GOVERNMENT OF PUERTO RICO
DEPARTMENT OF EDUCATION

LSTA FIVE YEAR EVALUATION REPORT 2008-2012

LIBRARY AND INFORMATION SERVICES PROGRAM EVALUATION TEAM
LIBRARY AND INFORMATION SERVICES PROGRAM
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The Library and Information Services Program (LISP) of the Puerto Rico Department of Education (DE) submitted to the Institute of Museum and Library Services (IMLS) a Five-Year Plan for FY 2008 to FY 2012, on June, 2007. This Plan was approved by IMLS on October 29, 2007.

During FY 2008 to FY 2012, the Library and Information Services Program has been working towards the fulfillment of the four (4) general goals presented in the Plan related to the increase of the public's use of information technology by increasing electronic capabilities of libraries, promoting technology in libraries and training librarians and the public to effectively use technology; improve the academic performance of Puerto Rico's public school students by encouraging the development of strong school libraries; promotion and enhancement of targeted library services to people of diverse geographic, cultural, socioeconomic backgrounds and improve the quality of services performed by librarians.

The LISP's Evaluation Committee began the evaluation process of the goals and objectives included in this Five Year Plan. The intention of the evaluation process is to measure the progress in meeting the targets set forth in the approved five year plan and to make effective decisions for the next five year plan.

The LISP decided to employ an internal team for the evaluation process, due to economic issues and other considerations such as, knowledge of the communities served, familiarity with the issues presented, such as goals and objectives and because of bureaucratic constraints to make the necessary contract arrangements.

The methodology selected in the conduction of the evaluation process includes a combination of qualitative and quantitative evaluation instruments. Among the methods and research initiatives used to produce the evidence of the evaluation process were: analysis and review of documents (sub grants approved by year, statewide projects, site visits made; Financial and Achievement Reports, Annual Reports and others); compilation of data from questionnaires; surveys; interviews and others.

Through the provision of the federal funds from the IMLS, the LISP has been able to make substantial progress in meeting the goals proposed. As part of meeting the goals, the LISP has put significant effort and funding into statewide projects as well as in individual projects (sub grants). These projects have provided services to all geographical areas, to all types of communities, regardless of local funding, and have used technology in new ways to provide services, thus meeting goals 1, 2, 3 and 4 of

the Plan. Puerto Rico is an island where significant proportion of the population and thus libraries, are in rural areas or underserved urban areas. Statewide programs are an important way to reach the five-year plan goals for these residents and libraries, especially in school libraries.

For the 2008-2012 Five Year Plan the LISP decided to use LSTA funds in statewide projects generated from the Central Office (SLAA) and in competitive sub award projects open to all types of libraries. In these four years, the LISP has received 603 proposals, and of these, 52% (314) have been approved.

The main findings of the Evaluation Report

After conducting the research studies and compilation of data, the Evaluation Committee developed a set of findings and recommendations related to the key objectives. These activities determined the extent to which LSTA project objectives were met and analyzed the impact of the projects on the quality of library services.

LSTA funds have had an enormous impact on library services in Puerto Rico. With these funds the island has made great progress towards library development in all types of libraries. The grant money allocated in the last five years has given libraries new insight to technology plus the infinite possibilities of its use in them. Technology has become an integral part of the library environment in all types of libraries in Puerto Rico and users are demanding more of this kind of service. More and more public libraries are expanding library services by establishing satellite libraries in rural and other underserved communities in economically disadvantaged areas. Many municipalities are providing free Internet and Wi-Fi access to users in their public libraries. There has been an increase in the number of public libraries that have requested the E-Rate for Advanced Telecommunication Services for the benefit of their users.

The main statewide project funded by LSTA is the Electronic Library Network System (SABER, by its acronym in Spanish). The main virtue of this project is the automation of library services with SIRS Mandarin M3 Library Automation Program. As of December, 2011, 96% of school libraries and 48% of public libraries have joined the SABER Project. Many of the libraries have joined the project by initiative of the LISP, and others by submission and approval of sub grants.

The LSTA funds have also given libraries the opportunity to offer more and better services to its users. Many libraries have updated their library collection, so the users have had the opportunity to access updated and pertinent information in all types of formats to meet their educational, recreational and information needs. Emphasis is now being given to the subscription and / or acquisition of data bases and other electronic materials.

Another impact of the funds is on the support public libraries have given to the general personal benefit of users by providing workforce services, health and personal wellbeing information, after school programs and opportunities for lifelong learning. Libraries have improved their service delivery to the public, thanks to the emphasis given to continued education workshops for the benefit of library staff. Sixty-four percent (64%) of public library staff has participated in professional development workshops during these last years.

LSTA funds have also impacted school libraries greatly during these years, not only by means of SLAA's island wide projects, but by submission of individual sub grants and mini-grants. Approximately 360,000 public school students have received a direct impact of the services provided. These libraries have had an increase in library collection, technological resources and equipment. More and more school librarians are eager to participate in professional development workshops. During these years, 82% of school librarians have participated in continued education workshops. The school community including, teachers, school administrators and parents have become aware of the impact the school library has on student learning.

The special population with disabilities has also been served with their library and information needs in school, special and public libraries. The demand of special services has increased the number of libraries that assign more resources and programs to assist special users. During these four years, an average of 89,785, special users have been impacted in the school libraries of the educational system. Likewise, an average of 1,540 special users have been impacted in public libraries during these years.

Taking into account the user survey respondents, it is clear that that the vast majority of users (74%) appear to be generally satisfied with the resources provided, databases accessed and services in general.   Seventy-six percent (76%) of respondents generally find what they are searching for and 77% are satisfied with the assistance the library staff offers.

A staff Survey was administered to assess the statewide impact of LSTA funds in meeting the four goals set forth in the Plan and the impact on library services.

Ninety-two percent (92%) of the respondents were satisfied and considered that the materials and equipment bought with LSTA funds had contributed to the improvement of library services. Ninety percent (90%) expressed that attendance to the library had increased. and 88% of respondents considered that it has impacted the academic improvement of public school students.

The library participants interviewed confirmed their input in the questionnaire and surveys. They also commented on how impressed they were that LISP had commissioned this survey. They were glad that this initiative was taken, and it demonstrated to them that the LISP is genuinely concerned in meeting the needs and addressing the concerns of the participants. Most of the participants commented that with the improved collections they had greatly enhanced their ability to guide students and public library users in selecting resources that best meet their personal and academic informational needs. Providing better resources has led to increased circulation in all our libraries. Comments also noted the need for more programs, more support for existing programs and better and easier ways for librarians to obtain support for their libraries. In terms of the sub grants, they were grateful that the SLAA made LSTA sub grants available and provided good direction and support during the entire process.

The participants from the SLAA interviewed provided valuable information, not available, otherwise.

The major questions addressed in the evaluation are related to the extent that libraries have improved services for all citizens. Emphasis was given to the increase in the use of technology, provision of updated collections in all types of format, continued education opportunities for library personnel, improvement of the academic performance of public school students, and promotion of targeted library and information services to underserved urban and rural communities, including individuals with disabilities and senior citizens. These objectives are in harmony with the following LSTA priorities that were referenced in the SLAA's Plan:

➢ Providing electronic and other linkages among and between all types of libraries

➢ Targeting library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line and assisting libraries in accessing information through electronic networks.

