilitating various actions of the client; career advisement which includes discussion of the nature of the process and the variety of careers, including interpreting computer printouts; training and instruction (about materials, computer programs, interviewing, job search process, etc.); and referral to other agencies. Due to the nature of these

services, some staff have made alterations in the library environment to provide, when appropriate, more privacy than is usually found in a public library reference area.

Three ancedotes can serve to illustrate how people have come to use these library based education, job and career information centers.

Mary

Mary, a forty-year-old woman, first visited the EIC in her local library on a tour with the local Displaced Homemaker Program. She had not worked outside the home for several years. Most recently she had been a school busdriver, a job she didn't really like and one that had no fringe benefits. Some years earlier she had worked as a clerk/receptionist. She was quite anxious to find a job. She later returned a number of times. While at the library she used SIGI PLUS, an interactive career guidance computer program, quite a few times, consulted other career counseling materials, discussed her options with library staff, and was referred to a career counselor. As a result of her sessions at the "EIC", she obtained a job as a clerk typist and developed plans to take a course in travel and tourism.

Raoul

Raoul is a young Hispanic with a wife and child to support. Not too long before coming to this country from Mexico, Raoul graduated from college with an engineering degree. Unable to find a job that utilized his skills, Raoul had worked in a series of low-paying, menial jobs. His English-language skills were poor, and he had very little confidence, and limited knowledge about how to find a job. At his local library's EIC where a counselor was available to work with him, Raoul learned how to relate his background to finding a job. At the same time he worked with a librarian to identify appropriate information and materials designed to help him prepare his resume and to interview more effectively. The EIC staff at the library helped Raoul structure a job strategy and referred him to a local agency that helped minorities find employment. In just two weeks, Raoul found a job in an engineering company that had other Spanish-speaking employees. Shortly after that, he let the staff know that he was very pleased with his new job and that he had begun on his own to plan for continuing education.

Cindy

When the local glass factory closed, Sally, the librarian at the Kellogg funded job center and career center in a western Pennsylvania public library went to the factory and gave a seminar on job seeking skills. She told those that she talked with that if they came to the library they could use the computer which was equipped with a career advising program, they could check out materials on careers, and they might, as well, talk with the library staff about the process of retraining to get a new job.

One person who took the librarian up on her offer was Cindy, a 32 year old single parent with a high school education, who lost her job when the factory closed. Cindy had been back a number of times over the intervening months. Over a period of six months Sally worked with her using DISCOVER and Pennsylvania Careers software, showed her how to get financial aid information, and provided her with encouragment. During that time Cindy decided that she wanted to go to college. After expressing her concern about the feasibility of enrolling as a freshman at her age, she enrolled in a small college in the next community. Throughout her transition from laid off worker to college student, the librarian gave her encouragment, guidance, and information.

Training

These innovative public library services required an ambitious training program which was generously provided by the W.K. Kellogg Foundation. These services in some libraries built on existing services designed to provide information to job seekers and career changers. Other libraries were simply responding to perceived needs in their communities. However, in all libraries, the staff were venturing into new territory, and training in career counseling techniques was an important element in the effective development of the services. An audit of training needs conducted by this author incorporated the concerns of librarians who were initiating these services into an extensive training program developed by Cynthia Johnson discussed in the next article by Sampson.

Staff needed to learn more about: conducting different types of interviews effectively; reference, assessment, and career counseling; the world of work; resources which can be used to help people; and what people go through as they are in the transition process. They needed to learn more about how to provide support and encouragement needed by job seekers and career changers. They felt it important to increase their skills in making appropriate referrals to resources outside the library.

Johnson's extensive experience in career counseling and training resulted in a training program designed to give librarians the knowledge needed to understand the decision needs of adults in transition and to work with them through the transition process, to understand the nature of career counseling, to gain the ability to work with career counseling software, and to learn when and how to refer their clients to career counselors. Given major differences in the programs

in participating states, Johnson tailored the training for each participating state. Her training has been supplemented by state based programs and continuing education programs at annual meetings of the American Library Association.

As a result of the training they have received and the "bootstrap" process of learning on the job, many of these staff have become knowledgeable about career decision-making and planning, the job search process, small business development, and the educational and work-related resources of the community.

Interaction With Community Agencies

These are community centered services and require librarians to interact with a variety of educational, social service, and employment services. Other professionals in communities served by libraries which provide these services have come to realize that libraries can facilitate the role that their agency plays in the community by taking advantage of the ability of librarians to find, organize and disseminate information. Testimonials from agency heads illustrate this new understanding of what the library can do for them:

> "My agency is always looking for new resources. I couldn't possibly research all that I need to. The library provides the information we don't have the time and expertise to obtain.";
>
> "The library made us more aware of what other agencies have to offer."

More and more community agencies are sending their clients to the local public library for information and assistance that just isn't available other places. Librarians regularly get notes from agency staff who in the past had completely underestimated or misunderstood the role that the library plays in the community.

> "My eyes have been opened. The Library has become a focal point in this community."
>
> "The community now thinks of the Library as more than just books . . . it is a place to get real and needed 'life' information."
>
> "I was surprised that the library has so much to offer."

Experimentation with Staff and Services

Public library directors have shown their willingness to experiment in a variety of ways with staffing and services. Some library directors such as those in three communities in Washington: Longview. Ever- -ett, and Spokane, and several New York sites hired career counselors (or individuals who were in the process of getting their counseling degrees) to run their services. Some sites in New York and Nebraska have made career counselors available at the libraries at certain times or on call. Libraries in most of the sites have used counselors in workshops they provided on specific career decision making topics.

Library managers. in several communities. including those in Flint and Lansing, Michigan hired other professionals. including adult educators and social workers, to develop the programs in their centers. Since these are experimental services, there is no one model. As these services come to the end of their Kellogg funding period, it is time to examine the longevity of professionals other than librarians in these positions. In New York, many counselors have remained well past the initial Kellogg funding period.

The future is optimistic for these experimental services in public libraries. The positive experience of pioneering staff bodes well for adoption of these services by other public libraries. The Kellogg Foundation saw public libraries as logical homes for EICs because libraries "are accessible to every element of the population and perceived as neutral, consumer-oriented, and non-threatening."

The Future

Over a decade the Kellogg Foundation provided millions of dollars to start EICs in a number of states. The experiment has spread to a number of other communities in the states where Kellogg invested in EICs. In an effort to facilitate adoption by still other libraries, Kellogg has recently provided a generous grant to the American Library Association to create a guide to the development of these services.

This guide is being written by the author of this article, a faculty member at the University of Michigan who has observed service in over 40 EICs in four states.

The new guide, to be published in mid 1991, builds on a decade of public library experience in providing these services. It will be part of

a series of guides to planning and developing public library services sponsored by the Public Library Association and published by the American Library Association. It will assist library decision-makers across the nation to develop new ways that their libraries can better serve job seekers, career changes, and other patrons in need of problem-solving assistance.

EDUCATIONAL INFORMATION CENTERS INVEST IN PEOPLE

JOAN C. DURRANCE and JAMES NELSON

"I'll invest my money in People"—W. K. Kellogg

". . .to enhance learning and ensure access to information for all. "—ALA mission

MEETING PEOPLE'S NEEDS

Darlene P. was an unemployed, thirty-two-year-old single parent with three children, living on public assistance. Her aim was to become a licensed practical nurse, but she failed the entrance exam required for admittance to the program. She visited an Educational Information Center (EIC) at her local public library, discussed various options with the staff, and enrolled in an EIC program that focused on test-taking skills and vocabulary building. After completing this "customized" EIC tutoring program, Darlene P. had gained enough skill and confidence to retake the entrance exam and ultimately to complete the nursing program. When Darlene graduated from the program, she invited her EIC instructors to attend the ceremony. The skills she gained while studying nursing helped her to pass the state licensing exam two years after she initially visited the EIC, and she was hired in a program that served physically and mentally retarded adults. Darlene is no longer on welfare and is making a vital contribution to society.

Mary R. is a forty-year-old woman who first visited the EIC on a tour with the local Displaced Homemaker Program. At that time she was quite anxious to find a job. She later returned to the EIC a number of times. While at the EIC she used SIGI-Plus, an interactive computer program, quite a few times, took advantage of career counseling materials, discussed her options with EIC staff, and was referred to a career counselor. She had not worked outside the home for several years. Most recently she had been a school-bus driver, a job she didn't really like and one that had no fringe benefits. Some years earlier she had worked as a clerk/receptionist. As a result of her sessions at the EIC, she obtained a job as a clerk typist and developed plans to take a course in travel and tourism.

