Megan G. Van Noord. Developing a Training Institute to Promote Lifelong Learning and Civic Engagement of Older Adults through Public Libraries in North Carolina. A Master's Paper for the M.S. in I.S. degree. November, 2008. 50 pages. Advisor: Joanne Gard Marshall.

Major demographic shifts in the population will occur over the next two decades as the Baby Boomers age. While public libraries have actively developed and promoted services for children and teens, adult services aimed at active, engaged older adults have not been a focus. This study provides an overview of issues related to health, aging and public libraries as a basis for exploring the potential of public libraries to serve as centers for lifelong learning and civic engagement for older adults. Evaluation data from three national Lifelong Access Libraries Leadership Institutes held in 2006, 2007 and 2008 are used to create recommendations for a training institute for public librarians that can be offered as part of the North Carolina Collaboration on Lifelong Learning and Engagement.

Headings:

Aging -- North Carolina.

Baby boom generation -- North Carolina.

Older people -- Services for -- North Carolina -- Information services.

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Developing a Training Institute to Promote Lifelong Learning and Civic
Engagement of Older Adults through Public Libraries in North Carolina

by
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A Master's paper submitted to the faculty
of the School of Information and Library Science
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Approved by

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Joanne Gard Marshall

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Introduction

All the world's a stage,
And all the men and women merely players:
They have their exits and their entrances;
And one man in his time plays many parts,
His acts being seven ages. At first the infant,
Mewling and puking in the nurse's arms.
Then the whining school-boy, with his satchel
And shining morning face, creeping like snail
Unwillingly to school. And then the lover,
Sighing like furnace, with a woeful ballad
Made to his mistress' eyebrow. Then a soldier,
Full of strange oaths, and bearded like the pard,
Jealous in honour, sudden and quick in quarrel,
Seeking the bubble reputation
Even in the cannon's mouth. And then the justice,
In fair round belly with good capon lined,
With eyes severe and beard of formal cut,
Full of wise saws and modern instances;
And so he plays his part. The sixth age shifts
Into the lean and slipper'd pantaloon,
With spectacles on nose and pouch on side,
His youthful hose, well saved, a world too wide
For his shrunk shank; and his big manly voice,
Turning again toward childish treble, pipes
And whistles in his sound. Last scene of all,
That ends this strange eventful history,
Is second childishness and mere oblivion,
Sans teeth, sans eyes, sans taste, sans every thing.

> William Shakespeare
> *As You Like It*, Act II, Scene VII, lines 143-170

Although Shakespeare was writing in the early 17th century, his

personification of the seven stages of mankind continues to be applicable in the 21st

century. Shakespeare's description of the fifth stage of man, "And then the justice, /

In fair round belly with good capon lin'd / With eyes severe and beard of formal cut, / Full of wise saws and modern instances; / And so he plays his part," (lines 157-161) depicts middle age, a stage that has particular resonance with current American society's demographics. As the baby boomer generation enters this stage of life society is becoming increasingly challenged to become better equipped with systems and practices to meet the needs associated with their aging processes. During Shakespeare's time the average lifespan of an individual was far shorter than it is today. At present, persons reaching the age of 65 have an average life expectancy of an additional 18.7 years (20.0 years for females and 17.1 years for males) (Administration on Aging, 2007). Middle age is a momentous and complex stage in life's discourse as it is usually marked with the culmination of success and competencies in many facets of life, and yet intimates that preconceived goals and expectations may not be met given an individual's existing constructs. Providentially, many individuals leave career jobs for retirement following middle age and do not see this as a termination but, alternately, a transition with time, abilities, faculties and resources to explore alternate paths such as re-careering and volunteering during the later decades of life (AARP, 2008; Biggs, 1999).

The baby boomer generation is generally delineated by individuals born between 1946 and 1964, reflected by a significant increase in the total number of births following World War II as well as a subsequent reduction in the number of births resulting from the advent of oral contraceptives in 1960 (Boston Women's Health Book Collective, Inc., 2005; Mates, 2003; Smith, & Clurman, 2007). In 2006, the oldest of the baby boomers (those born in 1946) turned sixty, with millions to

follow in their wake. In 2007, the U.S. Census Bureau reported an estimated 301.6 million people living in the U.S., of which 37.8 million were identified as aged 65 or older (12.5 percent). As the baby boomer generation continues to age coupled with the ongoing success of modern medicine there will be a considerable influx of older adults into society. It is estimated that by 2030, when the youngest baby boomers reach retirement age, there will be approximately 363.5 million people living in the U.S., 71 million of whom will be aged 65 or older, or nearly twenty percent of the total population (U.S. Census Bureau, 2008). There are many differences between this group and previous generations including higher education, more ethnic and racial diversity, and thanks to advances in medicine the expectation that old age is a normative stage of life (Carstensen, & Hartel, 2006, p. 1).

In many ways, North Carolina mirrors national demographics relating to the older adult population. In 2007, the U.S. Census Bureau reported an estimated nine million people living in North Carolina, 1.1 million of whom were aged 65 or older (12.2 percent). Estimates for the state indicate that by the year 2030 there will be 2.1 million people aged 65 or older living in North Carolina, or 17.8 percent of the total population.

Population data generated by the U.S. Census Bureau enables states to identify in which counties there is a higher concentration of older adults. Based on 2007 demographic estimates, the following counties within North Carolina have 20 percent or more of the total population aged 65 or older: Transylvania, Polk, Macon, Clay, Henderson, Pamlico, Moore, Cherokee and Perquimans (Table 1), which are

primarily located in Western regions of the state. For a map of the location of North

Carolina counties please refer to Appendix B.

For the purposes of this study, the focus will be on counties with the highest

percentages of older adults, although they do not necessarily have the greatest

populations because they are located in more rural and less populated regions of the

state. Counties that are more urban, such as Mecklenburg, have greater total

populations of older adults. For a table of North Carolina demographic estimates for

older populations please refer to Appendix A.

Table 1: 2007 North Carolina Demographic Estimates

County	Total Population	Aged 65 + (absolute)	Aged 65 + (percent)
Transylvania	29,984	7,258	24.2
Polk	19,036	4,441	23.3
Macon	43,537	7,548	23.1
Clay	10,238	2,327	22.7
Henderson	100,810	21,821	21.6
Pamlico	12,577	2,679	21.3
Moore	84,435	17,652	20.9
Cherokee	26,499	5,512	20.8
Perquimans	12,498	2,531	20.3

As the baby boomer generation ages, all counties, rural and urban, will

continue to see an increase in the older adult population. Population estimates for

2030 indicate that individuals aged 65 and older will eventually account for more

than thirty percent of several county populations. North Carolina counties that may

reach these proportions include: Carteret, Cherokee, Clay, and Transylvania (Table

2).

Table 2: 2030 North Carolina Demographic Estimates

County	Total Population	Aged 65 + (absolute)	Aged 65 + (percent)
Clay	14,367	5,000	34.8
Transylvania	34,140	11,360	33.3
Carteret	71,852	23,193	32.3
Cherokee	34,148	10,387	30.4

North Carolina is perceived by many as a desirable place for baby boomers to retire, so it is quite possible that in addition to the current population of North Carolinian baby boomers there will concurrently be an influx of older adults immigrating into the state. In 2003, AARP (formerly known as the American Association of Retired Persons) published results from a survey of baby boomers designed to identify the top fifteen "dream towns" in the country for retirement. The Triangle, comprised of the towns of Raleigh, Durham and Chapel Hill, ranked third on the list, and the town of Asheville ranked seventh. These figures further illustrate the fact that North Carolina is on the cusp of a significant demographic transition as the baby boomers draw near retirement age. This trend has important implications for the allocation of aging services within the state so as to provide adequate services in all life domains.