➢ Targeting library services to individuals of diverse geographic, cultural and socioeconomic backgrounds, to individuals with disabilities, and to individuals with limited functional literacy or information skills.

➢ Expanding services for learning, access to information and educational resources in a variety of formats, in all types of libraries, for individual of all ages and assisting libraries in accessing information through networks.

Activities undertaken through the SLAA's Plan achieved positive results related to the priorities identified in the Plan and LSTA priorities. The majority of the strategies selected and implemented gave way to the progress achieved in the results. The programs and services developed have benefitted target individuals and groups. Some challenges have been encountered, but insistence, consistency, persistence and sometimes changes of strategies has assured the general fulfillment of the goals and objectives set forth in the Plan. No modification was made to the SLAA's original Plan.

Key recommendations:

According to the key findings discussed above, the LISP has come to the following conclusions concerning the future of LSTA funds in Puerto Rico:

▪ The SABER Project has been very successful, thanks to LSTA funding. Due to the advances made, it will no longer be an LSTA statewide funded project in the next Five Year Plan. Interested public, community or any type of library can join the initiative by submission of individual sub grant requests. This Project will be substituted with one whose main objective will be towards the development of virtual libraries.

▪ Even though libraries have improved their library services, collections, technological infrastructure, resources and programs, technology evolves so fast that it is mandatory for them to provide constant updating and expansion of resources to support information needs of all sorts. LSTA funds will be needed to continue giving the backup libraries need to continue expanding the multiple options they have to flourish in the twenty first century.

▪ Even though school libraries have had great impact on student's academic improvement, there is still a lot to be done. The vast majority of public school students still need to make more progress in their academic performance, and

school libraries, in coordination with classroom teachers, are working hard in this aspect. Emphasis on information skills using all types of materials and formats is key to the progress students have made. The mastery of information skills does have a correlation with student's academic learning process and their performance in standardized tests. Sixty-six percent (66%) of Puerto Rico's public school students have the disadvantage that they belong to families who are under poverty level and live in economically disadvantaged areas. Forty five point four percent (45.4%) of the population is below poverty level. Some research studies demonstrate that there is a correlation between poverty and poor school progress. Definitely, the next Five Year Plan will continue to include the encouragement of strong school libraries through adequate materials, resources and advanced technology, so that students have the opportunity to use information technology in their learning process. Emphasis will also be given to the professional development of school librarians.

- Library personnel has been assisted with continued education workshops that have prepared and helped them offer better and differentiated library services for the benefit of their users. Continued education is key to maintain library staff up to date in order to offer better services. Definitely this strategy will be continued in our next Five Year Plan.

- According to the Evaluation Committee, little has been done to increase and encourage general awareness of the general public towards statewide library services. Our goal is to plan promotional activities and develop a coordinated marketing plan to achieve broad awareness of the increased statewide services available via the web, among other methods.

- Individual libraries, such as public, community, specialized and school libraries also have the need to increase and encourage general awareness of the public towards the importance of the services they offer. It is very important for libraries to "sell" or promote their program by means of success stories. They should demonstrate to interested members of the community, including stakeholders, the work librarians do and the impact they have on users every day. The objective is to catch the attention of the general audience and their support. A coordinated marketing plan is necessary to achieve this goal.

EVALUATION REPORT

Background of the Study

The following Evaluation Report covers the progress the SLAA has made in meeting the targets set forth in the approved 2008-2012 Five Year Plan. It is organized according to the Goals presented in the Five Year Plan and the corresponding IMLS Priorities.

The intended users of the Evaluation Report are library clients, library personnel at all levels, staff, SLAA's administrative personnel, stakeholders, policy makers and funding agency's personnel.

The intended uses of the Evaluation Report are:

- Confirm that the goals were met versus the identification of the difficulties encountered towards the achievement of the set goals.

- Help focus on program goals.

- To demonstrate that funds were well spent.

- Encourage improvement of library services in all types of libraries.

- Improvement of library personnel's vision of themselves and the importance of continuing education for delivering excellent library services.

- To make the target population aware of the importance of the library program.

- Communication and dissemination of information for informed decision making.

- Awareness of the needs of libraries and how they can contribute to support a needed change.

- Encouragement of continued collaboration with libraries.

- Provide information that can be used in response to public inquiries about the program.

- Consideration of the public interest and common welfare of society as a whole.

At the beginning of the evaluation process, one of the meetings of the Evaluation Committee was dedicated to the clarification of the scope of results likely to be obtained, tasks to be undertaken and uses of data obtained.

Even though the SLAA's Evaluation Team recognizes the limitations it has in its evaluation competencies, it has made efforts to gain competence through the assistance of others who possess the required expertise. The different steps given inside the evaluation process were consulted with these experts, whose major in doctoral studies were education and evaluation.

The specific evaluation questions or issues addressed are related to the extent that libraries have improved services for all citizens. The LISP has been working towards the accomplishment of the following four (4) general goals presented in the Five Year Plan:

- To increase the public's use of information technology by increasing electronic capabilities of libraries, promoting technology in libraries and training librarians and the public to effectively use technology.

- Improve the academic performance of Puerto Rico's public school students by encouraging the development of strong school libraries, through adequate materials, technology resources and the development of cultural, educational and motivational reading activities.

- Promotion and enhancement of targeted library services to people of diverse geographic, cultural, socioeconomic backgrounds, including senior citizens, persons with disabilities and to individuals with limited functional literacy or information skills.

- Improve quality of services performed by librarians who lack academic requirements by providing these personnel with opportunities, not only to prepare themselves for their job, but that they can, on their own, continue studying towards a master's degree in library science and thus having more professionals that meet the necessary requirements to provide excellent library services.

Emphasis was given to the increase in the use of technology, provision of updated collections in all types of formats, continued education opportunities for library personnel, improvement of the academic performance of public school students, and promotion of targeted library and information services to underserved urban and rural communities, including individuals with disabilities and senior citizens. These

objectives are in harmony with the following LSTA priorities that were referenced in the SLAA's Five Year Plan:

- Providing electronic and other linkages among and between all types of libraries.

- Targeting library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line and assisting libraries in accessing information through electronic networks.

- Targeting library services to individuals of diverse geographic, cultural and socioeconomic backgrounds, to individuals with disabilities, and to individuals with limited functional literacy or information skills.

- Expanding services for learning, access to information and educational resources in a variety of formats, in all types of libraries, for individual of all ages and assisting libraries in accessing information through networks.

Some values and principles guiding the evaluation process are concerned with the respect to the dignity, security and self worth of respondents to the questionnaires and surveys, and likewise, to program participants, users and other evaluation stakeholders. The Team was urged to display honesty and integrity in their behavior, and attempt to ensure the honesty and integrity of the entire evaluation process.

Methodology Employed

The tools used to gather the necessary data were surveys, questionnaires, annual achievement and financial reports, site visits reports and interviews. Stakeholders and focus groups were an integral part of the process, included in the compilation of data presented.

The LISP decided to employ an internal team for the evaluation process, due to economic issues and other considerations such as, knowledge of the communities served, familiarity with the issues presented, such as goals and objectives, and others. The methodology selected in the conduction of the evaluation process includes a combination of qualitative and quantitative evaluation instruments. Among the methods and research initiatives used to produce the evidence of the evaluation process were:

- Analysis and review of sub-grants approved with LSTA funds.