Raoul G. was a young Hispanic with a wife and a child to support. Not too long before coming to New York from Mexico he had graduated from college with an engineering degree. Unable to find a job that utilized his skills, Raoul had worked in a series of low-paying, menial jobs. His English-language skills were poor, and he had very little confidence or knowledge about how to find a job. At the EIC, where a counselor was available to work with him, Raoul learned how to relate his background to finding a job. At the same time he worked with an EIC librarian to identify appropriate information and materials designed to help him prepare his résumé and to interview more effectively. The EIC staff helped Raoul structure a job search strategy and referred him to a local agency that helped minorities find employment. In just two weeks, Raoul found a job in an engineering company that had other Spanish-speaking employees and shortly after that let the EIC staff know that he was very pleased with his new job and that he had begun to plan his own continuing education program.

Martha M. was a forty-two-year-old mother raising several children on income from her job as a home health aid. She told the EIC staff that she had no high school diploma and was convinced that she could not pass the GED exam. She was introduced to the New York State external degree program, was given a learning contract, and was introduced to an adviser. The EIC also provided her with advice, materials, and the information needed to work on her own toward obtaining the GED, which she did six months later.

When people approach an EIC for help, a librarian initially helps them identify and retrieve the information they need. As in the case studies above, if there are specific problems that require more than information to solve, the client may need one or more of the following: advice and guidance to clarify goals (such as Darlene's hope to become a practical nurse) and the chance to sort out opportunities or examine ways to overcome barriers that seem to make it difficult to reach a goal (such as Darlene's failing the entrance exam). Together, the client and EIC staff try to eliminate barriers; for example, to help Darlene prepare for the previously failed exam, the EIC staff used the online educational opportunities file "The Learning Connection" to identify a tutor. If the client needs educational or career counseling, it might be provided by a librarian with the necessary training or by an EIC counselor, if there is one on staff. Typically these interviews occur in a quiet place—a private office space or a secluded corner. If there is not a counselor on the library staff, the client may be referred to an education or career counselor in a network agency.

HOW EICS WORK

When Raoul approached the EIC staff, he actually came in looking for a second job, since his first job was not adequate to support his family. It was through these discussions that the staff learned that Raoul had many skills he was not using. Raoul sat down with a career counselor on the library staff who worked with him to increase his confidence in job seeking. Li-

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brarians worked with him until he was able to use information that would put him in touch with an organization that eventually helped him improve his English skills and another that helped him find a job with the engineering firm.

Raoul's problems show the value of a counselor in the library setting. A counselor on the library staff is analagous to a counselor, nurse, or dietitian on the staff of a public school. These are professionals who perform special functions for an institution. Some libraries are not large enough to support a counselor in the library. If that is the case the library staff may refer clients who require a counselor to appropriate agencies.

When Mary first approached EIC staff members, she was very unfocused. She had no idea what she might be able to do. She only knew that she was unhappy in her job and that she needed a full-time job with fringe benefits. Her case shows the effectiveness of the use of an interactive computer program such as SIGI-Plus or Discover designed to help the client gain insight into personal preferences, skills, abilities, and values. The combination of receiving information about career options, using SIGI-Plus, and the counseling helped Mary make a decision and implement it. The EIC staff were able to see a transformation in Mary from an anxious, unfocused person to one who had more confidence in herself and, moreover, who had developed a plan for the future.

These cases show the effectiveness of networking between community organizations and the EIC. First of all, Darlene's tutor and additional assistance for Martha were identified from library-developed files; their cases show how library information and referral (I & R) files and contacts foster networking among agencies through library referral. What is important to note, however, is that Mary might not have found the EIC at all if she had not been introduced to the library through her participation in the Displaced Homemakers Program. Networking involves two-way communication and results in coalition building between the library and other agencies attempting to respond, in their own ways, to societal needs.

These case studies oversimplify the situation, for these transformations didn't happen overnight. EIC staff members didn't immediately know how to solve problems or identify agencies that might know how. It may take EIC staff members some time to clarify what an individual actually needs (just as a reference interview may be required to find out what information is actually needed when a question is asked). Sometimes those who come to an EIC can't even articulate what it is they want, because they aren't sure. They are more likely to know what they *don't* want: "I've been doing this job for fifteen years and it really isn't going anywhere." EIC librarians try to find out more about the need and then make the needed links—with materials or information, a counselor, or other needed expertise or resources.

The individuals in these case studies came from different life experiences, and they had unique needs that resulted from their own situations, but they all had one thing in common—a public library–based Education Information Center that changed their lives. The experience of an EIC helped them to develop self-confidence, a positive sense of what they could do, and the skills needed to achieve their occupational goals.

The case histories show why individuals come to an EIC; they also illustrate the major service components of library-based EIC: education and/or employment I & R service, including counseling and tutorial opportunities or links to those who can provide them. The EIC staff can work with individuals to assess their career goals and to identify educational and job opportuni-

ties. They can help identify factors in a person's backgrou that might serve as a barrier to achieving their goals. EIC sta may help a person map out a plan of training or start a client (the road to a degree program.

WHO USES THE EIC?

The New York EICs can provide the library field with val able information about how they work and who uses them. Mc who have gone to an EIC in New York are women, and mc have at least some college education. The typical user may l underemployed; that is, she or he may be working, but not in satisfying or rewarding job. About 20% are unemployed.

Users came to an EIC because they needed information abo jobs (56%), had trouble deciding on a career goal (38%), we confused about their future (36%), or needed information abo college (36%). Totals add to more than 100% because of mul ple responses. Most came away with new information of val to them (81%) and/or became more aware of their own intere and abilities (51%). Some became clearer about their goa (46%), received support to do something about their situati (34%), or began to feel better about what they were doing f themselves (32%). Nearly all of them (97%) felt that the El had been either very or somewhat useful to them.[1]

A BRIEF HISTORY OF EICS

The EIC concept was born in the 1970s and is a product experiments in providing educational assistance to help adu become more self-reliant and productive members of societ The EIC was defined by the 1976 amendments to the High Education Act as " an institution or agency, or combination institutions or agencies, organized to provide educational infc mation, guidance, counseling and referral services."

EICs and other services such as bibliographic instruction in academic libraries and literacy and adult learner programs in public libraries are changing the way that librarians think abou their roles.

EICs, funded cooperatively in the state of New York by t Kellogg Foundation and the federal and state governmen blossomed during the late seventies and early eighties. In N York, Kellogg funded EICs in Brooklyn Public Library, N sau Library System, Clinton-Essex-Franklin System, Nioga I brary System, the Regional Learning Service in cooperati with Onondaga County Public Library, Westchester Libra System, and the Chautauqua-Cattaraugus Library Syste These libraries provide the model that will help the library fi undertake this new role.

HOW EICS CHANGE LIBRARIES

EICs are among the new services in libraries that can help brarians become more aware of the parameters of their prof sion and the methods of practice that are possible. EICs can h the profession establish what Donald Schon, author of *The R flective Practitioner*, refers to as a "role frame."[2] EICs a other services such as bibliographic instruction in academic braries and literacy and adult learner programs in public braries are changing the way librarians think about their rol

Librarians in the past saw their role as responding to a variety of questions asked by the public. which focused entirely on books—recommendations regarding specific titles or requests for information that could be found in books. Now, of course, these questions include a variety of community information requests.

The case histories above, drawn from New York Education Information Centers, illustrate ways that EICs change libraries. People who come to an EIC may return several or many times to the EIC for assistance. They become clients in the true sense of the word. At the EIC, library staff may spend extended periods of time with a single client. EIC users are likely to need more than just isolated bits of information—they also need assistance in problem solving. They may need to work with EIC staff to sort out ways to overcome barriers that stand between them and job or educational opportunities before they can use the information that the library has ready to provide them. Librarians and others on the library staff are called on to aid in this problem-solving and sense-making activity. which prepares the client to be able to use needed information.