Health, Aging & Public Libraries

"The true way to render age vigorous is to prolong the youth of the mind."
   -Mortimer Collins

The World Health Organization (1948) defines health as "a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity." As an individual ages, health tends to become a more central issue in his or her life. The natural course of the body's lifecycle can lead to declines in health made apparent through changes in an individual's physical, mental and social well-being. Physiological changes related to aging "affect the skin and skeletomuscular, neurosensory, gastrointestinal, cardiopulmonary, and urinary systems" (Kart & Kinney, 2001, p. 86). Senescence is the term used to describe the effect of these changes and the resulting increased vulnerability that comes with aging (ibid). Individual factors such as heredity and lifestyle impact the frequency and intensity of physiological changes which manifest in the appearance of wrinkles; through joint changes, diminished bone and muscle mass; through changes in vision, hearing, taste, smell and touch; and through decreased motility of the gut, atrophy of the heart and decreased bladder capacity (Kart & Kinney, 2001, p. 73-82). Although tangible changes do occur when an individual ages, there are many myths surrounding the aging process, for instance senility invariably accompanies old age, or the majority of old people are poor in health, which have been touted in

mainstream media and can promote ageist views (Calasanti & Slevin, 2006; Macnicol, 2006).

While physical signs of aging are made apparent through transformations of the body, the mind ages in less visible ways. Despite the plethora of media hype, research has indicated that normal aging is not accompanied by a significant loss of brain cells. While there is some decline and shrinkage in neurons and loss of synapses, aging does not inherently result in declines in intelligence, memory, learning and creativity. The brain is well-equipped to adapt to changes brought on by the aging process and when mentally stimulated has the ability to establish new synaptic connections, thereby allowing communication to occur between neurons to maintain cognitive functioning (Kart & Kinney, 2001, p. 73-82).

Current research investigating the relationship between mental stimulation and cognitive aging suggests that leading an intellectually stimulating life helps foster cognitive vitality. Research exploring the complexities of Alzheimer's disease has found supportive evidence that cognitive stimulation in everyday life can delay the onset of the disease and may even slow its progression, though genetics remain a determining factor in the brain's ability to rewire itself (Carstensen & Hartel, 2006, p. 71; Kart & Kinney, 2001, p. 73-82).

The sheer number of aging adults in the U.S. has led to increased research surrounding the aging process and increased consideration as to what services should be provided to older adults to encourage active aging through cognitive stimulation and social engagement. Civic engagement and lifelong learning offer means by which to promote productive aging. Lifelong learning is a way to enrich

the lives of older adults through educational activities, "such as study groups, classes, courses, lectures, and field trips" (Wilson & Simson, 2006, p. 85). Civic engagement is perhaps best defined by Putnam (2000, p. 25) as "being a concerned citizen, involved in helping others in the community" and "involvement in community activities." Civic engagement is life enriching as it enables individuals to remain vital contributors while enhancing a community's social capital.

Public libraries are trusted, nondenominational central meeting places within a community that offer opportunities for civic participation and lifelong learning. Libraries provide patrons open access to important resources regardless of age, gender, race, socio-economic status, language or belief, and are places to grow, give and gain ideas. They are civic centers that can offer a sense of community. Due to antiquated perceptions of their utility, libraries are often overlooked and undervalued. Mary Catherine Bateson, author and cultural anthropologist, states that libraries do however, "have the potential to make the process of re-imagining, re-visioning, and raising consciousness possible. People need to rethink what they can become" (Zeisel, 2006, p. 19). Libraries need to assess how they are meeting the specific needs of baby boomers, who do not "fit the current paradigm for the elderly, but will be healthier and more socially and civically active than older adults have ever been" (Zeisel, 2006, p. 12). According to Dempsey (2007) baby boomers need libraries to provide them with: (1) information and resources to help plan retirement, volunteerism, leisure, travel and continued learning; (2) healthy living and fitness workshops; and (3) access to information and organizations, such as arts, culture and lectures, for continued cognitive stimulation.

The North Carolina Collaboration on Lifelong Learning and Engagement and the Libraries for the Future Lifelong Access Libraries project

"When grace is joined with wrinkles, it is adorable. There is an unspeakable dawn in happy old age."
        -Victor Hugo

        Libraries for the Future (LFF) is "a national nonprofit organization that

supports innovation and investment in America's libraries" (LFF, 2008). LFF

recognizes that libraries and community programs share many of the same

challenges and therefore benefit from developing and maintaining partnerships.

Since its inception in 1992, LFF has helped public libraries address the changing

needs and opportunities of their communities. Through advocacy, programs,

innovation and resource development (reflective of the LFF mission) LFF has

transformed public libraries into "21st century community centers of information

and education (ibid).

        Lifelong Access Libraries (LAL) is a national initiative of LFF supported by a

major grant from The Atlantic Philanthropies with additional support from The

Institute of Museum and Library Services (IMLS). The LAL Initiative focuses on

creating fundamental change in the manner in which libraries "define, create and

deliver their services to active older adults" (LAL, 2008) by establishing several

goals identified on the LFF Web site (http://www.lff.org/): (1) to create a distinct

specialty within adult services, focusing on active, engaged older adults; (2) to

identify Lifelong Access initiatives in five demonstration regions as practical examples of library services; and (3) to promote public and private investment in libraries as centers for productive aging (ibid).

The five major components of the LAL Initiative as described during the 2008 LAL Leadership Institute can be summarized as follows:

1. National Advisory Committee – A council made up of leaders both within and beyond the library community to guide the overall initiative. Council members are experts in libraries and aging and help spread the LAL Initiative nationally.

2. Training in a New Service Model – A service model was developed for work with active older adults and includes three parts: (1) Skills Framework, built on the EqualAccess Skills in community librarianship; (2) Core Components, including advisory councils, dedicated space and collections, new media and technology, innovative public programming and community conversations; and (3) Signature Programs (e.g., Active Wisdom and HEAL).

3. Centers of Excellence and Innovation – Libraries and library systems that perpetuate model development through demonstration of new practices, programs and partnerships to foster productive aging are designated Centers of Excellence and Innovation by LAL. LAL has thus far recognized five Centers of Excellence and Innovation: (1) Allegheny County (PA) Library Association; (2) New Haven (CT) Free Public Library; (3) Phoenix (AZ) Public Library; (4) The North Carolina Lifelong Libraries Access Libraries Collaboration; and (5) The Northeast Massachusetts Regional Library System.

4. Lifelong Access Libraries Leadership Institute and Fellows – The LAL Leadership Institute is offered to mid-career librarians from around the country who have been selected Lifelong Access Fellows. The LAL Leadership Institute is a continuing education opportunity that exposes Fellows to concepts of aging and ways to effectively serve and engage older adults in their communities.

5. Networking and Electronic Communications –The LAL Initiative uses electronic communication to help project staff, Fellows and other practitioners to share information and approaches for helping older adults realize their goals for individual civic renewal.