- Analysis and review of islandwide projects generated from the SLAA.

- Analysis and review of site visits to LSTA projects.

- Analysis of the Financial and Achievement Reports received from sub grantees.

- Analysis and review of the SPR self monitory reports and questionnaires.

- LISP's Annual Achievement Reports submitted to the SLAA.

- Analysis and review of the PLS submitted.

- Distribution of an evaluation instrument (questionnaire) for librarians to fill out and submit, related with the fulfillment of the goals and objectives included in the Five Year Plan.

- Focus Groups Surveys

  The LISP's evaluation committee prepared a survey for library users, and another for library staff, taking into consideration the goals and objectives included in the Five Year Plan. They focused on how the key objectives were met and the impact on library services. Each library conducted randomly the user survey. The library staff survey was mandatory for all librarians.

- Interviews with librarians and other library staff on site, email and by phone (One to two librarians from each educational region). These interviews clarified details about the fulfillment of the goals and objectives presented in the Five Year Plan, State Plan and the administration of the LSTA program.

- Staff, focus groups and stakeholders meetings

  Planning for the evaluation process began on summer 2011. Meetings with these participants were held from August to December, 2011 and on January, February and March, 2012. The meeting discussions were constructed based on the key objectives to be evaluated, the extent to which project objectives were met, the impact of projects on quality library services, how well the LSTA projects were administered and managed, analysis of data compiled from the questionnaires and surveys administered and the future direction of LSTA in Puerto Rico.

- Compilation of data

  Librarians answered the questionnaires and surveys and submitted them on line, and the program used, automatically added the results. Various days were dedicated to the analysis of other documents that contained valuable data, such as, Lists of Sub Grantee Proposals Presented (by year); Annual Achievement Reports (by year); Findings of Site Visits made; summary of questionnaires and surveys administered; summary of telephone interviews made and other tools that would give a wider picture of the program and clarification of the real impact on library services.

- Summary of findings

  The meetings of the Evaluation Committee held during the months of January, February and the beginning of March, 2012, were dedicated to the compilation of findings and to the writing of a preliminary draft of the Evaluation Report.

The methodology and research tools used in the evaluation process had its logical strengths and weaknesses. Among the strengths were excellent professional rapport between members of the Evaluation Team, with clear objectives concerning the evaluation process; high level of responsibility of the members to accomplish the mission and individual roles inside the evaluation process, including meeting timelines; availability of the questionnaires and surveys designed for all librarians, clear guidelines and instructions and the general positive disposition of everyone.

Among the weaknesses was the fact that the Evaluation Team was using the web tool "google docs" for the first time to create the questionnaires and survey documents and didn't master the different technical aspects of the process. Due to time constraints the validation of these instruments couldn't be accomplished. Therefore, some difficulties were encountered at the moment of the compilation of data. But this difficulty was later improved thanks to voluntary contribution of experts in this area.

Other weaknesses or difficulties encountered in the evaluation process are basically related to situations out of the control of the Team, like the situation where many school buildings are in a reconstruction or remodeling process and students and teachers are temporary relocated in another school, while their school is being remodeled; many librarians are of new appointment and information needed to complete the questionnaires is not available; many library positions are vacant due to economical restraints during FY 2009-2010 and 2010-2011 in school and public libraries and as usual, not all participants always submit questionnaires and surveys.

At the beginning of the evaluation process, one of the meetings was dedicated to the clarification of the scope of results likely to be obtained, tasks to be undertaken and uses of data obtained.

The Evaluation Committee spent approximately 120 hours in evaluation meetings for different purposes inside the process, including e mail and telephone communication. Approximately 45 hours were spent in giving technical assistance, either by telephone or by e-mail to librarians concerning the questionnaires and surveys. Another 130 hours were spent compiling the evaluation report.

Evaluation Findings

The following Evaluation Report covers the progress the SLAA has made in meeting the targets set forth in the approved 2008-2012 Five Year Plan. It is organized according to the Goals presented in the Five Year Plan and the corresponding IMLS Priorities. The tools used to gather the necessary data were surveys, questionnaires, annual achievement and financial reports, site visits reports and interviews. Stakeholders were an integral part of the process, included the compilation of data presented.

❖ **Goal # 1:**   To increase the public's use of information technology by increasing electronic capabilities of libraries, promoting technology in libraries and training librarians and the public to effectively use technology.

This goal is related to IMLS's Priority: Providing electronic and other linkages among and between all types of libraries.

One of the targets set forth in the Plan is the achievement of automated library services in school and public libraries, by means of the SABER Project. The SABER Project has been the main project funded by the LSTA grant these past years. This project was designed as a network of electronic libraries to share resources, but also as a tool for all administrative tasks and automated services in the library. One of its main objectives is to create a unified on-line public catalog to share information among participant libraries. In this way, library collections are more accessible to users and librarians have the benefit of the automation of library services, such as statistical data (circulation, attendance, reports, inventory and others). This project uses the Mandarin M3 Library Automation System Program.

As of December, 2012, one thousand, eighty six (1,086) school libraries have joined the project. This represents 95% of all school libraries that have achieved the automation of library services. Likewise, thirty (30) public libraries and twelve (12) community and other types of libraries have joined the project, representing 48% of public libraries in general. The rest of the public libraries possess other automated library services systems.

The fulfillment of this objective has had great impact on the quality of library services offered. The use of an on-line public catalog makes access to information easier for users. At the same time, students apply computer skills to their search and develop other information skills as critical thinking and analysis, whenever they have to search, select, use, apply and integrate the information found in their search. Likewise, school and public libraries are connected to an information network for the purpose of sharing resources, among others.

The following table presents data concerning the amount of libraries that have entered the Project since 2008 to the present. We can visualize that 2008 and 2009 were the years of the most impact on school libraries, while 2008 and 2010 were the years that public libraries were most impacted and 2011 was the best year for other types of libraries. Public and other types of libraries entered the SABER Project by approval of sub grants.

SABER PROJECT - PARTICIPANT LIBRARIES					
	2008	2009	2010	2011	2012
Public School Libraries	673	183 (Total=856)	159 (Total=1,015)	41 (Total=1,056)	30 (Total=1,086)
Public Libraries	14	7 (Total=21)	8 (Total=29)	1 (Total=30)	0 (Total= 30)
Other Libraries	2	2 (Total=4)	2 (Total=6)	4 (Total=10)	2 (Total=12)

The LISP has given special emphasis to training and retraining of librarians in the M3 Library Automation System Program during the five years, but especially in these last two years. Librarians have received continuous training on the use of the automated system and its effective use in the library. Librarians now feel more confident in its effective use. The strategy of peer training has been very effective too. Promotion and use of the M3 data base

among participant libraries by means of orientations and workshops was achieved.

SABER PROJECT – TRAINING / RETRAINING					
	2008	2009	2010	2011	2012
School Librarians	245	429	380	418	In process
Public Librarians	7	8	27	30	In process
Other Librarians	2	2	2	3	In process

Other significant achievement data that demonstrates the advances made in the Project are:

- 70% of libraries are effectively using the automated system.