PUBLIC LIBRARIES
AND THE ROLES THEY UNDERTAKE

All professions undergo changes in their role frame. A hundred years ago, most librarians were reluctant to provide information directly to users. Instead they directed individuals to the books themselves. Over time, the roles acceptable for librarians changed. The adoption of community information services in the 1970s is an example of a change for public libraries. Institutions are, of necessity, conservative and slow to change. As a result, changes in roles must be articulated and discussed by practitioners before they can be accepted by other professionals and by library management. Only then will libraries be able to accept the role change.

Roles have been of real concern to public libraries in recent years because of the rapid changes that have occurred in public libraries. Indeed. one of the major accomplishments of the recently completed Public Library Development Project (PLDP) was the development of a manual entitled *Planning and Role Setting: A Manual of Options and Procedures.* PLA recognizes that public libraries are assuming a variety of roles in their communities. and this manual is designed to assist in that undertaking. The manual recognizes that there are many roles that public libraries may choose to adopt, but emphasizes that these roles be based on the needs of contemporary society.

The librarians who have developed EIC services are among an ever-growing group who have pioneered in a problem-solving role for librarians. They have decided that the business of libraries is to assist people who need not only information but also assistance in finding it, interpreting it, and overcoming barriers to the use of it. They have decided that librarians and the counselors who work in libraries need to help clients understand their own interests. abilities, and barriers to achieving educational goals so that they can take better advantage of opportunities. These librarians see themselves as education and information problem solvers. In the process of stretching the role they are engaged in what Donald Schon calls *problem setting*: "the process by which we define the decision to be made. the ends to be achieved, and the means which may be chosen."[5]

ALA/PLA/KELLOGG COORDINATING PROJECT

The W. K. Kellogg Foundation has made a major commitment to support the development of library-based Educational

The W. K. Kellogg Foundation has made a major commitment to support the development of library-based Educational Information Centers, first in the state of New York and, more recently, through a grant of more than $2.6 million to libraries in Michigan, Nebraska, Pennsylvania, and Washington.

Information Centers, first in the state of New York and, more recently, through a grant of more than $2.6 million to libraries in Michigan, Nebraska. Pennsylvania. and Washington. Libraries in these states that are receiving Kellogg funding to develop EICs include: Lansing Public Library, Flint Public Library, Detroit Public Library, and the Peter White Public Library in Marquette in Michigan; John A. Stahl Public Library in West Point, Broken Bow Public Library, Columbus Public Library, Slagle Memorial Public Library, Crete Public Library, and Holdrege Public Library in Nebraska; Scranton Public Library, Monessen Public Library. Chester County Public Library, Washington County Library. the Carnegie Library in Pittsburgh, and the Free Library of Philadelphia in Pennsylvania; and Longview Public Library, Spokane Public Library, Everett Public Library, and Raymond Public Library in Washington.

In addition, Kellogg has recently come into partnership with ALA and the Public Library Association to coordinate this effort. Entitled "Increasing the Impact and Effectiveness of Education Information Centers." the PLA-EIC project consists of the PLA/EIC National Coordinating Office and a National EIC Advisory Committee. The EIC coordinating project is the result of two basic axioms. First. the guiding principle of the Kellogg Foundation has been its founder's statement. "I'll invest my money in People." Second. a basic tenet of the American Library Association has been "to enhance learning and ensure access to information for all." The challenge of this project is to increase the effectiveness of EICs in public libraries.

The EIC coordinating office is designed to foster networking among the Kellogg-funded sites. Networking will be facilitated by periodic meetings of EIC site staff and through a number of other methods including the project's newsletter, the *EIC Linkletter,* which will report on training and evaluation activities, program ideas and tips, news from various EICs, methods of improving EIC services. and a variety of other topics. Librarians interested in learning more about the project may obtain a single copy of the *Linkletter* at no cost by writing the PLA/Kellogg EIC coordinating office. Each volume of the *Linkletter* will be available on a cost recovery basis.

THE FUTURE OF EICS
IN PUBLIC LIBRARIES

The future is optimistic for EICs in public libraries. The positive experience of the pioneering librarians and the new trend toward role setting in libraries bode well for public library adoption of EICs. The Kellogg Foundation sees public libraries as logical homes for EICs because libraries "are accessible to every element of the population and perceived as neutral, consumer-oriented. and non-threatening."

EIC libraries see this service as a logical extension of the helping role of librarians. an enlargement of the role through assumption of problem-solving elements. Librarians have

evolved into the EIC role, some argue, through the adoption of information and referral services and services to the adult learner in the 1970s.

Dorothy Puryear of the Nassau Library System in New York, former president of the Community Information Section of PLA, sees a bright future for EICs in public libraries. The hardest part of assuming the role, she finds, is selling librarians on the idea—a problem faced by all innovators. Once a librarian has decided to develop an EIC, there is no turning back. Puryear remarks, "Librarians who have accepted the idea of the EIC are amazed at the satisfaction that comes in helping EIC clients solve educational and job problems, plan for the future, and get their lives on track. It is very rewarding." And, she adds, "an EIC service may be the most critical and needed service a local public library can offer its community."

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A Call to Action:

The Power of Personal Stories

by Joan C. Durrance

Betsy Gibson, director of the Butler (Pa.) Area Public Library can't say enough about the stories she is told by people who have been helped by the Library's WORK-PLACE Center, coordinated by Judith Fleming. WORK-PLACE is designed to help adults make informed decisions about jobs, careers, and education. Ms. Gibson is regularly approached by people in the community who tell her about the valuable assistance that they, someone in their family, or a friend have received. This praise often comes in the form of a story. This director says that these stories show how valuable the library is to the community. Since the development of WORKPLACE, she is convinced the library has become even more valuable, more central to what goes on in the Butler area. As a result, the Butler Area Public Library has benefited, not only from the good feeling that comes from being able to more effectively help the people in the community, but from the additional support that has come from new funding sources, which in the past had not considered helping the library.

Librarians like Betsy Gibson, who have developed services designed to increase access to information that people need to live, learn, work, and govern effectively, are both delighted and puzzled by the responses from people who find out about these services. Librarians across the country who have created need based services are convinced by the comments they receive that a large number of people simply do not know that they can get information at their libraries to help them solve the problems of daily life. Research backs up these hunches.[1] While most people know that they can check out books at the library, large groups of people know only vaguely that they can get information at the library. Most people (this includes businessmen, elected officials, job seekers, citizens, and others) who need to solve problems are not aware that they can get assistance at the public library.

ALA President Patricia Glass Schuman challenges librarians to overcome these barriers and alert citizens of their right to know and the ability that librarians have to help them get the information they need.

> Our impact can be massive if we speak out; if we inform people about the crucial role librarians have in making their right to know happen; if we articulate our message to the media in ways that will influence opinion leaders and decision makers; if we insist on being heard.[2]

When librarians work with citizens on community problems, the impact begins to be felt almost immediately. When the word gets out that there is help available that can be tailored for their own needs, people who haven't used libraries since their childhood come to the library. For

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example, job and career center librarians say that most of their clientele are new to the library. They came to use these services because a friend or relative who had heard about them had passed the word on or they came because they had been referred to the service by an agency representative with whom they had been working. Many of the people who come to job and career centers and to other community centered services come with a story. You were able to help "my neighbor," "a colleague at work," "my brother," etc. These people then begin to tell the story of how valuable libraries and librarians are in their own words, based on their own experience.

The Power of a Story

All over the country in small, rural communities and in the largest cities in the nation, in public, academic, school, and special libraries, librarians have begun to see library service through the eyes of people who have experienced it and through the stories that show how a librarian has made a difference to their lives. Stories can have an incredible power to distill human experience. Librarians most commonly present their work in the form of statistics that show variables such as the number of volumes in the library, circulation per capita, reference questions answered (completed), programs given. In an age when public funds are limited and governments increasingly find it necessary to lay off staff, statistics such as those most commonly used send a weak message about the centrality of library services to the viability of the community and no message at all about what librarians are able to do and how they can help assure a citizen's right to know.

In the past librarians have been reluctant or unable to share stories about how they help people or how they made a difference in people's lives. In her inaugural address, President Schuman challenged librarians to recognize that at a time when the national treasure we call the libraries of this nation are under siege, librarians can no longer passively assume that the American public knows the role that librarians play as organizers and disseminators of information.