In March of 2008, The North Carolina Collaboration on Lifelong Learning and Engagement (NCCoLLE) was designated a Center of Excellence and Innovation by the LAL Initiative. NCCoLLE is a partnership founded by the UNC Institute on Aging, the North Carolina Division of Aging & Adult Services, the School of Information and Library Science at UNC Chapel Hill and the State Library of North Carolina, and was founded with the intent of fostering "the development of planning, policies and activities among partner organizations that will support lifelong learning and civic engagement among older adults" (NCCoLLE, 2008). A central goal of the Collaboration is to explore how North Carolina public libraries can serve the baby boomer generation through the development of new resources and services so that baby boomers can "continue to be vital contributors locally, nationally, and globally" in their later years (ibid). Additionally, the Collaboration seeks to improve the quality of life for older adults and their communities by fostering collaborative programs between public libraries and public and private organizations. Public

libraries are community institutions that have the potential to be key players in the promotion of productive aging. However, in order for public libraries to fulfill their potential role as innovators for older adult services, new professional attitudes and service approaches must be implemented (Zeisel, 2006).

One way to meet this goal is through the professional development of librarians working in public libraries located in North Carolina counties with a high concentration of baby boomers. In order to train public librarians in these regions to better serve the baby boomer generation NCCoLLE seeks to host a Training Institute.

The LAL Initiative's Lifelong Access Libraries Leadership Institute was offered in 2006, 2007 and 2008 and offers a solid foundation from which NCCoLLE can borrow to create a training program targeted at public libraries in North Carolina. This will benefit them in the development of resources and services necessary to meet the needs of the baby boomer generation. The LAL Institute with the assistance of NCCoLLE has for the past three years been held in Chapel Hill, NC, therefore the Collaboration is well equipped to host an institute specifically geared to train public librarians within the state of North Carolina in the development and implementation of older adult services.

Central to the NCCoLLE Training Institute will be current models of service to older adults that promote lifelong learning and civic engagement. The NCCoLLE Training Institute will utilize the RE-AIM framework as an approach to program design and evaluation. The RE-AIM framework draws upon work from diffusion of innovations, multi-level models and Precede-Proceed. Components of RE-AIM

include: Reach the target population; Efficacy or effectiveness; Adoption by target

settings or institutions; Implementation - consistency of delivery of intervention;

and Maintenance of intervention effects in individuals and populations over time

(Kaiser Permanente, 2006).

Public libraries in North Carolina

"To know how to grow old is the master-work of wisdom, and one of the most difficult chapters in the great art of living."
      -Henri Amie

The U.S. Census Bureau data makes it possible to identify those North Carolina counties that currently have high proportions of older adults as well as counties that will see dramatic increases in older adult populations within the next twenty years. This information is necessary to pinpoint public libraries within these counties that have the potential to better serve their current older adult patrons and engage new populations of older adults now, and in the not-so-distant future.

Population estimates for North Carolina in 2007 indicate high proportions of older adults in Transylvania, Polk, Macon, Clay, Henderson, Pamlico, Moore, Cherokee and Perquimans counties. Public libraries within these counties are at different stages in their development of services geared towards older adults.

Transylvania County, located in the Western region of North Carolina is served by the Transylvania county library, which is located in the town of Brevard. The library's Web site (http://library.transylvaniacounty.org/) has an adult services link, which connects to information about the library's various reading groups.

Library branches in the towns of Columbus and Saluda serve Polk County. Information found on the Polk County's Library Web site (http://publib.polknc.org/) describes programs currently in place, which target

"seniors." The library houses a Life Enrichment Center which is a collection of materials especially adapted for small group learning and interaction. The Life Enrichment Center includes Bi-Folkal Kits, used for the sharing of memories and to spark intergenerational discussions; The Discovery Through the Humanities series (which is on loan to the library from the North Carolina Center for Creative Retirement) offers opportunities for continuing education among older adults. The library also boasts a small collection of adaptive games and learning tools which are of use to caregivers of those with diminished cognitive skills.

The Life Enrichment Center, a component of The Senior Resource Center was made possible by the U.S. Department of Education Library Services and Construction Act administered by the State Library of North Carolina and was created especially for Polk County residents over the age of 55. The Senior Collection is a component of The Senior Resource Center and offers materials of interest to older adults, including books, periodicals and a variety of videotapes addressing issues such as retirement, finances, health/wellness, emotional and spiritual well being. The collection also includes poetry and fiction in support of the aging process, large print media (including books, periodicals and sheet music), as well as access to medical information and other online resources utilizing a public Internet access center.

Clay and Cherokee counties are located on the most eastern tip of North Carolina and are served by Nantahala Regional Library (which also serves Graham county). Nantahala Regional Library has library branches in Hayesville (Moss Memorial Library), Robbinsville (Graham County Library), Andrews (Andrews

Public Library) and Murphy (Murphy Public Library). The Nantahala Regional Library Web site (http://www.youseemore.com/nantahala/default.asp) does not currently provide information indicating that aging services are offered.

Macon County Public Library is one of six public libraries administered by Fontana Regional Library, which serves the Western North Carolina counties of Jackson, Macon and Swain. The Fontana Regional Library Web site (http://www.fontanalib.org/) does not indicate what, if any, library services are provided for the older adults within the community.

Henderson County, located in Eastern North Carolina, is served by six library branches: Main Branch, Fletcher Branch, Edneyville Branch, Etowah Branch, Green River Branch and Mills River Branch. Information provided on their Web site (http://www.henderson.lib.nc.us/) does not indicate the library services available for the older adult populations served.

Pamlico County, served by Pamlico County Library, is located in Bayboro, North Carolina. The Pamlico County Library is unique in that it is housed in the same building as Pamlico County High School. Information is not readily available as to whether or not older adult services are offered through the library or if the library utilizes the shared building space in the development of intergenerational resources with the local high school. The library is part of the Craven-Pamlico-Carteret Regional Library System, composed of nine member libraries (http://newbern.cpclib.org/nbccpl/cpcrl.html).

Moore County, served by the Sandhill Regional Library System (http://www.srls.info/), offers library administration to an additional four counties

(Anson, Hoke, Montgomery and Richmond) and has fifteen library locations. The

Sandhill Regional Library System was awarded a Library Outreach Services Grant

from The Library Services and Technology Act (LSTA) for the 2008-2009 fiscal year.

The Moore County Library System includes a main branch in Carthage, a

bookmobile and four branch libraries in Aberdeen, Pinebluff, Robbins, and Vass, and

per their listing of available programs, includes some specific for older adults.

Pettigrew Regional Library serves Chowan, Perquimans, Tyrell and

Washington Counties (http://www.pettigrewlibraries.org/). The Perquimans

County Library is located in Hertford, North Carolina. Information regarding aging

resources provided by the library is not readily available.

Public libraries in North Carolina reflect a wide range of developmental

stages in their attempts to provide services for the older adult. Given the significant

percentages of residents who are older adults, it is unclear why more is not being

done to develop and implement services for these particular groups. It appears to

be a given that most libraries provide Children's Services and fund a Children's

Librarian position, and yet although they are key participants within a county, (not

to mention tax payers), older adults are infrequently afforded the same services.

Aging Service Organizations in North Carolina

"Age is opportunity no less,
Than youth itself, though in another dress,
And as the evening twilight fades away,
The sky is filled with stars, invisible by day."
    -Henry Wadsworth Longfellow

Fostering partnerships between public libraries and aging service

organizations within North Carolina is a fundamental part of developing an effective

program that will holistically address the needs of the baby boomer generation.