- 75% of users expressed their satisfaction with the automated system.

- 71% of librarians have received continuous training on the use of the automated system and its effective use in the library.

The LISP has made significant effort towards the optimal development of the Project during these years.   The amount of $1,825,395.63 has been invested in the contract for the maintenance of the system, during these five years.

Librarians interviewed have expressed their satisfaction with the development of the project. They are more than motivated to continue developing the project to its optimal fulfillment. It represents an important step in the technological development of school and public libraries in Puerto Rico. It has provided users with a powerful academic research tool as well as an instrument for interlibrary cooperation, loans, statistics and sharing of information. The SABER Project has a web page that is being widely used: [http://www.biveca.net]. School, public and other types of libraries have full knowledge of the project.

The goal has been met and surpassed, especially in school libraries. The public, community and special libraries that are not participants of the project

and are interested in participating, are urged to do so by presenting LSTA proposals for this purpose.

Due to the completion of the goal set for the SABER Project, thanks to LSTA funding, the LISP will only continue to offer the maintenance and upgrading of the System, as an island wide project, in future LSTA Five Year Plans.

❖ **Goal # 2:** Improve the academic performance of Puerto Rico's public school students by encouraging the development of strong school libraries, through adequate materials, technology resources and the development of cultural, educational and motivational reading activities.

This goal is related to IMLS's Priority: Targeting library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line and assisting libraries in accessing information through electronic networks.

It is also related to IMLS's Priority: Expanding services for learning, access to information and educational resources in a variety of formats, in all types of libraries, for individual of all ages and assisting libraries in accessing information through networks.

Another target set forth in the Five Year Plan has to do with the support school libraries give to students' academic performance. The school libraries provide a link between students and the unlimited learning opportunities available throughout the learning community. In order to achieve this, schools need to encourage strong library programs. School librarians' collaboration with teachers and other school resources is vital in order to achieve authentic student learning. It's a fact that schools can enrich and accelerate student learning through excellent school libraries. Numerous research studies have shown a high correlation between exemplary school library programs led by a certified school librarian and student achievement on state standardized tests (American Library Association Council, 1998). School librarians collaborate with teachers for optimal instructional design to improve student achievement. The professional development of school librarians is generally focused on raising student achievement, besides the emphasis on the specialized professional skills needed to offer excellent library services. Every day hard working teacher-librarians help students develop the information skills they need to become successful learners, agile problem solvers, and creative

thinkers, preparing them, not only to enter the workforce in the future, but also to think and act as informed, responsible citizens.

Among the most outstanding findings are:

Two-hundred and seventy-eight (278) school libraries participate in the CEMI – SXXI Project (Competencies and Strategies for Managing Information in the 21st. Century). This Project works with the level of mastery students have of information skills. The mastery of information skills has a direct correlation with students' learning and the achievement in standardized tests. This Project is based on the scientifically proven Big 6 Strategy and Project Based Learning (PBL). A technological tool for the assessment of the information skills is used. The teacher-librarian can identify areas where students need help, and designs educational strategies to target the deficiencies and thus improve achievement in curricular subjects and standardized tests. The Project also integrates high technology to the learning process, as well as the professional development of teachers, including school librarians. This project is a statewide funded project of the SLAA, partially funded with LSTA funds, especially during FY 2011-2012, impacting 150 school libraries.

By planning with teachers, the teacher-librarian can assist in expanding assignments and creating a learning environment that allows learning to become possible. They also provide additional stimulus to encourage students to improve their performance. The LSTA grant provokes a change in school librarians' attitude to demonstrate leadership towards the attainment of a better learning environment with teachers and students.

During these last three years, (2008-2009, 2009-2010 and 2010-2011), public school students have had an increase between 5% and 6% in their average performance in Puerto Rico's Standardized Tests (Pruebas Puertorriqueñas de Aprovechamiento Académico), in Spanish, English and Math, compared to previous years. If we analyze the results, there is a tendency for students to lower their achievement as they pass from grade to grade. In grades 7th To 11th, the results are much lower from elementary school, especially in Math. This detail is very important for teachers and school librarians and demonstrates the need to give special emphasis to the design of educational strategies to target upper grade students with information skills and enrichment in all subjects, so that they too, can improve their academic performance.

Elementary School (Average & Above Average)				
2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Spanish 47% English 53% Math 60%	Spanish 52% English50% Math 65%	Spanish 54% English 53% Math 65%	The Test will be administered in April, 2012.	The Test will be administered in April, 2013.

Junior and High School (Average & Above Average)				
2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Spanish 35% English34% Math 8%	Spanish 39% English 32% Math 12%	Spanish 46% English 41% Math 14%	The Test will be administered in April, 2012.	The Test will be administered in April, 2013.

School librarians also make efforts to help parents get involved in their children's learning process by participation in reading projects, workshops on computer use and information technology, workshops on study habits and skills and involvement in all types of projects integrated to the curriculum. During these five years 65,447 elementary school parents in participating schools have been involved in their children's education by actively participating in related activities.

Among other significant achievements that can be mentioned are:

Eight-hundred and thirty (830) school libraries have developed projects and reading motivation activities, including creative writing, impacting 477,712 students during these five years. This represents 81% of school libraries that develop some type of reading motivation activities in their schools. The *Standards for Excellence in the Effective Use of Information Skills* and *DE Circular Letter No. 4, 2011-2012, Standards and Guidance of the Library and Information Services Program for School Libraries* establishes a mandatory reading project for every school library, twice a year. It also promotes curricular integration activities at all levels. Specialized workshops and training is provided to teacher-librarians in order to help students master information skills according to curriculum needs and interests of students.

Another achievement in this area is the acquisition of materials and equipment to enrich reading areas in libraries. During 2007-2008, a reading initiative was developed, in coordination with the island's Office of the First Lady, and was continued during the following year (2009-2010). The title of the reading

project was *Lee y Sueña* ("Read and Dream"). It began with twelve (12) school libraries and six (6) public libraries participating in the project. Participant libraries received books, CD's, Big Books; reading benches with cushions; appropriate book shelves, puppets, stands to place the puppets; bean bag chairs; an area rug, and even a rocking chair to complete the reading environment. This was a very successful project because the designed area is colorful, comfortable and attracts students to its various resources.

During FY 20010-2011 some school libraries participated in the project: *Information Skills Competencies Integrated to the Curriculum*. These competencies were integrated to the Science and Spanish classes. Four thousand nine-hundred and fifty one (4,951) activities were developed in Science impacting 164,933 students. Likewise, in Spanish, 11,818 activities were developed impacting 413,630 students.

Other reading projects worth mentioning are: Reading Marathons, Speech and Oratory Skills Projects; School Newspapers; "Bridge Between the School Library and Home"; Reading is Fundamental; The Library Visits the Classroom; Teddy Bear Sleeps Over; Book Talks; Book Clubs and many others.

Seventy (70%) of school libraries offer library service at lunch time. This gives students the opportunity to visit the library in their own initiative, with flexible access according to their needs.

During these four years, school libraries have acquired information resources in a variety of formats. Technology and electronic resources have taken a prominent place as an integral component of the school library. Strengthening of the technology infrastructure, including new workstations, software, computers and other resources was essential in support of learning and discovery for students at all levels.