If we truly believe that information can be used for powerful purposes, we must persuade people that librarians dispense tools for empowerment. We must convince them that the services librarians offer are an essential part of the solution to problems such as illiteracy, drugs, poverty, crime, pollution, illness, and unemployment. [3]

Stories Explain How Librarians Can Empower

Some librarians have discovered that when people in their communities talk to their friends, family, and col-

leagues about the kind of help they received at the library, others come and ask for the same kind of assistance. This is not surprising. Researchers know that people tend to get their information from people they know. [4] These friends are influenced by a "word of mouth" introduction to library services, one that has been filtered through the experience of a "satisfied customer." For example, people frequently come to libraries that have job and career information centers and start their queries by saying something like this:

> My friend came here and got help getting his resume in order. He ended up finding a better job than the one he left. I just got laid off and I wonder if you could help me, too.

Anecdotes have the power to show people in a community how librarians help. Not coincidentally they change the perceptions these people have of what kind of help to expect to get at the library.

Stories and testimonials serve other valuable functions. They show the trust that people in the community have in the library staff. Trust is a by-product of the development of a relationship. People who have stories to tell about how they have been helped usually know the name of the person who helped them. In this sense stories are a reflection of a warm professional relationship. In addition, anecdotal information helps librarians understand better what is valuable (and what they might do better). Finally, anecdotes and testimonials send powerful messages to library managers and funders that the library is providing a valuable service in the community.

During the past several years with a grant from the W.K. Kellogg Foundation, I have watched libraries in a number of communities enhance their services to job seekers struggling to stay afloat in a very severe recession. During this time I have collected a number of stories about how librarians have helped people who have experienced lay-offs, job changes, or the effects of underemployment. [5] Stories about how library staff helped come in the form of thank-you letters, telephone calls, or follow-up visits. They show how librarians can play a part in the process a person goes through to break out of a dead end job or to rebuild a life that has been disrupted through job loss. [6]

The Right to Find Career Assistance

A recent Gallup poll showed that "almost two-thirds of adult Americans would try to get more information about their career options if they could chart their careers again." [7] This study and many others like it show that people need help "to use the information to make decisions about their

participation in the labor force." The following story shows the kind of help that is likely to be available at a library job and career information center.

When the glass factory in Washington County, Pennsylvania closed, Sally McConnell, the librarian at the Workplace center at Citizens Library in Washington went to the factory and gave a seminar on job seeking skills. She told her audience that if they came to the library they could use the career advising software, check out materials on careers, or talk with her about choices and options. Laurie H., a thirty-two-year-old single parent with a high school education, was one who decided to investigate what the library had to offer.

Over time Laurie's librarian worked with her using career advising software, discussing options, and providing encouragement. During that time Laurie decided that she wanted to go to college. Although she was excited about her decision to go to college, she was also apprehensive about this major life decision. College had not entered her mind before working with the WORKPLACE librarian. She worried that she was too old.

Laurie received encouragement in her decision, guidance on how to approach the admissions interview, and valuable information about financial aid. To let Laurie know that she really cared about what happened to her, the librarian suggested that she come back and let her know how things were progressing. Laurie is now preparing for a new career as a technician and is proud of her decision to pursue a new career. She commented, "I feel like I am starting a new life and I'm very optimistic."

This story shows that librarian Sally McConnell not only provided the information Laurie needed, she also helped her see that she needed information. In all likelihood, if Ms. McConnell had not gone to the factory to do a workshop, Laurie would not have known that she could take advantage of the library's job and career information center. Laurie and many other blue collar workers are not regular library users and are not aware that they can get the information they need at the library. Laurie is typical of many former non library users. She has learned to take advantage of this knowledge treasure in her community. Working with a librarian has literally changed her life.

The outpouring of thanks and testimonials show that in many communities librarians are giving people the kind of help that they need. These are just a few of the testimonials that librarians who help job seekers have received:

I came to the library with only vague ideas and the staff helped me percolate them down to something specific. I got help making connections with resources in the community and just generally got help seeing how to proceed. Thanks!

When I walked past the library, I used to just think books, books, books. I didn't know they could help me find schools. The counselor [at the library] showed me a lot of catalogs for adult education courses I needed to improve my skills.

You gave me excellent advice the best I received during my job search. Without it I would probably still be looking for a job.

Testimonials like these attest to the fact that librarians are seen by some as professionals who can help people lead more productive lives. Outreach librarians and librarians who provide literacy services, services to shut-ins, job and career services, economic development programs, and others often have notebooks and file folders of stories that show, not only how much their services have helped, but frequently how much the beneficiaries of these services have learned about their "right to know."

It should not go unnoticed that these stories bring benefits to the library as well. Directors have told me that the testimonials and stories they hear offer vital proof that in these tough economic times people in their community know that library staff are making a vital contribution to the health of the community. These testimonials may be essential to continued funding of these newest (and thus most vulnerable to cuts) services in the library.

I get more letters from satisfied users about this program than any other library service.

People have changed the way they think about the library here. They now see that we can help them with solutions to everyday problems.

THE RIGHT TO KNOW ABOUT ONE'S HERITAGE

Librarians in schools across the nation are facing cutbacks by administrators who see only a collection and assume that once it's there, the job is done. Because of football's high visibility, similar mistakes, such as assuming that the equipment for football games will substitute for the coach, are not made. School librarians, however, can use stories to show how what they do makes a differ-

ence in the lives of the children with whom they work. The story of how students at Carrillo Intermediate School in Tucson, Arizona learned about their heritage sends a powerful message about the role the school media specialist can play in helping students learn about their right to know about their heritage.

Stella Encinas, a fifth grader at Carrillo Intermediate School in Tucson, Arizona, learned more about her heritage through a program developed by librarian Carol CribbetBell. Stella and other students at this central city, magnet school wrote a book, *Celebrations in Our Pueblo*, to highlight the variety of ways Tucson's people have celebrated holidays through the years. Stella interviewed a barrio resident about *Quinceaneras*, the celebration girls enjoy on their fifteenth birthday, and learned how the celebration has changed over time. "Now I'm looking forward to my *Quinceanera* and maybe I'll do some of the same things they used to do, just for fun!" Stella added, "Most people have forgotten about traditions from the past. That's why this book is important - to help us remember." In developing oral histories students have learned about themselves and have managed to save a part of Tucson's culture. Librarian Carol CribbetBell, who developed this program, has seen it touch the lives of many young people. "I wanted to help bridge the gap between the eastside kids and the barrio children and give the minority youngsters a strong sense of their own culture, traditions, and language. At the same time, I hoped the Anglo children would learn to appreciate the culture of the community in which they are growing up."

RELUCTANCE TO COLLECT STORIES

Stories like these show how librarians help ensure the right to know. Yet many librarians have not yet begun to find out how they, personally, have helped. There has been little response from librarians to the call by President Schuman and the ALA Public Information Office for stories. Many librarians simply don't know how they have helped their clientele. If we don't know how we help, how can we be assured that we are doing the right things? Researchers Dervin and Dewdney found that when librarians found out the nature of the problem that precipitated a reference question (in essence, why the information was needed), they were far more able to provide the kind of information that was really needed. [8]

Yet, traditionally, librarians have been reluctant to try to find out why people need information. The most com-mon reason given for this hesitancy is that it would represent a breach of confidentiality. Isn't it strange that other professionals regularly obtain confidential information about their clientele? These professionals simply don't betray the trust and reveal the confidential information. Some librarians argue that it isn't any of our business to know why people need information. If it is our business to increase access to information and to assure the Right to Know for citizens, then we will probably be better able to proceed if we know more about the need. People will not disclose any more about the need than they think that the professional is worthy of knowing. Indeed people only bring to librarians those questions they think can be answered by librarians.

One librarian is quoted by Dervin and Dewdney as musing that the problem that comes with an increased ability to find out what people need is that "then you have to find an answer. It's much easier to tell them where the 600s are, or that the book they asked for isn't in." That librarian's tongue-in-cheek comment has strong implications about what <u>does</u> happen when librarians really provide the information people need. Once this happens, librarians become trusted helping professionals who can provide valuable assistance in problem solving. When a librarian becomes trusted, it is a natural step to begin telling stories to others about how this professional found information, made a link to an appropriate community service, conducted a workshop, informed, took the time to listen, etc.