"While public libraries are natural centers for promoting lifelong learning and civic

engagement, they cannot carry out this mission alone" (Zeisel, 2006, p. 31).

Potential partnership organizations include: Senior Centers, Community Centers,

Adult Education Programs, Health Departments, Arts Councils, Churches and Faith-

Based Organizations, Department of Social Services, Family Caregiver Programs,

Colleges, Universities and Retiree Associations. Service organizations that serve the

aging generally focus their programs on a particular stage of the aging process;

senior centers, for example, "originated as agencies to support older adults who

need subsidized meals, socialization, and access to social services" (Civic Ventures,

2005, p. 9). While these extremely important services are needed at present and in

the future, the focus is on the oldest of seniors in declining health rather than on

middle-aged and older adults, who are the majority of the American aging

population and who have very different needs. The baby boomer cohort has

expressed their desire for, "places and programs that encourage them to remain healthy, active contributors to their communities" (ibid). It thus becomes imperative to differentiate between aging services and the populations they serve be it those who are newly retired or those in the later stages of life.

There are many organizations within North Carolina who can jointly partner with public libraries to serve the younger cohort of the baby boom generation, these include: Museums, Universities and Community Colleges, Job Training Programs, Volunteer Centers, local AARP chapters, the North Carolina Association of Area Agencies on Aging, County Parks and Recreation Departments, YMCAs, NC Senior Games, Hospitals and Community Development Agencies. These partnerships can support those who actively work towards their goals of lifelong learning and civic engagement. Public and private universities throughout North Carolina, such as East Carolina University, NC State, Duke and UNC, frequently offer continuing education and enrichment programs which support lifelong learning in older adults. Parks and Recreation Departments, YMCAs, NC Senior Games and hospitals provide opportunities for healthy living through physical exercise and health education programs, such as Active Living Every Day (ALED), Arthritis Foundation Exercise Program, Fit and Strong!, Enhance Wellness and Chronic Disease Self-Management Program (UNC Institute on Aging, et al., 2008). NC Health Info (http://www.nchealthinfo.org/) provides health and medical resources for North Carolinians and is a useful resource for older adults. The JobLink Career Center System is part of the North Carolina Department of Commerce (http://www.nccommerce.com/en) and provides employment and training

services, which are of use to retirees interested in re-careering.

Some seniors have additional needs and often utilize assistance-based programs. Public libraries should consider partnerships with adult service programs that address declining health issues. The North Carolina Division of Aging and Adult Services (http://www.ncdhhs.gov/) and NCcareLINK (http://www.nccarelink.gov/) provide extensive lists of services for older adults and disabled adults.

NCDHHS and NCcareLINK offer information on many areas of service, organizations and programs. It is incumbent upon public libraries to carefully select which aging services to partner with so as to better serve their more elderly patrons. Every county in North Carolina has an established Senior Center with which a library partnership could be developed. Adult Day Services, County Commissionaires and Senior Companion programs are also important organizations with which to work.

Before determining which older adult service organizations to partner with, public libraries will need to complete both a demographic evaluation and community needs assessment so as to ascertain the constructs of the populations they serve. Libraries should refer to U.S. Census Bureau population data and conduct surveys to ascertain the age distribution of the populations they serve, and based on the data gathered, develop programs of service and partnerships accordingly.

Lifelong Access Libraries Leadership Institutes

"A man's age is something impressive, it sums up his life: maturity reached slowly and against many obstacles, illnesses cured, griefs and despairs overcome, and unconscious risks taken; maturity formed through so many desires, hopes, regrets, forgotten things, loves. A man's age represents a fine cargo of experiences and memories."
        -Antoine de Saint-Exupéry

        The School of Information and Library Science and the UNC Institute on

Aging were awarded contracts to individually evaluate the 2006, 2007 and 2008

Lifelong Access Libraries Leadership Institutes held in Chapel Hill, NC. The first

Institute took place from July 30-August 4, 2006. The 2007 Institute occurred from

July 29-August 3, 2007, and the third Institute was held from July 27-30, 2008. All

three Institutes were held at the University of North Carolina at Chapel Hill and to

those selected librarians (i.e., Fellows) offered opportunities to gain a better

understanding of the needs of older adults through a training program that

introduced attendees to the concept of LAL, included sessions on the social and

biological aspects of aging, and the need for a new approach to adult services that

will promote ongoing civic engagement of older adults. The following assessment

compares the results of the evaluations done by SILS and IOA investigators for the

2006, 2007and 2008 LAL Institutes, and uses the findings to make

recommendations for a training institute that NCCoLLE can host in North Carolina.

        During the 2006, 2007 and 2008 Institutes, evaluation forms were provided

to the Institute Attendees so as to assess their overall experience at the Institute and

the individual sessions they attended. For the overall Institute evaluation,

respondents were asked to rate their satisfaction with different aspects of the

Institute, soliciting suggestions for improving the Institute. In 2006, sixteen out of

the twenty-three attending responded (69.6% response rate); in 2007 there was a

94.7% rate with eighteen attendees responding out of the nineteen attending; and in

2008 all twenty-three attendees (100% response rate) completed the overall

Institute evaluation.

In general, for the 2006, 2007 and 2008 Institutes, attendees were very

satisfied. Results over the course of the three years related to the number of

presentations offered reflect a decline in satisfaction with the number of

presentations. For example, between the years 2006 to 2007, the number of

presentations increased from twenty-three in 2006 to twenty-nine in 2007 and

evaluation results indicate a decline in attendee satisfaction. The 2007 attendees

felt overwhelmed by the number of sessions and wanted more time to reflect on

session information. In 2008, the Institute was condensed into three days with

twenty-one sessions (seven sessions per day). From 2007 to 2008, satisfaction with

the number of presentations increased, which might be attributed to the shorter

length of the Institute and total number of sessions. Although satisfaction increased,

respondents of the 2008 Institute indicated that the amount of information covered

was too much to assimilate during a relatively short period of time, and a few

attendees indicated that they would have liked a longer Institute.

There was a marked decline in satisfaction with the number of networking

opportunities available from 2006 to 2007 and 2008. Attendees noted that they

would have appreciated more opportunities for networking to take place and that it would be beneficial to have specific time scheduled into the Institute for sharing and processing. Additionally, respondents noted that they wanted more interactivity during sessions and that this could serve as a means of promoting networking.

Opportunities for hands on learning increased from 33% in 2006 to 58% in 2007 and then decreased to 52% in 2008. In general, satisfaction with programming quality, meals and Chapel Hill as a meeting place was high, though there was a slight decrease in 2008 from previous years. However, satisfaction with the meeting facilities and accommodations increased in 2008 from the previous year. A table (Table 3) with the results of the 2006, 2007 and 2008 Institute Evaluations follows.