Few libraries have subscriptions to data base services, but the LISP encourages its use by the acquisition of data bases with statewide initiatives and acquisitions.

School libraries have increased and updated their library collection in different formats according to needs. Ninety (90%) of school libraries expressed that providing better resources has led to increased attendance and circulation in their libraries.

Sixty (60%) of schools have certified school librarians. Eighty-five (85%) of librarians have taken continued education workshops offered by the LISP.

There has been an increase in attendance to school libraries, as a result of the increase and update of the library collection, especially in the electronic collection and technological equipment.

Puerto Rico's public school libraries have experienced a gradual positive change during these five years, especially in terms of technology. LSTA grant funding has allowed school libraries to purchase collections in all types of formats to match the curriculum and make independent learning possible. It also has made possible the access to electronic equipment and materials that have really made a difference for our public school students, teachers, staff and the rest of the learning community. New or renovated library collections make the school library an exciting, inviting place to learn, think and enjoy reading. It invites students to discover new ideas and information to make their learning meaningful.

There are still outdated school libraries that are in desperate need of all kinds of revitalization, but the LISP is encouraging them to present LSTA proposals on their own and also summoning them to participate in centralized or island wide initiatives.

In general, school libraries need to promote and communicate its achievements, goals, functions and their overall impact in the learning community. The community should be aware of its value and support its role. Many of them only inform and communicate within the school, but they should communicate the value of the library program to a broader audience. In the next Five Year Plan, this need will be addressed as a goal or objective, due to its importance, and will include all types of libraries.

Even though libraries have improved their library services, collections, technological infrastructure, resources and programs, the majority of them still need to be backed up concerning this. LSTA funds will still be needed to continue giving these libraries the support they need.

Definitely, the next Five Year Plan will include the encouragement of strong school libraries through adequate and updated materials and resources that satisfy the information needs of the learning community.

❖ **Goal #3**: Promotion and enhancement of targeted library services to people of diverse geographic, cultural, socioeconomic backgrounds, including senior citizens, persons with disabilities and to individuals with limited functional literacy or information skills.

This goal is related to IMLS's priority: Targeting library services to individuals of diverse geographic, cultural and socioeconomic backgrounds, to individuals with disabilities, and to individuals with limited functional literacy or information skills.

It is also related to IMLS's priority: Expanding services for learning, access to information and educational resources in a variety of formats, in all types of libraries, for individual of all ages and assisting libraries in accessing information through networks.

Activities undertaken through the SLAA's Plan have achieved positive results towards the targeted Goal and IMLS's priorities.

Public libraries play a vital role as community access for information services of all kinds. The majority of users do not have access to reference and recreational materials, computers and Internet use at home, work and even in some schools. Today libraries are key to connect the public with computers, the Internet and Internet enabled services.

The following findings are significant considering that Puerto Rico is still behind in the optimal provision of public library services, compared to other states:

- 70% of public libraries offer free public Internet access.

- 60% of public libraries report that they are the only free provider of Internet access in their community.

- 45% of public libraries offer WI-FI access.

- 55% of public libraries reported increased usage of computers over the previous years.

- 60% of library computer users receive assistance in using the computer or Internet.

- 50% of all visitors to public libraries use the Internet access. It is one of the most used public library service.

All type of information is available on-line, including job information and applications, government and social service programs, personal, free recreational materials and educational offerings at all levels. Therefore libraries must provide free Internet services to their users. There is an increase in the amount of people who require Internet access and assistance, including senior citizens. Low income persons are the majority of Internet users in public libraries. Most of them do not have computers or Internet access at home or at work.

- 60% of public libraries have renovated their collection by acquisition of electronic resources and equipment.

- 10% of public libraries have made special bibliographic and electronic resource purchases for disabled users. Four LSTA sub awards have been approved for the benefit of these special users, for whom adapted equipment and materials have been bought.

- 53% of public libraries have developed projects on computer literacy and other activities for adult users, including activities for senior citizens.

- 43% of public librarians have participated in at least two training workshops per year.

- 45% of public librarians maintain a dynamic program to attract users to libraries and to promote the use of all type of resources available. Forty-four (44%) of librarians have a web page for promotion of services and only 28% has web blogs. Forty-four (44%) of libraries publicize by means of brochures, while 47% use printed and electronic bulletin boards.

- One-hundred thirty (130) special projects have been developed with underserved rural communities like workshops and motivational reading activities.

- Only 26 public libraries informed they offered after school activities for students of nearby schools.

The Evaluation Committee considers that few libraries develop effective strategies to promote services and activities, such as creation of web pages, web blogs, brochures and flyers, among others.

Even though some libraries publicize and communicate their achievements, activities, special programs and overall impact in the community, more should

definitely needs to be done. Public libraries tend to announce special events and programs only. They lack to demonstrate the real and every day social impact they have in the community. Librarians are in need of mastering strategies and innovative ways to publicize and let the community know their worth. This need should be presented in the next Five Year Plan.

In conclusion, public libraries need technical assistance, guidance and support in order to continue providing opportunities for lifelong learning, public access to information and ideas and prepare people to be active participants of their communities.

- ❖ **Goal # 4**: Improve the quality of services performed by library staff who lack academic requirements by providing this personnel with the opportunities, not only to prepare themselves for their job, but that they can, on their own, continue studying towards a master's degree in library science and thus increasing the amount of professionals that meet the necessary requirements to provide excellent library services.

This Goal is related to IMLS's priority: Expanding services for learning, access to information and educational resources in a variety of formats, in all types of libraries, for individual of all ages and assisting libraries in accessing information through networks.

Activities undertaken through the SLAA's Plan have achieved positive results towards the targeted Goal.

Each year, more and more librarians and other library staff are motivated to participate in professional development activities that will, with no doubt, improve the delivery of library services. The LISP is continually requested about continuing education offerings. On the other hand, librarians should take the lead and must take responsibility for their profession.

Every year, in the LISP's Annual Plan, there is an objective targeted towards professional development activities of librarians and library staff. Different strategies are used to comply with this objective and reach the majority of the library personnel. Among the strategies are group meetings organized by educational regions or districts for school librarians. Public librarians and other library staff meet by regions and separate from school librarians.

Professional Development Activities		
Year	School Librarians	Public Librarians
2008-2009	262	3
2009-2010	346	5
2010-2011	387	21
2011-2012	498	27
2012-2013	In process	In process

According to 2011 National Assessment of Educational Progress (NAEP), having a teacher with an advanced degree (referring to a master's degree) is associated with higher student achievement. The National Education Association (NEA) believes that advanced degrees professionalize teaching and should be recognized for advancing practitioners' skills and knowledge, and thus improving student learning. With no doubt, the same should be with school and public libraries.

As of December 2011, only 20% of public librarians posses a Master's degree in Library Science, 13% posses a Public Library Administrator Certificate and 64% have attended professional development workshops.

Peer teaching is a strategy that is also used to disseminate or divulge new and updated information concerning the profession and this is acquired by attendance to professional organization's conferences, like ALA's Annual Convention, PLA's Annual Conferences and local librarians' association conferences, such as Puerto Rico School Library Association (ABESPRI) and Puerto Rico Society of Librarians (SBPR), among others. Attendees to these conferences pass the information to their peers in district or area meetings. These meetings are previously planned and organized according to subjects.