Up to now most librarians have remained unwilling or unable to collect the stories that reflect their ability to meet needs. Those who do not may wish to examine their rationale. Stories are most often a by-product of a service that meets real needs; they reflect the fact that a certain degree of trust has been built up. Therefore, the failure to learn how working with someone helped (which is often reflected back in a story) might actually show that many librarians are not serving their clientele effectively. Recent research shows that when librarians find out how the information is to be used they are far more able to actually provide what is really needed. [9] Stories can be used to develop and revise services. Analysis of the stories told by users of job and career centers have contributed to the development of a manual designed to help librarians better respond to real needs. [10]

THE NEED TO OVERCOME MISPERCEPTIONS

Periodic studies of library use and awareness by the general public reveal that most people think of libraries as primarily self-service institutions (with the main service,

which is carried out by staff, being checking out books). While most people know that they can check out books at the library, many do not know that librarians are there to answer reference questions.[11] Even people who know that it is OK to ask librarians questions frequently preface their questions with, "Where are your books on?..."

Large groups of people know only vaguely that they can get information at the library. Researchers regularly find that even those who know that they can ask questions at a library are convinced that they would not find problem-solving information in the library. Studies of businessmen, for example, show that while they might go to the library to get books for relaxation or for home building projects, when they need information for business they ask colleagues, suppliers, and others rather than the library. This misperception is quite common. Elfreda Chatman's study of blue-collar workers found that while they had information needs, they did not think of the library as a source of information.[12] Studies of the people who use job and career centers show that prior to their coming to the library this time to get help with a job or career change, most had not been in the library for several years, many since "grade school."[13]

All kinds of people suffer from faulty perceptions about libraries and librarians. This has contributed to the poor image of librarians as dour keepers of books who apparently, reluctantly at times, stamp them out. The result of the public's misperceptions of what librarians do is two-fold. Lack of knowledge about what librarians do puts the profession in jeopardy of appearing to be trivial or superfluous in an era of tight budgets. Equally important, misperception and misunderstanding of what librarians do puts the public at risk. While librarians suffer by having their work trivialized when people assume that they are just bookkeepers, it is actually those who lack an understanding of what librarians can do who suffer most. People who are not aware that they can get help from a librarian, will not ask for it even if it is available unless something happens to change their perceptions. Those who are unaware that they are able to get the help they need lack, as well, an understanding that they have a "right to know."

While many savvy library users understand librarians' roles, more needs to be done to inform people about the skills and abilities of librarians. President Schuman's focus on the Right to Know looks outward toward those who can benefit from librarians' knowledge. This theme builds well on the renewed interest librarians have shown in how they help, through the recent library week campaigns that focus on librarians.[14] The "Decade of the Librarian" should continue to send out the word to people all over the country

that librarians are professionals with the skills to empower citizens with information.

However, in order for these thrusts to be effective, librarians, themselves, need to change the perceptions of people in their schools, universities, and communities. Services designed to meet needs are most often those that change perceptions. Services like literacy programs and job and career centers result in valuable stories from patrons who often express delight, surprise, and sincere gratitude for help with a real problem of concern to them. Frequently stories reflect a profound change in perception about what librarians do and what libraries are for.

CHANGING PERCEPTIONS

When people know that they can ask questions at the library and, further, that they can get information from librarians to help them write a paper, make a consumer decision, find out more about a career or put together a resume, help make their neighborhood a better place to live, put together a business plan for their small business, or find out more about the toxic spill in their community, they have come to understand their right to know and how librarians can make that happen.

Perception changes often come quickly and enthusiastically and result in transmitting to others that change of opinion about the library. "I had no idea that I could get this kind of help in a library," is a commonly heard phrase in many libraries. Changing the perceptions of community leaders goes a long way toward assuring the public's right to know. This story of what I observed on a trip to western Nebraska shows how quickly and positively these changes can happen.

> Joan Birnie, the director of the library in Broken Bow, Nebraska, periodically attends the meetings of the local Cooperative Extension Board as an observer because she wants to keep abreast of what this agency, which is so important to her rural community, does. When she requested time at an extension board meeting to describe the library's new grant funded education and career center, she was given fifteen minutes. At the meeting, she talked about the new resources including a new computer and interactive career advising software. In addition, she left some books and a stack of promotional materials. As she left she said, "Just bring those things by the library any time. Take a look at them first."

> The next morning when the library opened, the extension agents called and asked if they could come right over to discuss the library's job and career

services. As soon as they arrived, they indicated that after Birnie had left the board, they talked quite a bit about what was possible with this resource in the community. They enthusiastically discussed ways to promote the library's new services. Several times one or the other repeated, "You have such valuable stuff here. You're just going to have to let people know what you've got. It can be so helpful to folks in the county."

With Ms. Birnie's short presentation, the county agents had gone from limited understanding of the possibilities of the library as a community resource to ebullience over what they had found. She was asked to make a return visit. In a very short span of time these community leaders became the strongest supporters that particular library might have. These men, in responsible positions in rural western Nebraska, had changed their perceptions and came to tell the story of what the library and its staff could do for their community.

THE CHALLENGE—USING STORIES TO SEND THE MESSAGE

Anecdotes send a powerful message about the viability of libraries. Those who benefit from library service can speak far more effectively about its worth than can librarians. This was seen recently in the 1991 White House Conference on Library and Information Services. The most valuable statements were made not by librarians, but by people who have benefited from library service. The major flaw of the conference was the inward turning that framed issues from the context of libraries (too many resolutions were framed from such library centered perspectives as collections, technology, and networking). That approach resulted in nearly one hundred resolutions framed in library jargon rather than resolutions that linked the provision of information service to three major concerns in late twentieth century America the need to develop a more literate population, to foster productivity and economic development, and to turn apathy into participation in the world's premiere democracy. Stories collected by librarians can show the centrality of libraries; they can show that librarians support "Your Right to Know," how to participate in a democracy, how to get up-to-the minute information for decision making, where to get help, that your children are receiving the best education, your cultural heritage, your ability to read-to name a few.

A recent *Newsweek* article reported that a group of businessmen in Pittsburgh had recently begun work on a multimillion dollar project to revitalize one of the city's

neighborhoods.[15] This came as no surprise to Pat Callahan, director of the Carnegie Library's NeighborLINE service. Months before she had helped these men search a community development database that provided them a model, which they adapted to successfully obtain the needed funding. While the businessmen sing the praises of NeighborLINE and its director, the *Newsweek* reporter did not include the library connection in the report. This omission should be a reminder to librarians that people do not yet fully realize the value of information and how it might be obtained. The value of this story and the many that I have collected in Pittsburgh about the library's WORKPLACE service is that a number of people in Pittsburgh have learned the potential value of library services.

The stories that appear in this article show just a few of the ways that librarians make a difference in the communities. They strongly reflect services designed to meet real needs in the community. These stories are among the most powerful vehicles to change the perceptions people have about libraries and librarians. They can help change old, outmoded perceptions that people have about librarians. They can overcome the problem that many people have they simply have no image of librarians their experience is only with the building.

Anecdotes can:
- Help measure the impact of librarians (and the library) in the community.
- Show how librarians meet needs.
- Help librarians see the value in what they do.
- Actually change the way librarians practice their craft.
- Convince library directors and boards of the value of the service that led to the story.
- Help policy makers see the value of librarians and the institution they shepherd, the library.
- Bring new funding to libraries.

COLLECTING AND USING STORIES

Stories can be a valuable addition to other methods of evaluation because so many of them focus on the impact of your library's services on the lives of people in your community. A systematic approach to collecting these stories will assure that you are obtaining them from a representative group. In addition to keeping those that are unsolicited letters of thanks, telephone calls that tell of a success or upcoming job interview or the like, make follow-up calls to selected users of your service. Follow-up calls are a vital part of evaluation because they permit librarians to find out how the service helped as well as what

worked and what didn't. These calls can be used both to collect stories and to make changes in the service. The forthcoming guide to developing job and career services *More Than Information: Public Library Services for Job Seekers and Career Changers* includes a chapter on methods to use.[16]

Follow-up is easy in services that focus on the individual (such as literacy, job and career centers, and economic development services) because these services often include appointments. Names are exchanged. People may come back several times to work on a problem. However, identifying patrons who ask questions at the reference desk is somewhat more difficult. In interviews and focus groups with reference librarians, I have found that the ability to follow-up is severely limited because librarians most often have little idea of the people with whom they are working or the nature of the problem. Without this knowledge, it is often quite difficult for librarians to make any determination of their impact. Reference librarians who show an interest in the question and who ask patrons to let them know if the information was useful are able to begin to overcome the invisible barrier that stands between librarians and their patrons.[17]

In collecting stories it cannot be overemphasized that great care must be exercised to avoid violating the confidence that has been given. While stories can be of great value in explaining what kinds of service are possible, when librarians tell them or include them in reports, etc., they must carefully mask personal identification unless they have been given permission. Many librarians have begun to make stories a part of their service's evaluation program to supplement their regularly collected statistics. They can be used with several different target audiences including library management, the library board, community agency representatives with whom library staff cooperate, local media, and potential users of the service.