Table 3: Overall Institute Ratings

		2006 Institute (n=16) Excellent or Good	2007 Institute (n=18) Excellent or Good	2008 Institute (n=23) Excellent or Good
1.1	Overall satisfaction	100.0%	100.0%	100.0%
1.2	Programming quality	100.0%	100.0%	95.7%
1.3	Number of presentations	80.0%	62.5%	78.3%
1.4	Number of opportunities for hands on learning	33.3%	58.8%	52.2%
1.5	Number of networking opportunities	87.5%	76.5%	73.9%
1.6	Printed information provided	100.0%	93.8%	95.7%
1.7	Meeting facilities	100.0%	88.9%	100.0%
1.8	Accommodations	100.0%	94.4%	100.0%
1.9	Meals	100.0%	100.0%	95.7%
1.10	Chapel Hill as a meeting place	100.0%	100.0%	95.7%
1.11	Application process	66.7%	94.1%	95.5%
1.12	Communication prior to the Institute	50.0%	76.5%	82.6%
1.13	Helpfulness of staff during the Institute	100.0%	100.0%	100.0%

Due to differences in the 2006, 2007 and 2008 Institute agendas direct comparisons of individual sessions is not possible. However, it is efficacious to indirectly evaluate the individual sessions for the three Institutes. Attendees of the 2006, 2007 and 2008 Institutes were asked to rate each session they attended on the basis of: 1) content of presentations, 2) appropriateness of session length, 3) adequacy of time for questions, 4) quality of presentation handouts, 5) whether they acquired new knowledge at the session, 6) whether the session met their expectations and 7) overall satisfaction with each session.

Content of Presentations: The majority of attendees at the 2006, 2007 and 2008 Institutes were satisfied with the content of sessions. In 2006, the majority of attendees were satisfied with the content of all sessions. Sessions receiving universal ratings of excellent or good include: Active Wisdom; Brain Health, Creativity, Demographics on Aging, Health Promotion, Longevity, Paradigm Shift, Lifelong Learning, Civic Engagement, Space and Learning – Active Wisdom. Three sessions that stood out as needing some improvement include: Outreach, Lifelong Access Libraries and Intergenerational Programming. The 2007 Institute received high marks all around for the content of presentations. Only one session, Public Affairs and Humanities Programs, was rated as average, fair, or poor by more than a third of respondents. Respondents commented on desiring more concrete examples of successful programs. In 2008, most sessions were rated as excellent or good by respondents. The content of sessions: Learning Across the Lifespan, Health and Diversity and Discussion: What does it mean to be a Lifelong Access Fellow? were

rated as average, fair or poor by more than 15% of respondents. Similar to 2007, 2008 respondents commented on wanting more concrete examples of successful programs within the content materials.

Length of Session Time: Respondents were asked to rate the appropriateness of length of time per session. Respondents of the 2006 Institute had mixed reviews regarding the length of the sessions. In general, attendees were satisfied with the length of the sessions, but a few sessions (Lifelong Access Libraries, Open Forum and Diversity) received negative feedback by about half of the respondents. In 2007, the majority of respondents reported that the length of session time was considered to be good or excellent. There were five sessions where a quarter or more of respondents rated the session length as average, fair or poor: Advocacy: For Active Aging & for Libraries, Keynote: The End of Aging, Aging in an Aging Society, Emerging Theories of Learning and Productive Aging, and NC Libraries Site Visit. For these sessions, respondents noted that these sessions contained important information, but that the presenters were not given their allotted time. In general, the majority of 2008 attendees rated the length of session time as good or excellent. Sessions receiving a rating of average, fair or poor, from at least twenty percent of the participants, include: Learning Across the Lifespan, When Lifelong Learning Becomes Active Wisdom, Panel Discussion Q& A: Boomers and Libraries: Why Now?, Interactive Exercise, Lifelong Access: Framework for Converting Theory to Practice, Discussion: What does it mean to be a Lifelong Access Fellow?, and Evaluations. For these sessions, attendees noted that while these sessions contained important information, there was not enough time.

Time for Questions: Attendees were asked whether the time for questions was sufficient. In 2006, attendees were generally satisfied with the amount of time allowed for questions. Exceptions were the Open Forum and Lifelong Access Libraries Sessions. The 2007 Institute attendees reported variances in satisfaction with the amount of time allowed for questions. While there were many sessions that respondents universally rated time for questions as excellent or good, more than half of respondents rated the time left for questions for the session Keynote: The End of Aging and Public Affairs as average, fair or poor. In 2008, the satisfaction with the amount of time allowed for questions also varied by session. For the majority of sessions, respondents rated time for questions as excellent or good. Fifty percent or more of respondents indicated that time for questions was insufficient for sessions: Understanding Boomers: A Demographic Overview, Panel Discussion Q & A: Boomers and Libraries: Why Now?, Learning Across the Lifespan, Civic Engagement: A Critical Perspective, Interactive Exercises, and Evaluations.

Presentation Handouts: Attendees reported their satisfaction with presentation handouts for the 2006, 2007 and 2008 Institutes. In 2006, respondents were satisfied with session handouts. However, handouts for Lifelong Access Libraries, Longevity and Outreach stood out as needing improvement. In 2007, ratings of the handouts varied by session. Attendees were universally satisfied with handouts for: Space Planning: A Library (R)evolution, Advisory Council and Networks, and Information & Referrals, Collection Development. However, almost three-quarters of respondents rated handouts for Public Affairs & Humanities Programs as average, fair or poor. In 2007, attendees remarked that it

would be useful to have a copy of presentation handouts for note taking as well as to have a reference. This request was implemented for the 2008 Institute, and attendees received slide handouts for all presentations in the Institute binder. In general, 2008 attendees were very satisfied with the presentation handouts. There were only three sessions where fifteen percent or more of respondents rated the handouts as average, fair or poor. These sessions were: Learning Across the Lifespan, Interactive Exercise and Building Creative Partnerships. Based on 2008 responses, the decision to utilize 2007 feedback and provide a copy of presentation handouts in the Institute binder was productive. Attendees of the 2008 Institute provided further recommendations regarding handouts and indicated that with regards to PowerPoint slide handouts there is a preference for three slides per page (versus six) because the text and graphics are larger and thus easier to read. Additionally, suggestions for presentation handouts included providing electronic copies of articles to the participants prior to the Institute to facilitate preparation for the sessions.

　　　Gained New Information: In 2006, 2007 and 2008 respondents indicated that they gained new knowledge or insight on the topic from the sessions. In 2006, respondents universally reported gains in new knowledge from the Advocacy, Brain Health, Creativity, NC Libraries, Longevity, Paradigm Shift, Lifelong Learning, Open Forum, and Space sessions. 2007 attendees universally noted gaining new information for the majority of sessions. In two sessions, Open Forum: What does it mean to be a Lifelong Access Fellow? and Creating Action Plans, 25% or more of respondents reported not gaining new information or insight on the topic. One fifth

of respondents reported not gaining new information from the sessions Advocacy: for Active Aging and for Libraries and Public Affairs and Humanities Programs. In 2008, the majority of attendees reported that they gained new information in each session. In two sessions, twenty-five percent or more respondents reported not gaining any new information or insight on the topic. These two sessions were: Interactive Exercise: A Critical Perspective and Evaluations.