ANNEXES

LIST OF ACRONYMS

ABESPRI	Asociación de Bibliotecarios Escolares de Puerto Rico (Puerto Rico School Library Association)
ALA	American Library Association
CEMI - SXXI	Competencias y Estrategias para el Manejo de la Información en el el Siglo XXI (Competencies and Strategies for Managing Information in the 21st. Century)
DE	Department of Education
IMLS	Institute of Museum and Library Services
LISP	Library and Information Services Program
LSTA	Library Services and Technology Act
NAEP	National Assessment of Educational Progress
NEA	National Education Association
SABER	Sistema Automatizado de Bibliotecas Electrónicas en Red (Automated System of Electronic Libraries Network)
SBPR	Sociedad de Bibliotecarios de Puerto Rico (Puerto Rico Library Society)
SLAA	State Library Administrative Agency

EVALUATION COMMITTEE	
Abimael Falcón	School Librarian
Héctor Reíllo	School Librarian
Mary Jean Haver	Librarian
Jennie Vázquez	School Librarian
Rafael Pérez	Public Librarian
Rosa Matos	Public Librarian
Sandra Castro	Director of the LISP
Sylvia Zavala	School Librarian
Wanda Cortés	Public Librarian

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[Department of Education (Puerto Rico). *Results of Academic Library Proposals Submitted, 2010-2011.* Office of Academic Affairs, Library and Information Services Program]

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[Department of Education (Puerto Rico). *Results of* Specialized *Library Proposals Submitted, 2010-2011.* Office of Academic Affairs, Library and Information Services Program]

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LIBRARIANS AND OTHER PERSONNEL INTERVIEWED			
Abimael Falcón	School Librarian	El Señorial School	San Juan
Carmen Luz Green	School Librarian	María D. Faría School	Mayagüez
Daisy de Jesús	School Librarian	José M. Espada School	Coamo
Evelyn Martínez	Administration Technician	LISP	DE Central Office
Jenny Vázquez	School Librarian	Isabel Flores High School	Juncos
Jo Arleen Torres	Library Director	Ponce Public Library	Ponce
Leslie González	School Librarian	Anselmo Villarubia School	Aguada
Luis A. Serrano	Office Clerk	LISP	DE Central Office
Luz M. Maldonado	LSTA Coordinator	LISP	DE Central Office
María V. Cardona	Librarian	LISP	DE Central Office
Mary Jean Haver	Librarian	LISP	DE Central Office
Mayra Robles	School Librarian	Manuel González Pató School	Ponce
Rafael Pérez	Librarian	San Germán Public Library	San Germán
Rosa Matos	Librarian	Gurabo Public Library	Gurabo
Sandra Castro	Director	LISP	DE Central Office
Sandra Ramos	School Librarian	Arecibo Music School	Arecibo
Sylvia Zavala	School Librarian	Rafael Rivera Otero School	San Juan
William Soto	School Librarian	Manuel Méndez Liciaga School	San Sebastián

COPIES OF RESEARCH INSTRUMENTS

The following questionnaires and survey instruments
were transformed into "google.doc" application.
Respondents submitted the forms on-line.

GOBIERNO DE PUERTO RICO
DEPARTAMENTO DE EDUCACIÓN
SECRETARÍA AUXILIAR DE SERVICIOS ACADÉMICOS
PROGRAMA DE SERVICIOS BIBLIOTECARIOS Y DE INFORMACIÓN

EVALUACIÓN PLAN DE CINCO AÑOS 2008-2012 IMLS

CUESTIONARIO PARA MAESTROS BIBLIOTECARIOS

El Programa de Servicios Bibliotecarios y de Información presentó en junio 2007 al Instituto de Museos y Bibliotecas (IMLS), agencia que administra los fondos de "Library Services and Technology Act" (LSTA), el Plan de Cinco Años correspondiente a los años 2008 al 2012. Todas las bibliotecas escolares y públicas del Departamento de Educación se han beneficiado de los fondos LSTA, bien sea, atendidas desde el nivel central o por medio de propuestas. Próximamente, El Programa debe presentar una evaluación de los logros de las metas y objetivos que se presentaron en este Plan. Con este propósito, solicitamos su colaboración, contestando el siguiente cuestionario relacionado con las cuatro (4) metas incluidas en el Plan.

Meta 1: Aumentar el uso de información tecnológica mediante el incremento de las capacidades electrónicas, el uso de la tecnología y el adiestramiento en el uso de la tecnología a bibliotecarios y usuarios.

Meta 2: Mejorar el desempeño académico de los estudiantes de escuelas públicas mediante el desarrollo de bibliotecas escolares eficientes, con materiales adecuados, recursos tecnológicos y el desarrollo de actividades culturales, educativas y de motivación a la lectura.

Meta 3: Promover y aumentar los servicios bibliotecarios a personas de trasfondos geográficos, culturales y socioeconómicos diversos, incluyendo personas de edad avanzada, personas con impedimentos e individuos con destrezas de información limitadas.

Meta 4: Mejorar la calidad de los servicios ofrecidos por el personal bibliotecario ofreciéndoles talleres de desarrollo profesional. De esta forma estarán mejor capacitados para ofrecer servicios de excelencia.

Favor completar y someter este cuestionario en o antes del 3 de febrero de 2012.

DATOS ESTADÍSTICOS:

Nombre de la Escuela_____

Región:_____   Distrito:_____   Municipio:_____

Preparación académica del Bibliotecario: Maestría en Cs. Bibliotecarias: _____ BA + Crs. Maestría:_____   BA:_____

PLAZA: Permanente: _____   Transitoria: ____   Provisional: _____

MATRÍCULA: _____

ASISTENCIA A LA BIBLIOTECA: _____ (Diaria Promedio), _____(Anual)

TÍTULOS EN COLECCIÓN: _____   VOLÚMENES EN COLECCIÓN: _____

INVENTARIO MATERIALES NO IMPRESOS: (Total) _____

ACTIVIDADES DESARROLLADAS EN LAS BIBLIOTECAS:

ADIESTRAMIENTOS, TALLERES Y ACTIVIDADES DESARROLLADAS / OFRECIDOS POR EL MAESTRO BIBLIOTECARIO, U OTRO RECURSO:

TEMAS	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012	
	Cantidad	Participantes	Cantidad	Participantes	Cantidad	Participantes	Cantidad	Participantes	Cantidad	Participantes
Uso de la tecnología / literacia en computadoras, etc.										
Servicio automatizado de la biblioteca (Catálogo en línea, etc.)										
Destrezas de información integradas al currículo										
Motivación a la lectura										
Proyectos Especiales (Padres, Oratoria, Periódico Escolar, Otros)										
Uso efectivo de los recursos (Orientación de recursos de la biblioteca impresos y electrónicos (CD)										
Servicios a estudiantes con impedimentos (EE)										
Uso de Bases de Datos en línea, creación de páginas electrónicas, "blogs", etc.										