Gloria Coles, director of the Flint (Michigan) Public Library, has monitored the progress of the job and career center in her library. One of her considerations in continuing to fund this innovative service was based on the feedback from the community. She notes:

> This service meets the needs both of our traditional clientele and the people who just haven't seen the need to use our library in the past. This service makes a difference in the lives of the people who use it. It is essential.

The experiment that we have undertaken in collecting stories shows their power. Stories from across the nation from children's librarians, adult service specialists, reference librarians, outreach staff, librarians who serve immigrant populations, the blind and physically handicapped, the homeless, budding Nobel prize winners, and those who serve present and elected officials, citizens of the premiere democracy in the world would swell our files with powerful testimony to how librarians help. Let us bring the stories together and create the copy that can be used in books and in articles for home town newspapers and national magazines that show librarians as defenders of the right to know and capable professionals who are providing people across the nation with the information they need, whatever their endeavor.

Are new library roles hostile to programs serving development or democracy?

WHCLIS Goals vs. PLA Roles

By Joan C. Durrance
& Catherine Allen

THE PLANNERS of the 1991 White House Conference on Library and Information Services (WHCLIS) have chosen library and information services for literacy, productivity, and democracy as the themes of the event. The process leading to the conference has already raised public awareness of these new demands upon library and information services and their potential benefits. This article explores how the last decade of public library planning and role setting has or will relate to, and advance or impede, those WHCLIS aims for libraries.

Library planning and roles

The federal government funded a comprehensive examination of literacy services in public libraries, but there is virtually no data on the extent to which public libraries provide services to support economic development or information in support of

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democracy and self-government.[1]

In 1987 the Public Library Association issued *Planning and Role Setting for Public Libraries (PRSPL)*, a manual offering a method for developing services based on the needs of a community.[2] It recommends that libraries select the three or four roles that would be most responsive to the needs of the specific community they serve. *PRSPL* identifies eight roles from which public libraries might select:

1. Popular Materials Library;
2. Reference Library;
3. Preschooler's Door to Learning;
4. Community Activities Center;
5. Community Information Center;
6. Formal Education Support Center;
7. Independent Learning Center; and
8. Research Center.

There is little data on the effect that choosing roles has on the public library's ability to respond to community needs.

This article uses data collected by the Public Library Data Service[3] (PLDS) (see sidebar, p. 42) to examine current public library provision of services in literacy, economic development, and government information, the WHCLIS themes. We relate that baseline data to library choices of roles recommended in *PRSPL*, examining closely the time, expertise, and effort needed along with the influence of library role selection on the WHCLIS goals.

Literacy services

Literacy has been a concern of libraries for many years. The ten questions PLA asked public libraries reflect this experience. Nearly nine out of ten libraries indicated that their libraries have literacy materials (see Chart 1). More than eight out of ten provide referral to literacy programs in the area and make space available for literacy activities. At a time when literacy has become a primary concern of the nation, it is not surprising to find that most public libraries pro-

vide literacy materials, referral to other agencies, and make space available for literacy programs.

As activities become more labor-intensive and involve more of a librarian's time, fewer libraries participate. However, nearly seven in ten are engaged in a literacy coalition, which, in all likelihood, involves periodic meetings with other agency staff. Involvement in literacy coalitions is likely to increase. The U.S. Office of Library Programs reports that one of the primary goals of its Library Literacy Project is to "encourage cooperation among literacy providers in a community."[4]

Approximately 68 percent said that they provided tours or orientation to their literacy materials or services. A little more than six in ten publicize literacy programs. Recent innovative publicity campaigns include two from California. The Napa City-County Library used literacy students currently enrolled in its program in its radio public service announcements. The Menlo Park Public Library staff prepared publicity for its literacy program in Spanish, Chinese, Vietnamese, Laotian, Thai, and Farsi.[5]

Only slightly over one third of the public libraries in our study either recruit adult students or tutors or provide computer software designed to teach basic literacy skills. However, libraries that effectively engage in these activities find that their programs grow rapidly. The Toledo-Lucas County Public Library, for example, found that its "Read for Literacy" program that involves adult students and volunteer tutors has grown from 100 to 432 as the result of recruitment activities.[6] The Missoula Public Library, Montana recruited parents into its adult literacy program by holding it at the same time as its children's story hour.[7]

Only six percent of these libraries indicate that they develop and produce original literacy materials. The Chicago Public Library Humboldt Branch has created a manual for recruiting and training a variety of native speakers to work with others who speak the same language to become literate in English.[8]

Literacy gets more effort

In order to measure literacy efforts, we combined the total number of responses to the literacy questions with the responses to the four ques-

Chart 1: Library Activities from the PLDS

■ yes ■ no

Literacy

Activity	%	Yes	No
Print Materials	87.9%	175	24
Referral Info	85.9%	171	28
Provide Space	83.9%	167	32
Literacy Coalition	69.8%	139	60
Tours & Orientation	67.8%	135	64
Publicize Problem	61.8%	123	76
Recruit Adult Students	38.2%	76	123
Volunteer Tutors	37.7%	75	124
Computers & Software	36.2%	72	127
Develop Original Materials	6.0%	12	187

Economic Development

Activity	%	Yes	No
Booklists	50.3%	100	99
Job Listings	43.7%	87	112
Job Workshops	41.2%	82	117
Small Bus. Workshops	36.2%	72	127
Specialized Training	34.2%	68	131
Community Coalition	31.7%	63	136
Staff Liaison	28.1%	56	143
Grants Info Center	23.6%	47	152
Staff for Job Info	21.1%	42	157
Govt. Contracts Help	18.6%	37	162
Career Software	14.6%	29	170

Government Information

Activity	%	Yes	No
Federal Tax Forms	96.5%	192	7
State Tax Forms	85.4%	170	29
Voter Registration	62.3%	124	75
Info About Local Govt.	22.8%	45	154
Info to Local Officials	21.6%	43	156
Distribute Other Forms	19.1%	38	161
Records Mgt. Services	5.5%	11	188

tions that were judged to indicate higher effort: developing original materials, recruiting and training volunteer tutors, recruiting adult literacy students, and participating as an active member of a literacy coalition. Providing more of the high-effort activities was seen as a higher commitment to literacy.

We found that only five percent of the public libraries in this study engaged in all four of the high-effort activities and, therefore, showed the highest commitment to literacy. However, almost 55 percent showed moderate commitment to literacy by engaging in at least two of the high-effort activities or in six to ten activities overall. A low commitment to literacy was seen in libraries that have fewer than six low-effort activities and no high-effort ones. Fully one in four libraries showed a low commitment to literacy using this measure.

Libraries tend to engage in more activities to support literacy than to support either economic development or government information. Likewise, literacy services seem to include more staff-intensive activities. Perhaps this is because literacy has been a concern of libraries for so long.

Services to economic development

Public library services that promote productivity have been interpreted by most professionals as those that foster economic development. This usually means helping business development, maintaining information on grants and government contracts, or providing job and career information services.

According to the survey results, fewer libraries have developed economic development services. While there are several literacy activities that are offered by more than 80 percent of all public libraries, only one economic development activity was provided by more than half (50.3 percent) of the libraries—developing booklists, pathfinders, or newsletters to support small business development. Although providing such lists is a traditional library activity, it does require staff time and effort.

The PLDS economic development data reflect recent growth in the development of job and career information services in public libraries.[9] About 44 percent of these public libraries provide job listings; 41 percent hold job and career workshops

(see Chart 1). Over one third provide workshops for small businesses.

Slightly more than one in five public libraries have specialized staff for helping job seekers and career changers. These staff are likely to work in services called, variously, Job and Career Information Centers, Workplace, the COPE Center (Career Opportunities and Planning for Employment). Fifteen percent of these public libraries provide career software that helps library users

match their interests, skills, and abilities with the demands of the job world.

