



Estado Libre Asociado de Puerto Rico

DEPARTAMENTO DE EDUCACIÓN

**PUERTO RICO FIVE-YEAR EVALUATION REPORT
FOR
STATE LIBRARY PLAN 2003-2007**

Library and Information Services Program
Department of Education
San Juan, Puerto Rico

I. SUMMARY OF IMPACT OF IMLS FUNDS TO SUPPORT STATE LIBRARY SERVICES

On May of 2003, the Department of Education submitted to the Institute of Museum and Library Services the Puerto Rico State Library Plan for 2003-2007. The five- year plan included 5 general goals.

The Library and Information Services Program worked towards the fulfillment of these goals.

- 1) Promotion of library use through a vigorous program that enhances cultural values of a community.
- 2) Promotion and enhancement of targeted library services to people of diverse geographic, cultural, socioeconomic backgrounds, and to people with limited functional literary or information skills.
- 3) To serve special population in Puerto Rico with their library and information needs enabling schools and public libraries to improve services to this population.
- 4) Improve quality of services performed by teachers working as librarians by providing these professionals with the opportunities to acquire the school library certificate and to encourage them to continue studying a master's degree in library sciences, thus having more professionals that meet the necessary requirements to provide better library services.
- 5) To increase the public's use of information technology by increasing electronic capabilities of libraries, promoting technology at libraries and training librarians and the public to effectively use technology.

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 uses in them. Technology is gradually becoming an integral part of the library environment in Puerto Rico and users are demanding more of this kind of service.

The main project of the Library and information Services Program funded by LSTA is the Electronic Library Network System (SABER by its acronym in Spanish). This project was originally conceived as a network of electronic libraries to share resources, etc. (This project is presented in details in Part IV of this report). But the main virtue of this project is the automation of library services with SIRS Mandarin M3 Library Automation Program. Many libraries join the project each year, some by initiative of the Library and Information Services Program and others by submission of proposals.

The LSTA funds have also given libraries the opportunity to offer more and better services to its users. Many libraries have updated their collections, so library users have had the opportunity to access updated and pertinent information in printed and non-printed format to meet their educational, recreational and information needs.

The special population with disabilities in school and public libraries has also been served with their library and information needs. The demand for services has

increased the number of libraries that assign more resources and programs to attend special population.

Another impact of the funds is on education and training of school and public librarians. Many school librarians have completed the certification required by the Department of Education or have completed their master's degree in library science. Likewise, public librarians have had the same opportunity to pursue graduate studies in the library field.

II. OVERALL REPORT OF RESULTS IN ACHIEVING GOALS AND OBJECTIVES BASED ON FIVE-YEAR PLAN

Goal #1: Promotion of library use through a vigorous program that enhances cultural values of a community

- Progress towards goal:
 - Surpassed the Goal
 - Met this goal
 - Made progress towards this goal
 - Did not work towards this goal.

Objective/target #1: By 2006, all public libraries will have a 25% increase of library users in all ages. (Output target)

- **Strategies, services, and activities used to address this objective/target.**

The Puerto Rico Department of Education offers services to approximately fifty-four (54) public libraries in the system, in addition to community libraries and specialized libraries. The different municipalities administer around twenty (20) municipal libraries. These libraries make constant promotion of their services to the community and use different strategies to motivate users to visit the libraries. Among the strategies used are the following: development of cultural activities, concerts, book talks, storytelling, community activities, open house, school activities, workshops, crafts, tutorials and others.

- **Outputs and outcomes used to understand the extent to which this objective/target was met.**

During these five years there have been approximately 509,858 client visits to public libraries. Of these, 1,584 are from special impaired

population. In some libraries there has been a reduction in the statistics that reflect client's visits for different reasons, such as:

- Some libraries don't hand in reports.
- Many potential users have computers at home, so they don't visit libraries so much.
- Internal situations of some libraries (lack of or defective air conditioning units, etc.)
- Internet filters prevent users from having access to needed web-pages (for example, they can't buy airplane tickets, etc.)