ADIESTRAMIENTOS / TALLERES RECIBIDOS POR EL MAESTRO BIBLIOTECARIO / Y OTRO PERSONAL BIBLIOTECARIO (INDIQUE CANTIDAD Y TITULOS DE TEMAS ADICIONALES EN LOS QUE HAYA PARTICIPADO):

Talleres de Desarrollo Profesional	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
M3 (Library Automation System) Automatización de Bibliotecas					
Proyecto BIVECAS 21					
CEMI					
Talleres de uso y manejo de herramientas tecnológicas (Ej.: Google/Programados)					
Servicio a estudiantes con limitaciones lingüísticas					
Poesía Creativa					
RIF					
Windows Multipoint Server					
Base de Datos Book Flix					
Creación de "blogs"					
Referencia Virtual					
Otros					

PROMOCIÓN DE LOS SERVICIOS BIBLIOTECARIOS A LA COMUNIDAD:

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Hojas Sueltas Formato impreso / electrónico					
Tablón Anuncios Impresos / electrónicos					
Pág. Electrónica (web Page)					
Opúsculo					
Periódico Escolar y otros					
"Blogs"					
Otros:					

DESARROLLO DE LA BIBLIOTECA:

	Número de propuestas Aprobadas	Computadoras		Equipos Adquiridos (Cantidad)					
		PC	Laptop	Pizarra Electrónica	Impresora	Video data	Cámara Digital	Scanner	Fotocopiadora
Propuestas LSTA									
Propuestas a Fundaciones, etc.									
Otras Propuestas Federales									
Proyectos del Nivel Central									
Otros:									
Fondos Locales/ Estatales/ Municipales									

DESARROLLO DE LA BIBLIOTECA:

	Número de propuestas Aprobadas	Materiales Adquiridos: Impresos y Electrónicos (Cantidad)			
		Referencia	Circulación	Lectura Recreativa	Recursos impresos / digitales para niños con impedimentos
Propuestas LSTA					
Propuestas a Fundaciones, etc.					
Otras Propuestas Federales					
Proyectos del Nivel Central					
Otros:					
Fondos Locales/ Estatales/Municipales					

ESTUDIOS / EDUCACIÓN CONTINUADA / CERTIFICACIÓN HORAS CONTACTO

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Certificación Maestro Bibliotecario					
Maestría en Ciencias. Bibliotecarias (MLS, MIS, otras)					
Talleres de desarrollo profesional que se han acreditado para horas contacto:					

GOBIERNO DE PUERTO RICO
DEPARTAMENTO DE EDUCACIÓN
SECRETARÍA AUXILIAR DE SERVICIOS ACADÉMICOS
PROGRAMA DE SERVICIOS BIBLIOTECARIOS Y DE INFORMACIÓN

EVALUACIÓN PLAN DE CINCO AÑOS 2008-2012 IMLS
CUESTIONARIO PARA BIBLIOTECARIOS PÚBLICOS

El Programa de Servicios Bibliotecarios y de Información presentó en junio 2007 al Instituto de Museos y Bibliotecas (IMLS), agencia que administra los fondos de "Library Services and Technology Act" (LSTA), el Plan de Cinco Años correspondiente a los años 2008 al 2012. Próximamente, El Programa debe presentar una evaluación de los logros de las metas y objetivos que se presentaron en este Plan. Con este propósito, solicitamos su colaboración, contestando el siguiente cuestionario relacionado con las cuatro (4) metas incluidas en el Plan.

Meta 1: Aumentar el uso de información tecnológica mediante el incremento de las capacidades electrónicas, el uso de la tecnología y el adiestramiento en el uso de la tecnología a bibliotecarios y usuarios.

Meta 2: Mejorar el desempeño académico de los estudiantes de escuelas públicas mediante el desarrollo de bibliotecas escolares eficientes, con materiales adecuados, recursos tecnológicos y el desarrollo de actividades culturales, educativas y de motivación a la lectura.

Meta 3: Promover y aumentar los servicios bibliotecarios a personas de trasfondos geográficos, culturales y socioeconómicos diversos, incluyendo personas de edad avanzada, personas con impedimentos e individuos con destrezas de información limitadas.

Meta 4: Mejorar la calidad de los servicios ofrecidos por el personal bibliotecario ofreciéndoles talleres de desarrollo profesional. De esta forma estarán mejor capacitados para ofrecer servicios de excelencia.

Favor de completar y someter este cuestionario en o antes del 10 de febrero de 2012.

DATOS ESTADÍSTICOS:

Nombre de la Biblioteca: _____

Dirección: _____

Preparación académica del Bibliotecario: MLS, MIS,_____ BA + Créditos MA:____   BA: _____   Otros: _____

Plaza: Permanente: _____   Transitoria: _____   Provisional: _____

Número o cantidad de Usuarios: _____

Asistencia a la Biblioteca: _____ (Diaria Promedio), _____(Anual)

Títulos en la Colección: _____   Volúmenes en la Colección: _____

Inventario materiales no impresos: (Total) _____

ACTIVIDADES DESARROLLADAS EN LAS BIBLIOTECAS:

ADIESTRAMIENTOS, TALLERES Y ACTIVIDADES DESARROLLADAS / OFRECIDOS POR EL BIBLIOTECARIO, U OTRO RECURSO:

TEMAS	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012	
	Cantidad	Participantes	Cantidad	Participantes	Cantidad	Participantes	Cantidad	Participantes	Cantidad	Participantes
Uso de la tecnología / literacia en computadoras, etc.										
Servicio automatizado de la biblioteca (Catálogo en línea, etc.)										
Uso efectivo de los recursos (Orientación de recursos de la biblioteca impresos y electrónicos (CD)										
Destrezas de información										
Actividades de motivación a la lectura										
Proyectos Especiales en coordinación con escuelas										
Servicios a usuarios con Impedimentos										
Uso de Bases de Datos en línea, creación de páginas electrónicas, "blogs", etc.										
Servicios / Proyectos con usuarios de la Tercera Edad										
Otros:										

ADIESTRAMIENTOS / TALLERES RECIBIDOS POR EL BIBLIOTECARIO PÚBLICO Y OTRO PERSONAL
BIBLIOTECARIO (INDIQUE CANTIDAD Y TITULOS DE TEMAS ADICIONALES EN LOS QUE HAYA PARTICIPADO):

Talleres de Desarrollo Profesional	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
M3 Automatización de Bibliotecas (Library Automation System)					
Proyecto: Biblioteca Virtual Escolar: Centro Aprendizaje Siglo 21 (BIVECAS-21)					
Competencias y Estrategias del Manejo de la Información (CEMI)					
Encuesta IMLS					
Papel de la biblioteca en la sociedad de la información y el conocimiento					
Motivación a la creación y desarrollo de los servicios bibliotecarios fundamentales					
Administración de la biblioteca pública					
Diversidad en las bibliotecas					
Cambios y Retos de la Biblioteca Pública					
La Biblioteca Pública: centro y corazón					
Reading Is Fundamental (RIF)					
Otros:					

PROMOCIÓN DE LOS SERVICIOS BIBLIOTECARIOS A LA COMUNIDAD:

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Hojas Sueltas Formato impreso / electrónico					
Tablón Anuncios Impresos / electrónicos					
Pág. Electrónica (Web Page)					
Opúsculo					
Periódico Escolar y otros					
"Blogs"					
Otros:					

DESARROLLO DE LA BIBLIOTECA:

	Número de propuestas Aprobadas	Computadoras		Equipos Adquiridos (Cantidad)					
		PC	Laptop	Pizarra Electrónica	Impresora	Video data	Cámara Digital	Scanner	Fotocopiadora
Propuestas LSTA									
Propuestas a Fundaciones, etc.									
Otras Propuestas Federales									
Fondos Locales/ Estatales/Municipales									
Proyectos del Nivel Central									
Otros:									

DESARROLLO DE LA BIBLIOTECA:

	Número de propuestas Aprobadas	Materiales Adquiridos Impresos /Electrónicos (Cantidad)			
		Referencia	Circulación	Lectura Recreativa	Recursos impresos / digitales para niños con impedimentos
Propuestas LSTA					
Propuestas a Fundaciones, etc.					
Otras Propuestas Federales					
Fondos Locales/ Estatales/Municipales					
Proyectos del Nivel Central					
Otros:					

ESTUDIOS / EDUCACIÓN CONTINUADA:

Cursos conducentes a:	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Certificación Administrador de Biblioteca					
Maestría en Ciencias Bibliotecarias					
Otros:					

GOBIERNO DE PUERTO RICO
DEPARTAMENTO DE EDUCACIÓN
SECRETARÍA AUXILIAR DE SERVICIOS ACADÉMICOS
PROGRAMA DE SERVICIOS BIBLIOTECARIOS Y DE INFORMACIÓN

ENCUESTA DE SATISFACCIÓN DEL BIBLIOTECARIO

En el Programa de Servicios Bibliotecarios y de Información nos interesa conocer su opinión en relación a diferentes aspectos del servicio que se ofrece, especialmente en torno a los fondos LSTA. El propósito de esta encuesta es para continuar mejorando la prestación de dichos servicios. Agradecemos su colaboración.

¿Cuán satisfecho estás con la prestación general de los servicios que se ofrecen en el Programa de Servicios Bibliotecarios y de Información?

	Muy Satisfecho	Satisfecho	Insatisfecho	Muy insatisfecho
Satisfacción con los servicios				
Satisfacción con ayuda que ofrece el personal del Programa a través de diferentes medios: visitas, teléfono y correo electrónicos				

¿Estás satisfecho (a) con las orientaciones sobre propuestas que se ofrecen en el Programa de Servicios Bibliotecarios?

	Muy Satisfecho(a)	Satisfecho(a)	Insatisfecho
Nunca he asistido a orientaciones			
He asistido a orientaciones y me he sentido:			

¿Qué opinión tienes de la **Guía y el Formulario para la solicitud de fondos federales de LSTA**?

Fácil de entender	
Difícil de entender	
Muy complejo y se debe simplificar	

¿Estás satisfecho (a) con la asistencia técnica que ofrece el Programa sobre el desarrollo y seguimiento a las propuestas presentadas?

	Muy Satisfecho(a)	Satisfecho(a)	Insatisfecho
Nunca he presentado propuestas			
He presentado propuestas y me he sentido:			

¿Estás satisfecho (a) con el proceso de evaluación para la otorgación de los fondos LSTA?

	Muy Satisfecho(a)	Satisfecho(a)	Insatisfecho
Nunca he presentado propuestas			
He presentado propuestas y me he sentido			

¿Estás satisfecho (a) con el proceso de la otorgación de los fondos LSTA?

	Muy Satisfecho(a)	Satisfecho(a)	Insatisfecho
Nunca he presentado propuestas			
He presentado propuestas y me he sentido			

¿Qué opinión tienes de los documentos **Informe de Logros** e **Informe Financiero**, que se solicitan durante el desarrollo de los proyectos aprobados mediante propuestas?

Fácil de entender y cumplimentar	
Muy complejos y se deben simplificar	
Se debe revisar el Informe de Logros para incluir otros detalles evaluativos, tales como:	

¿Consideras que los materiales y equipos adquiridos mediante presentación de propuestas han contribuido a mejorar los servicios bibliotecarios que se ofrecen?

	Sí	No
Aumento en la asistencia a la biblioteca		
Mejoramiento en el aprovechamiento académico		
Actualización y mejoramiento en la cantidad y calidad de la colección (recursos bibliográficos)		
Desarrollo de diversos proyectos para mejorar la calidad de vida para todo tipo de usuarios		
Otros:		

Los usuarios, ¿han expresado satisfacción con los proyectos LSTA aprobados y desarrollados en la biblioteca?

Sí, mucho	
Poco	
No se han manifestado al respecto	

¿Consideras que los fondos LSTA son esenciales para el desarrollo óptimo de la biblioteca?

Sí, mucho	
Poco	
No hace diferencia alguna	

Añada algún comentario cualitativo que desee expresar relacionado a la calidad de los servicios bibliotecarios que se reciben en la biblioteca.

Gracias por su cooperación.

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ENCUESTA DE SATISFACCIÓN DEL USUARIO

En la Biblioteca nos interesa conocer su opinión en relación a diferentes aspectos del servicio que se ofrece. El propósito de esta encuesta es para continuar mejorando la prestación de los servicios. Agradecemos su colaboración.

¿Cuán satisfecho estás con la prestación de los servicios que se ofrecen en la biblioteca?

	Muy Satisfecho	Satisfecho	Insatisfecho
Satisfacción con los servicios			
Satisfacción con ayuda que ofrece el personal de la biblioteca			
Satisfacción con el resultado de las búsquedas			

Propósito de las búsquedas que realizo en la biblioteca:

	Frecuentemente	A veces	Rara vez
Asignaciones escolares			
Información para el trabajo			
Salud y bienestar personal			
Noticias diarias (periódicos, revistas)			
Información historia familiar, genealogía			
Búsqueda /Solicitud certificaciones de agencias gubernamentales (certificados nacimiento, otros)			
Nunca he realizado búsquedas			
Otros:			

El propósito principal de mi búsqueda en el día de hoy:

Asignaciones	
Trabajo	
Salud y Bienestar personal	
Noticias Diarias (periódicos, semanarios, otros)	
Información general	

En las búsquedas que realizas, ¿logras encontrar la información deseada?

Sí, exactamente lo que busco.	
Algo relacionado, pero no exacto.	
No exactamente lo que busco.	
Nada de lo que estaba buscando.	
N/A (No Aplica)	

¿Recomendarías el uso de la biblioteca y sus sistemas de información a algún amigo/a?

Sí, mucho	
Muy Probable	
Poco Probable	
No	

¿Cómo te enteraste de los servicios de información que ofrece la biblioteca?

Amigos	
Maestros	
Bibliotecario	
Anuncio, carteles	
Promoción en periódicos, revistas	
A través de la Página Web o el Blog de la biblioteca	
Promoción en radio	
Por un enlace en la red cibernética	
Otros	

Información Demográfica:

¿Qué edad tienes?	
Sexo: M_____ F_____	
Pueblo de Residencia:	
Ocupación: (Si aplica)	
¿Estás matriculado(a) como estudiante actualmente?	Si_____ No _____
Si contestaste sí a la pregunta anterior, describe el tipo de escuela a la cuál asistes.	Elemental / Intermedia: _____ Escuela Superior: _____ Colegio / Universidad:_____ Otros :_____

Añada algún comentario cualitativo que desee expresar relacionado a la calidad de los servicios bibliotecarios que recibe en la biblioteca.

Gracias por su cooperación.