The PLDS data show that libraries are beginning to provide access to the training necessary to make these innovative services work. In 1990 about one third of these libraries provided their staff with training needed to carry out these services. Nearly a third indicated that someone on the staff participated in a community economic development coalition.

A few libraries provide other innovative, staff-intensive services that foster community economic development: 28 percent provide a designated staff liaison to local economic development personnel—in small and medium-sized libraries. this is often the director.

Leaders in Canton & Toledo

The Parlin-Ingersoll Library in Canton. Illinois, for example, shows a high commitment to economic development. Staff in that library have become active participants in economic development activities in their community by making the library a primary provider and producer of informational resources.

Library staff there work closely with city officials, the Chamber of Commerce, and the Economic Development Council and have created a promotional folder on the community to attract business and new jobs

to the area.[10] One library in four has created a grants information center. Closely allied to the grants center is the more intensive government contract procurement center (19 percent).

The Toledo-Lucas County Public Library, which has developed such a center, regularly announces to its community how many millions of dollars in government contracts have come to Toledo as a result of this library activity.[11]

S taff in the Parlin-Ingersoll Library have become active participants in economic development activities in their community by making the library a primary provider and producer of informational resources

Eight of the 11 economic development activities were judged to require a high commitment of staff and time. In measuring the economic development commitment, all activities received the same weight. Nearly one quarter of the public libraries (22.6 percent) provided six to 11 economic development activities and thus were judged as having a high commitment to economic development services. Most libraries (60 percent) engaged in from one to five economic development activities. Nearly one in five libraries indicated that they engaged in no economic development activities at all.

Information for democracy

PLDS's questions reflect that in reality there is a lack of definition of the kinds of government information services that might be offered by public libraries. However, these questions do serve as indicators of the level of public library activity at this time. Like the economic development questions, these provide the first opportunity to look at the provision of government information by local public libraries nationwide.

By and large, public library services designed to foster participatory democracy are not well reflected in the current data. Perhaps the PLDS democracy questions are poorly posed. These questions have identified some activities that for the most

part have been initiated by government agencies and that require no expertise and little commitment on the part of librarians, e.g., distribution of tax forms and voter registration.

Interestingly, it is these passive activities that are present in most libraries. The analysis shows that nearly all (96.5 percent) distribute federal income tax forms. and most distribute state tax forms. Well over half register voters.

Chart 1 also clearly shows that

ties (mostly larger ones) since the turn of the century.[12] Some public libraries have increased their activities in this area during the 1980s.

Pasadena, Detroit, & Pittsburgh

As the result of a strategic planning process in the early 1980s, Pasadena Public Library changed its name to the Pasadena Information Services Library. It selected as one of its priority activities serving as a focal point for the provision of information

their communities.[14]

Pittsburgh's Carnegie Li collaboration with other gro veloped NeighborLINE in 1980s. NeighborLINE is des help Pittsburgh's citizens an borhood organizations becor effective participants in cor problem solving and decisic ing. It provides neighborhooc and organizations with infc about funding sources and sti data on housing occupancy cancy, business patterns, a nomic data and other statisti local and national databases : er resources.[15]

Just five percent of the l lic libraries provide records l ment services to local gove The Urbana Public Library gaged in extensive activities area for some years. Libraria with city departments as doe are generated by the depai Thus the public library create graphic access to a documer time it is issued. The library l lished a manual to guide libi setting up such processes.[16]

$$W\text{hile providing tax forms/registering voters are valuable activities, they require no special professional expertise. There is clearly a gap in commitment to providing government information for government officials and the public}$$

models of active library involvement in providing government information services at this time are isolated. Fewer than one quarter of these public libraries provide information services to local government officials or information to the public about their local government. However. models do exist.

Municipal Reference Libraries, products of the progressive movement. have served some communi-

about the community and. in addition, establishing the library as "the information and research arm of city staff and government."[13]

In the mid-1980s, building on its highly successful TIP Service. the Detroit Public Library, through a collaborative project with several other agencies. developed the Neighborhood Resource Center Project that aims to provide technical assistance to citizen groups seeking to improve

For democracy, in principle

In the area of governme mation. we considered that seven questions, only three l extensive staff time and efl formation services to local ment officials, information a cal government to the pub records management servic government information com variable is based on provi these three services. Only fou ies (two percent) provided a 17 percent showed moderate l ment by providing from four t services and at least one of tl effort activities.

Fully two-thirds of the l provided no more than the th ernment-initiated services of uting tax forms and register ers. While these are valuable ties, they require no special sional expertise. There is c gap in commitment to providi ernment information for gov officials and the public.

Democracy, librarians depends on the informed pa tion of citizens and officials ies should play a crucial role viding the information need American Library Associatio ment on Professional Ethic

Chart 2: Public Library Role Choices in Rank Order

Role	% primary role	% secondary role	% tertiary role
Popular Materials	82.9	11.6	4.5
Reference Library	52.3	24.1	13.6
Preschooler's Door	21.6	56.3	13.6
Community Information	13.1	16.6	38.7
Independent Learning	12.1	23.6	38.2
Educational Support	6.0	30.2	40.7
Community Activity	2.0	11.6	51.3
Research Library	2.5		53.8
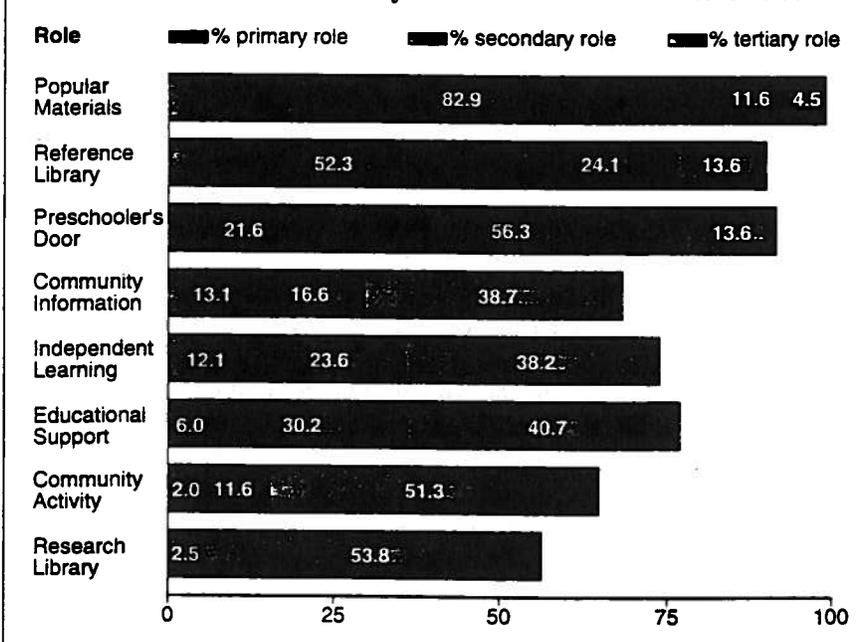
sions a lofty role for librarians in a democracy.

> In a political system grounded in an informed citizenry, librarians are members of a profession expressly committed to . . . the freedom of access to information. We have a special obligation to ensure the free flow of information and ideas to present and future generations.[17]

The data show that while librarians espouse this principle, they engage in few activities that increase access to local government information.

Role selection and service

Role selection is a key part of PLA's current planning process. The PLDS *Statistical Report '90* shows that a mere three years after the publication of the manual, almost one third (199) of the 603 libraries that voluntarily sent in statistics to PLA have selected roles. This is an indicator of a fairly rapid adoption of this innovation.[18]

However, until now there has not been a great deal of discussion of the effect of role selection. The PLDS raw data provide the opportunity to examine the roles that public libraries selected and compare them with the types of literacy, economic development, and democracy activities in which these same libraries were engaged.

The 1990 PLDS questionnaire followed the recommendations of *PRSPL* and asked library managers to designate primary and secondary roles. They were asked to:

> Mark each of your primary roles
> (but no more than two) with a "1"
> and each of your secondary roles
> (but no more than two) with a "2".
> Mark all other roles with a "3."[19]

Chart 2 shows the role preferences of public libraries in 1990. It also shows that most libraries were unwilling to limit themselves to two to four roles as recommended. With the addition of the roles marked "3" (marked "tertiary roles" in Chart 2), more than half of the libraries picked all eight.