Expectations: The study was interested in ascertaining whether or not sessions met attendees' expectations. In 2006, the Civic Engagement session stood out as the only session that met all respondents' expectations. For the remaining sessions, feedback indicated that expectations were generally met, but there were a few sessions that did not live up to the majority of respondents' expectations including: Advocacy, Creativity, Longevity and Lifelong Access Libraries. In 2007, for the majority of sessions, 50% or more of respondents indicated that the session met their expectations. Attendees universally reported that the sessions: Introduction to Lifelong Access Libraries Framework, Assets & Needs Assessment, Information & Referrals, Collection Development, and Trends & Issues Revisited: Challenges of the Mature Brain met their expectations. Only four sessions, Keynote: The End of Aging, Open Forum: What does it mean to be a Lifelong Access Fellow?, NC Libraries Site Visit, and Creativity and Lifelong Learning through the Arts, met less than 50% of the participants' expectations. 2007 respondents noted that they were expecting more biological and cognitive information on aging from the keynote address and that they were hoping to gain new ideas for library and senior center partnerships from their visit to the Seymour Center, but did not. In 2008, for

all of the sessions, sixty percent or more of respondents reported that the session met their expectations. Only three sessions met fewer than twenty percent of the participants' expectations. These sessions were: Panel Discussion Q & A: Boomer and Libraries: Why Now?, Learning Across the Lifespan and Consumer Health: Implications for Public Libraries. Participants in 2008 expressed that they would have liked to hear more about programs that have been successfully implemented (e.g., successful volunteer programs in action) in order to gain a more "real world" perspective along with a concrete example to model after.

Overall Satisfaction: Attendees were asked to rate their overall satisfaction with individual sessions. For all three years, the majority of respondents rated their overall satisfaction with the sessions as good or excellent. In 2006, the majority of sessions received high marks by all respondents. Sessions that attendees were less satisfied with were: Intergenerational Programming, Outreach and Lifelong Access Libraries, which a third of respondents rated as average, fair or poor. In 2007, more than 75% of attendees rated the majority of sessions as good or excellent. The four sessions that received less than 75% endorsement were: Keynote: The End of Aging, Aging in an Aging Society, Public Affairs & Humanities Programs, and Institute on Aging Information Center. For these sessions, respondents noted that the sessions did not begin on time or needed more time than was allotted. For the majority of 2008 sessions, more than seventy-five percent of respondents rated the session as good or excellent in overall satisfaction. Only one session, Learning Across the Lifespan, was rated by less than sixty percent of respondents as average, fair or poor.

The surveys administered at the 2006, 2007 and 2008 Institutes helped to gain insight into the overall reception and effectiveness of the speakers. While the same speakers and presentations were not used for all three Institutes, examination of both the qualitative and quantitative data from the Institute evaluations indicates that there were several individuals whose presentations stood out amongst the rest. Some of the most notable presenters among the 2006, 2007 and 2008 Institutes were: Mary Altpeter, Bruce Astrein, Iowaka Barber, Mary Catherine Bateson, Patrick Culliane, Judy Goggin, Ron Manheimer, Victor Marshall, Paul Nussbaum, Stephen Ristau and Jeff Scherer. These presenters were well received at the Institutes and the information and insights they offered attendees were appreciated.

Attendees completed questionnaires at the Institute to assess their overall experiences. These were used to evaluate individual sessions and were instrumental in determining the effectiveness of many aspects of the Institute, including content and speakers, as well as the number of presentations, printed information provided, meeting facilities and accommodations. Other evaluation methods for the 2006, 2007 and 2008 LAL Institutes included follow-up surveys. Attendees of the 2006 and 2007 Institutes were sent six-month follow up surveys; 2008 attendees will be mailed follow up surveys in February 2009.

Recommendations for the NCCoLLE Training Institute

"Grow old with me! The best is yet to be, the last of life for which the first was made."
  -Robert Browning

The University of North Carolina at Chapel Hill School of Information and Library Science and the Institute on Aging are currently planning the NCCoLLE program on Lifelong Learning and Engagement, part of which will include a North Carolina Training Institute for public librarians.

As a basis for the design of the North Carolina Training Institute, NCCoLLE is using the programs of the 2006, 2007 and 2008 LAL National Leadership Institutes as well as the California State Library's *Transforming Life After 50: Public Libraries and Baby Boomers* initiative. In November 2007 a three-day training institute, *Transforming Life After 50* (TLAF), was held in Pasadena, California, which brought together forty-four California public libraries and provided an overview of the Boomer population and ways in which members of the population might be engaged (California State Library, 2007).   Many similarities exist between the TLAF and LAL Institutes, including content and selected speakers, in part because TLAF was supported by LAL.

It is recommended that a three-day NCCoLLE Training Institute take place at the University of North Carolina at Chapel Hill in fall 2009. This University of North Carolina at Chapel Hill is an appropriate venue to hold the institute because of its

suitable accommodations and central location within the state, making it easily accessible. The recommendation to hold the institute over three-days is based on the success of the three-day 2008 LAL Institute and 2007 TLAF Institute. Both institutes demonstrated the ability to cover pertinent information within a three-day time frame.

Several leaders from the fields of health, education, social science, anthropology, spirituality and aging should be asked to present at the NCCoLLE Training Institute. It is recommended that well-regarded speakers identified in the 2006, 2007 and 2008 Institutes as well as the cadre of North Carolinian experts on aging services be invited to present information from their fields of expertise at the Institute. Utilizing a variety of areas of concentrations and perspectives, librarians will have the opportunity to expand their awareness about the needs and interests of older adults. Furthermore, this will be an opportunity to provide training on the art of identifying and implementing services which are designed to support the pursuit of lifelong learning and civic engagement. Speakers will be encouraged to make their presentations as interactive as possible, so as to fully engage their audience and promote networking among library peers.

Presentations at the NCCoLLE Training Institute should be focused on health, education, social science, anthropology, spirituality and aging, and how these topics relate to the baby boomer generation. It is recommended that community assessment training, using the Library Engagement Assessment Process (LEAP) model, be a fundamental part of the Institute so attendees can gain a greater

awareness of the population their library serves. For a proposed Institute schedule refer to Appendix C.

Quantitative and qualitative data can be generated via pen-and-pencil surveys administered at the Institute. This data can subsequently be utilized for program evaluation. It is recommended that an Overall Institute Evaluation survey as well as Individual Session Evaluation surveys be administered at the Institute. For prototypes of surveys proposed for use at the NCCoLLE Training Institute, please refer to Appendix D. Evaluation instruments included in the appendix were part of the data from the 2006, 2007 and 2008 LAL Institutes conducted by SILS and the UNC Institute on Aging.

Follow-up evaluations should be an important component of the NCCoLLE Training Institute. Follow-up evaluations from the 2006 and 2007 LAL Institutes did not show that LAL librarians had made a great deal of additional progress in developing services for older adults in their home libraries. Although LAL Fellows were encouraged to participate in an online forum after the Institute, activity on the Lifelong Access Libraries Blog (http://lifelonglibraries.wordpress.com/) has been light. The blog began in August 2007 and when assessed in November 2008, over one year from its inception, had a meager thirty posts (four from Fellows) and only twenty-four comments. Given that there were 23 Fellows in 2006, 19 Fellows in 2007 and 20 Fellows in 2008, the number of posts is low. The lack of progress shown by LAL Institute attendees indicates a need for revised strategies related to post Institute follow-up to ensure that information generated at the NCCoLLE Training Institute is being translated into practice. Following the Institute,

attendees should complete a follow-up evaluation. A link to an online survey should be e-mailed to participants six months after the Institute. The post-Institute survey can be developed from the follow-up evaluation methods used for the 2006, 2007 and 2008 LAL Institutes.

The additional follow-up recommended for the NCCoLLE Training Institute will ensure that librarians are able to implement the strategies presented at the Institute. This follow-up could include site visits to the participant's libraries by NCCoLLE leaders, availability of resources on the NCCoLLE Web site, and additional peer-led training and information share.