In other libraries there has been an increase in the statistics.

○ **Impact of this objective on the quality of library services and their use.**

The amount of users of the different libraries has an impact in the quality of library services. It is important that users visit their libraries to enjoy multiple activities that are continually planned for them. Users should be convinced of the many benefits they receive by visiting their libraries; but it is the library's responsibility to motivate this action. If some strategies are not working, attention then should be given to other strategies. If users are motivated and visit their libraries, the library staff will then be eager to respond by constantly planning all types of activities for their benefit. Once the potential user is motivated he (she) will continue visiting libraries for lifelong learning and recreation.

Objective/target #2: By 2004, all public libraries will have in place and running a cultural program link to services provided by the library to its community. (Outcome target)

○ **Strategies, services, and activities used to address this objective/target.**

Public libraries are vital in the mission of disseminating information in all types of formats. It should also serve as a center of integral development of its users. Library staff should give their users cultural options for their personal growth and sensibility.

The Library and Information Services Program offers orientations and workshops to public library staff concerning the importance of developing cultural activities for the benefit of their users. Arts and humanities are important in a child's development and they provide a strong foundation for a lifetime of learning.

- **Outputs and outcomes used to understand the extent to which this objective/target was met.**

During these five years 77% of public libraries have at least developed one cultural activity for the benefit of their users. These activities are diverse and include areas such as Fine Arts, Music, Dance, Drama, Literature, etc.

For example, during fiscal year 2004-2005 the San Germán Public Library (Raquel Quiñones Library) developed a cultural project aimed to give music classes to children and teens of the community. This project was coordinated with a music school and the Philharmonic Orchestra of San Germán. Children from 9 to 19 years of age participated. Two-hundred and sixty-three (263) students have benefited from the program. The music theory classes were offered in the library. Music recitals and concerts were presented in the public library on Sunday's afternoons from 4:00 p.m. to 5:00 p.m. There was an increase in the number of musical education workshops offered in the library. The library collection was enriched with one-hundred forty-four (144) music texts, musical scores, recordings, play along tracks and others.

During fiscal year 2005-2006 Carnegie Public Library coordinated with a local TV station (WKAQ Telemundo Channel 2) a storytelling activity for children. A group of at least four newscast reporters received the children and their families at the library once a month. Each one read a story and later posed for photographs by request of the visitors. Parents, grandparents and other family members enjoyed the experience. Even teenagers were eager to join the gathering because of the public recognition the reporters represented in addition to the free television announcement for the library. These journalists and reporters also joined the Carnegie Public Library in the celebration of holiday festivities such as Christmas and Easter.

This same library offered in coordination with the Puerto Rico Cultural Institute a cycle of conferences based on the life and works of illustrious puertorricans.

The 400th anniversary of the publication of *Don Quijote* was also celebrated in coordination with the Puerto Rico Foundation for the Humanities with a series of conferences by different university professors. These lectures took place from 7:00 p.m. to 9:00 p.m. and were open for all the community.

- **Impact of this objective on the quality of library services and their use.**

Public libraries that offer cultural activities for their users are in a better position to promote their services. All libraries should be leaders in their communities and library staff should be encouraged to continuously integrate them in their planning. All types of cultural activities promote creative, skilled and confident generations of young people. And adults, likewise, are re-affirmed in their values and beliefs or can change their thoughts concerning an issue.

Nowadays many children and teens are at risk. This young population is less likely to engage in risky behavior when they are connected to family, school, society and community life. Parents want the arts and other cultural expressions to be part of their children's learning experience. In this way, libraries are making a difference in the lives of the country's youth and in the quality of community life.

Goal #2: Promotion and enhancement of targeted library services to people of diverse geographic, cultural, socioeconomic backgrounds, and to people with limited functional literary or information skills.

- Progress towards goal:
 - Surpassed the Goal
 - Met this goal
 - Made progress towards this goal
 - Did not work towards this goal.