The dominant roles

Three roles are dominant: popular materials library, preschooler's door to learning, and reference library. Nearly 83 percent of public libraries have chosen the popular ma-

terials library as a primary role; 95 percent have selected it either as a primary or secondary role. Slightly more than half (52.3 percent) selected reference library as a primary role; (76.4 percent either as primary or secondary). A little over one in five libraries chose the preschooler's door to learning as a primary role and half chose it as a secondary role. Overall, more than two-thirds of the libraries chose it as a priority role.

Public library planners were far

less likely to choose the other five roles as primary role choices. Perhaps this is because the popular material library, the reference library, and the preschooler's door to learning (viewed as the children's library?) are those that feel most comfortable. These three roles have been carried out by public libraries for the better part of the century.

This study shows that role choice influences the types of community-based activities in which public libraries engage. Moreover, it shows some roles are far less conducive to engaging in literacy, economic development, or democracy activities than others.

Literacy services and role selection

Libraries that seek to serve independent learners and those that put a priority on reference service showed a higher level of commitment to literacy activities. Nearly six out of ten libraries that selected the independent learning center role and approximately half of those choosing the reference library role provided the types of literacy services that required more effort, time, and staff commitment.

The few libraries that did not select the popular materials library as a primary or secondary role showed a higher level of commitment to literacy than other libraries. Most of the libraries not choosing the popular

materials library role showed a high commitment to literacy, compared to only 40 percent of the libraries for which it was a primary role and a quarter of those that chose it as a secondary role.

Development and role selection

There was little association in these libraries between role preference and greater commitment to economic development services. No role seems to predispose a library to

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Revisions of the public library planning manual and process should address explicitly how to incorporate activities that foster democracy and economic development into the role-setting process

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greater commitment to economic development, that is, providing six to ten economic development activities.

A higher number of economic development services was provided by those libraries that did not choose the popular materials role; however, only five percent of the libraries that chose roles failed to make this one a priority.

A number of libraries that chose the following roles had no economic development activity at all. The numbers in parentheses indicate the percentages of the libraries that chose these roles as priorities and at the same time checked no economic development activities.

Preschooler's Door to Learning (30 percent no ED activities);
Independent Learning (25 percent);
Popular Materials (19 percent);
Educational Support (17 percent).

No commitment to government

The PLDS survey clearly shows that most public libraries lack a commitment to providing access to government information. There seems to be little connection to the roles chosen except in a negative way.

Most libraries (66.8 percent) show a low commitment to government information service. They provide only tax forms and voter registration. Libraries choosing educational support, independent learning,

The Public Library Data Service

THE PUBLIC LIBRARY Association's Public Library Data Service (PLDS) annually collects information on role selection, output measures, and resource use. Data in this article were from its *Statistical Report '90* (Public Library Assn./American Library Assn., 1990).

PLDS provides much more data about public libraries than has ever been made available. However, its present checklist format (yes-no answers) with no data analysis limits its use to comparing one library with another. In spite of this limitation, the fact that data have been collected from over 600 libraries of all sizes across the nation makes this a rich and useful source.

In this feature nearly a third of the 603 public libraries included in the PLDS *Statistical Report '90* are analyzed. They are the 199 libraries that had selected roles from those recommended.

Each year the PLDS also includes questions on special topics. Prompted by the themes chosen for the 1991 White House Conference, in 1990 PLDS collected data on activities supporting literacy, productivity, and democracy, the three themes of the conference.

The analysis of the responses to the special PLDS White House Conference questions and the roles chosen by these libraries provide the basis for this discussion of public library services for literacy, economic development, and government information in this feature.

The PLDS White House Conference questions include some that require little effort or expertise on the part of the librarian (such as whether the library distributes tax forms) and others that reflect a library's commitment to an activity (such as whether the library recruits and trains literacy volunteers). The tables in this article show the responses to all the PLDS questions. To study the differing levels of effort implicit in these questions, we created a set of variables that combine the answers to the questions that require greater staff time and effort.

PLDS literacy questions

In 1990 PLDS asked if libraries provided the following services in support of literacy:

- Provide literacy print materials for adult new readers, ESL learners, or tutors.
- Provide microcomputer(s) and microcomputer software to teach basic literacy skills.
- Develop/produce original literacy materials such as books, microcomputer software, or audiocassettes.
- Recruit and train literacy volunteer tutors for a library-based instructional program.
- Recruit adult students for a library-based literacy tutoring program.
- Have space that is regularly used for literacy tutoring, adult basic education classes, or tutor training programs.
- Maintain information about literacy providers in the area in order to refer requests for literacy services or information.
- Provide library tours or orientation for literacy students, tutors, or instructors.
- Participate as an active member in a literacy coalition.
- Publicize the problem of illiteracy through public hearings, informational programs, library displays, etc.

PLDS development questions

In 1990 PLDS asked if libraries provided the following services related to economic development:

- Provide workshops in the library or at other sites that foster and support small business development/entrepreneurship.
- Create and distribute booklists, pathfinders, or newsletters that support small business development/entre-

preneurship.
- Provide staff with specialized training to support information services for small business development/entrepreneurship.
- Have a designated staff liaison to local economic development personnel.
- Operate a grants information center in the library.
- Provide information and assistance in procuring government contracts.
- Participate in community coalitions to further local economic development.
- Provide job and career information through workshops in the library or at other sites.
- Have staff with specialized training to provide job and career information.
- Provide interactive computerized career guidance software for public use.
- Provide job listings and/or job listing database.

PLDS democracy questions

In 1990 PLDS asked libraries they offered the following services to provide access to government information:

- Have specialized staff to provide information services to local government officials.
- Have specialized staff to provide information about local government to the public.
- Distribute federal income tax forms.
- Distribute state income forms.
- Provide records management services to local government.
- Regularly distribute any specific information for local government such as school registration forms, dog license application forms, etc.
- Provide opportunities for citizens to register to vote.

and popular materials were least likely to show a high commitment to providing government information.

As has been seen with data on the other two areas (literacy and economic development), those libraries that do not choose the popular materials library or the preschooler's door to learning roles showed slightly more commitment to providing government information.

Tradition and tokenism

PLA's new planning and role-setting process allows for the development of services that reflect the needs of a library's community. It has been fairly widely adopted. In less than four years, one-third of the libraries in the PLDS sample have chosen roles.

Developers of PLA's planning process saw the need to focus the efforts of public libraries and thus identified eight roles that are possible for a public library to play in its community. They cautioned public librarians that attempting all eight would spread public library services too thin. During this first round of planning, librarians chose the three most traditional roles for their greatest effort. Community-centered roles were chosen by only a few libraries as primary roles, by more as a secondary effort, but were most likely to be chosen in the category that the PLA planners warned against, the least effort (or spread thin) category.

We found by looking at the PLDS data that the public libraries that have undertaken the planning process do engage in a wide range of activities that promote literacy, economic development, and democracy in a community. However, those activities that public libraries are most likely to provide require less effort and staff expertise.

The PLDS data indicate that many libraries are making only token efforts in these areas. However, a few libraries are developing strong, high-commitment models of service in each of these areas.

Up to now there has been little study of the impact of role selection on service development. This examination of the PLDS data shows that role selection does, indeed, have an impact on public library activity. Two roles, the reference library and the independent learning center, are more likely to foster literacy activities. None of the eight roles are directly related to either economic development or democracy, although these concerns are implied in the community information center role.

Several roles appear to be hostile to the development of services to support literacy, economic development, or democracy. The popular materials library, in particular, is associated in many libraries with low support of all three of these community-centered activities.

Revisions of the public library planning manual and process should address explicitly how to incorporate activities that foster democracy and economic development into the role-setting process.

The 1990 PLDS data reflect the first round of role selection. Current roles are those that predominated well before the development of the planning process. Roles, however, are not set in stone. It is not uncommon for a new approach to initially reflect older patterns. The planning process is cyclical and, in all likelihood, many libraries that undertook the process in 1987 are beginning the process again in 1991.

Librarians should take this opportunity to look at how effectively they have used the planning and role-setting process in their own communities. Similarly, the opportunity that the White House Conference offers to public librarians to examine the extent to which their libraries provide community-centered services that foster literacy, economic development, and democracy should not be lost.

Several roles appear to be hostile to the development of services to support literacy, economic development, or democracy. The popular materials library is associated with low support of these community-centered activities

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