In summary, this study has compared the results of the evaluation of three national LAL Training Institutes as a basis for designing an Institute in North Carolina. Additional suggestions for follow up to the Institute have also been made.

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Appendix A: Distribution of older adults by NC counties
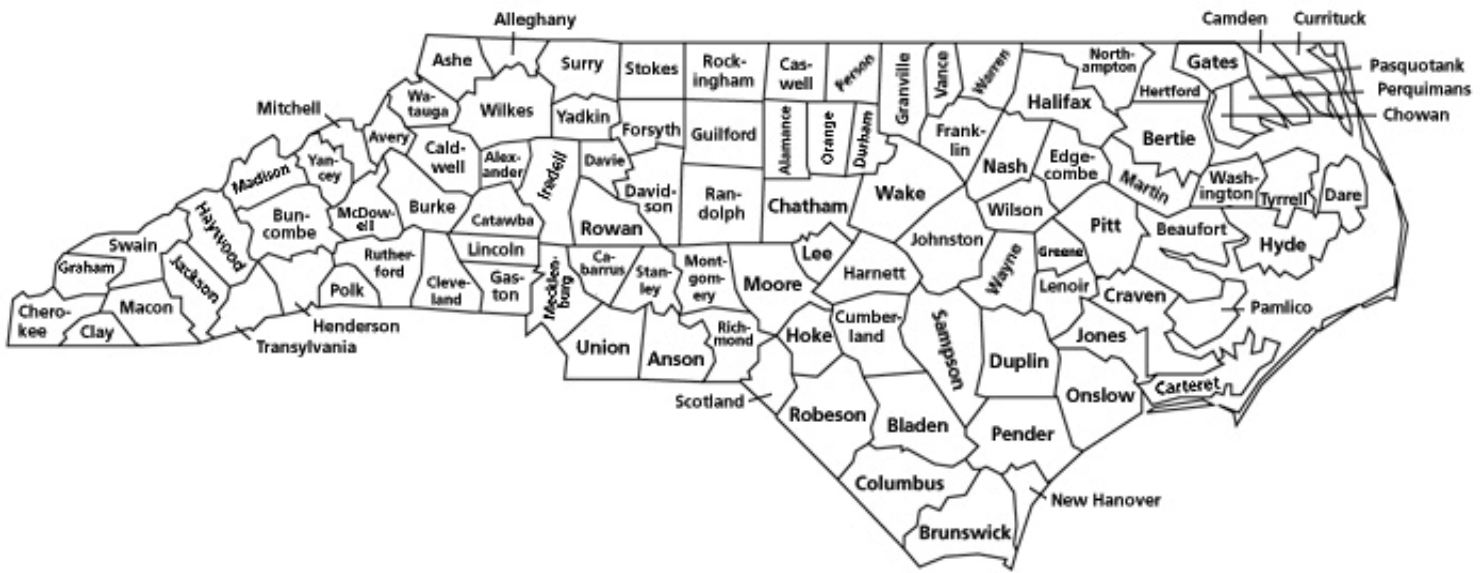
USA, North Carolina Counties
Resident population 65 years and over
Source: U.S. Census Bureau & North Carolina Office of State Budget and Management

	2007 Total N.C. Population	2007 Population Aged 65+	2007 County Population (percent)	2030 Total N.C. Population	2030 Population Aged 65+	2030 County Population (percent)
NORTH CAROLINA	**9,061,032**	**1,103,413**	**12.2**	**12,465,481**	**2,178,062**	**17.5**
Alamance	145,360	19,918	13.7	187,943	31,371	16.7
Alexander	36,396	4,817	13.2	43,434	8,458	19.5
Alleghany	10,915	2,156	19.8	12,048	3,374	28.0
Anson	25,202	3,601	14.3	22,695	4,786	21.1
Ashe	25,531	4,880	19.1	30,067	8,279	27.5
Avery	17,776	3,056	17.2	19,007	4,867	25.6
Beaufort	45,771	7,909	17.3	47,963	12,749	26.6
Bertie	18,601	3,073	16.5	17,787	5,083	28.6
Bladen	32,301	4,532	14	32,471	7,080	21.8
Brunswick	99,214	18,115	18.3	179,424	47,243	26.3
Buncombe	226,771	34,698	15.3	291,569	62,261	21.4
Burke	88,975	13,305	15	87,081	17,186	19.7
Cabarrus	163,262	17,083	10.5	287,631	42,224	14.7
Caldwell	79,454	11,857	14.9	82,927	18,246	22.0
Camden	9,490	1,119	11.8	18,034	3,532	19.6
Carteret	63,238	11,128	17.6	71,852	23,193	32.3
Caswell	23,261	3,491	15	23,234	4,800	20.7
Catawba	155,646	20,281	13	192,270	33,742	17.5
Chatham	61,455	8,471	13.8	91,491	19,351	21.2
Cherokee	26,499	5,512	20.8	34,148	10,387	30.4
Chowan	14,635	2,601	17.8	15,874	4,519	28.5
Clay	10,238	2,327	22.7	14,367	5,000	34.8
Cleveland	98,453	14,275	14.5	99,370	19,776	19.9
Columbus	54,046	7,936	14.7	52,281	11,159	21.3
Craven	96,746	14,493	15	111,031	27,453	24.7
Cumberland	306,518	28,151	9.2	346,686	50,438	14.5
Currituck	23,960	2,708	11.3	41,301	8,234	19.9
Dare	33,776	4,454	13.2	46,386	10,958	23.6
Davidson	156,530	20,943	13.4	184,755	36,181	19.6
Davie	40,516	5,859	14.5	58,639	11,753	20.0
Duplin	52,979	6,773	12.8	68,153	10,717	15.7
Durham	256,500	23,715	9.2	353,630	52,499	14.8
Edgecombe	52,647	6,341	12	40,303	9,591	23.8
Forsyth	338,774	42,237	12.5	451,350	80,021	17.7
Franklin	57,222	6,054	10.6	86,842	14,133	16.3
Gaston	202,535	25,909	12.8	235,699	47,103	20.0
Gates	11,737	1,533	13.1	16,089	3,573	22.2
Graham	7,858	1,388	17.7	8,390	2,337	27.9
Granville	55,045	6,017	10.9	73,865	12,998	17.6
Greene	20,405	2,437	11.9	25,238	4,166	16.5
Guilford	465,931	55,379	11.9	600,192	98,071	16.3
Halifax	55,060	8,512	15.5	48,944	12,225	25.0
Harnett	108,721	10,391	9.6	158,751	22,112	13.9
Haywood	56,430	11,136	19.7	65,295	17,210	26.4
Henderson	100,810	21,821	21.6	144,714	37,116	25.6

Hertford	23,206	3,457	14.9	22,442	5,918	26.4
Hoke	42,422	3,120	7.4	78,396	8,063	10.3
Hyde	5,172	874	16.9	4,298	1,050	24.4
Iredell	151,445	18,502	12.2	247,118	42,355	17.1
Jackson	36,751	5,017	13.7	44,269	9,968	22.5
Johnston	157,437	14,255	9.1	283,401	37,804	13.3
Jones	10,127	1,801	17.8	10,253	2,707	26.4
Lee	57,973	8,100	14	81,418	13,839	17.0
Lenoir	56,761	9,189	16.2	51,636	12,418	24.0
Lincoln	73,106	8,732	11.9	102,343	18,810	18.4
Macon	43,537	7,548	23.1	49,673	10,227	20.6
Madison	32,608	3,431	16.9	45,630	12,718	27.9
Martin	20,309	3,923	16.6	22,851	5,482	24.0
McDowell	23,598	6,729	15.5	19,327	4,995	25.8
Mecklenburg	867,067	70,952	8.2	1,458,192	189,416	13.0
Mitchell	15,786	3,097	19.6	16,330	4,476	27.4
Montgomery	27,451	3,731	13.6	30,544	6,397	20.9
Moore	84,435	17,652	20.9	113,650	30,560	26.9
Nash	92,949	12,889	13.9	110,392	21,691	19.6
New Hanover	190,432	24,992	13.1	280,977	56,256	20.0
Northampton	20,830	3,983	19.1	19,283	5,162	26.8
Onslow	162,745	11,728	7.2	189,191	25,495	13.5
Orange	124,313	12,049	9.7	156,958	26,168	16.7
Pamlico	12,577	2,679	21.3	12,713	3,731	29.3
Pasquotank	40,543	5,154	12.7	57,892	12,152	21.0
Pender	49,865	7,475	15	80,558	17,329	21.5
Perquimans	12,498	2,531	20.3	16,798	4,833	28.8
Person	37,356	5,075	13.6	43,782	9,284	21.2
Pitt	152,068	14,816	9.7	212,349	33,110	15.6
Polk	19,036	4,441	23.3	21,409	6,086	28.4
Randolph	140,145	18,401	13.1	167,598	29,799	17.8
Richmond	45,985	6,404	13.9	46,388	9,190	19.8
Robeson	128,149	13,643	10.6	145,907	23,417	16.0
Rockingham	92,421	14,307	15.5	89,836	20,723	23.1
Rowan	137,383	19,373	14.1	159,591	28,120	17.6
Rutherford	63,012	10,512	16.7	62,239	14,835	23.8
Sampson	63,641	8,257	13	80,460	12,517	15.6
Scotland	36,364	4,418	12.1	36,431	7,423	20.4
Stanly	59,195	8,806	14.9	62,175	12,292	19.8
Stokes	46,072	6,789	14.7	50,051	10,381	20.7
Surry	72,380	11,746	16.2	79,731	16,453	20.6
Swain	13,643	2,310	16.9	17,354	3,871	22.3
Transylvania	29,984	7,258	24.2	34,140	11,360	33.3
Tyrrell	4,121	628	15.2	4,210	883	21.0
Union	184,675	15,272	8.3	389,881	55,798	14.3
Vance	42,992	5,608	13	45,587	8,371	18.4
Wake	832,970	63,864	7.7	1,560,026	208,297	13.4
Warren	19,410	3,508	18.1	19,545	4,585	23.5
Washington	12,915	2,224	17.2	11,439	3,279	28.7
Watauga	44,541	5,358	12	49,182	9,836	20.0
Wayne	113,590	14,209	12.5	123,152	22,929	18.6
Wilkes	66,844	10,494	15.7	70,258	16,252	23.1
Wilson	76,754	10,299	13.4	90,960	17,514	19.3
Yadkin	37,797	5,848	15.5	43,401	8,055	18.6
Yancey	18,456	3,563	19.3	20,645	5,827	28.2

North Carolina Counties

Appendix B: Map of NC Counties
Retrieved from: http://alpha.learnnc.org/

Appendix C: Recommended Schedule

NCCoLLE Training Institute

Chapel Hill, North Carolina

Day One

Aging: Who Are the Boomers?

7:30	*Registration & Breakfast*
8:30	Welcome & Opening Remarks
9:00	Institute Overview
10:00	Understanding Boomers: Demographics
11:00	*Break*
11:15	Physiological Aspects of Aging
12:00	*Lunch*
1:00	Learning, Creativity, Imagination and Aging
2:30	*Break*
2:45	Interactive Exercise: Understanding the population you serve (LEAP)
4:00	Panel Roundtable: Dialogue with Presenters
5:00	*Adjourn for the day*

NCCoLLE Training Institute

Chapel Hill, North Carolina

Day Two

Visioning the Future: Adult Services

7:30   *Breakfast*

8:30   Lifelong Learning

10:00   *Break*

10:15   Civic Engagement

11:30   Question and Answer Forum

12:00   *Lunch*

1:15   Interactive Exercise: Lifelong Learning and Civic Engagement

2:30   *Break*

2:45   Information & Planning Session: Adult Services for your Library

5:30   *Adjourn for the day*

NCCoLLE Training Institute

Chapel Hill, North Carolina

Day Three

Development: Partnerships & Aging Organizations

7:30   *Breakfast*

8:30   Understanding Aging Service Networks

9:45   *Break*

10:00   Planning and Developing Partnerships

12:15   *Lunch*

1:15   Interactive Exercise: Partnerships with Aging Services

2:30   *Break*

2:45   Evaluation Services and Sustainability

4:30   Closing Remarks

5:30   *Adjourn for the day*

Appendix D: Recommended Evaluation Surveys

NCCoLLE Training Institute
Overall Institute Evaluation

1. For each of the areas below, please indicate your rating using the following scale:

Circle only one answer.	Excellent	Good	Average	Fair	Poor	N/A
a. Overall satisfaction	E	G	A	F	P	N/A
b. Programming quality	E	G	A	F	P	N/A
c. Number of presentations	E	G	A	F	P	N/A
d. Number of opportunities for hands on learning	E	G	A	F	P	N/A
e. Number of networking opportunities	E	G	A	F	P	N/A
f. Printed information provided	E	G	A	F	P	N/A
g. Meeting facilities	E	G	A	F	P	N/A
h. Accommodations	E	G	A	F	P	N/A
i. Meals	E	G	A	F	P	N/A
j. Chapel Hill as a meeting place	E	G	A	F	P	N/A
k. Selection process	E	G	A	F	P	N/A
l. Communication prior to Institute	E	G	A	F	P	N/A
m. Helpfulness of staff during Institute	E	G	A	F	P	N/A
n. Other: _____	E	G	A	F	P	N/A

2. Do you have any suggestions for ways to improve the Institute?

_____

_____

_____

NCCoLLE Training Institute

Individual Session Evaluation

1.1 Session Name:
    Speaker:
    Time:

For each of the areas below, please indicate your rating using the following scale:

Circle only one answer	Excellent	Good	Average	Fair	Poor	N/A
Content of the Presentation	E	G	A	F	P	N/A
Overall Satisfaction	E	G	A	F	P	N/A
Length of the Session	E	G	A	F	P	N/A
Sufficient Time for Questions	E	G	A	F	P	N/A
Presentation Handouts	E	G	A	F	P	N/A

Did you gain new information or insight on the topic from this session?   1. Yes 0. No

Did the session meet your expectations?   1. Yes 0. No

Comments:

_____

_____

1.2 Session Name:
    Speaker:
    Time:

For each of the areas below, please indicate your rating using the following scale:

Circle only one answer	Excellent	Good	Average	Fair	Poor	N/A
Content of the Presentation	E	G	A	F	P	N/A
Overall Satisfaction	E	G	A	F	P	N/A
Length of the Session	E	G	A	F	P	N/A
Sufficient Time for Questions	E	G	A	F	P	N/A
Presentation Handouts	E	G	A	F	P	N/A

Did you gain new information or insight on the topic from this session?   1. Yes 0. No

Did the session meet your expectations?   1. Yes 0. No

Comments:

_____

_____