Objective/target #1: By 2004, 75% of all public libraries will develop a dynamic program to promote the use of electronic resources available at the library. (Output target)

- **Strategies, services, and activities used to address this objective/target.**

The Library and Information Services Program encourages public libraries to develop a dynamic program to promote the use of electronic resources available at the library. In the many orientations and workshops given to public librarians this need is fully emphasized. They are encouraged to integrate this need in the annual work plan. It is necessary to plan, design and continually refine an effective user centered technology plan. Most of the orientations given to users are individual or in small groups. Such a plan focuses on helping users become independent, lifelong learners who use information an information technology responsibly and ethically.

- **Outputs and outcomes used to understand the extent to which this objective/target was met.**

In 2006, seventy-five percent (75%) of all public libraries promoted the use of electronic resources by offering orientations and training workshops to users. They also offer individual orientation on information skills. During these five years, thirty seven thousand, seven-hundred thirty-six (37,736) individual or small group orientations were given. Previous years showed a small upward trend, but not as good as 2006.

Another detail that limits the outcome of this objective is that we still have public libraries that are not so technologically developed and their staff lack necessary skills to fulfill this need.

- **Impact of this objective on the quality of library services and their use.**

Technology is an important aspect in the environment of a public library. Today's electronic information technologies have transformed society and the role of librarians as well. Users should be guided so they can have the opportunity to access information more efficiently and effectively. Users also need to know personal and social responsible methods to evaluate and use information. If this objective is achieved to its maximum, users of all ages will visit more often their libraries to become independent lifelong learners.

Objective/target #2: By 2005, 75% of all public libraries will have 25% of their book collection renovated with updated material. (Output target)

- **Strategies, services, and activities used to address this objective/target.**

The public library' collection reflects the developmental, cultural, personal and learning needs of all users. Evaluated and updated regularly, this collection promotes active longlife learning by providing a variety of formats for the benefit of all users. The Library and Information Services Program is aware of the importance of fulfilling this objective. During fiscal year 2003-2004, 2004-2005 and, 2005-2006, great efforts were made to comply with this objective. Five-hundred eighty-four thousand, two hundred nineteen dollars

(\$584,219.00) were dedicated to this effort from the central office. Previous to this action, libraries had presented a need study. Many public libraries presented proposals in which part of the funds approved were dedicated to update the collection.

- **Outputs and outcomes used to understand the extent to which this objective/target was met.**

During years 2003-2006, five hundred eighty-four thousand two hundred nineteen dollars (\$584,219.00) were invested in the renovation of the collection of public libraries. There was an upward trend since 2003 in the amount of money invested in book collection. In 2003-2004, sixty-three thousand, three-hundred ten dollars (\$63,310.00) were invested in materials. In 2004-2005, one hundred sixty-two, eight-hundred twenty dollars (\$162,820.00) were invested in library materials. In 2005-2006, three-hundred fifty eight thousand, six-hundred eighty-nine dollars (\$358,689.00) were invested in new materials to enrich library collections. During these five years seventy (70) public libraries have enriched their collections by presenting proposals, in which part of the funds approved were dedicated to the renovation of the collection. The objective was surpassed in most cases.

- **Impact of this objective on the quality of library services and their use.**

No doubt that the renovation of a library's collection with all types of materials and formats makes it pertinent and ready to fulfill the needs and interests of all users of the community. From 2003-2006, five-hundred eighty-four thousand, eight-hundred nineteen dollars (\$584,819) were invested in books and other electronic materials to enrich the library's collections. A great effort towards the fulfillment of this objective was made especially during 2005-2006.

Objective/target #3: By 2007, 100% of all public libraries will have at least two (2) computers to be used in developing information skills. (Output target)

- **Strategies, services, and activities used to address this objective/target.**

All public libraries have at least two (2) computers to be used in developing information skills. The Library and Information Services Program has been very aware of the importance of fulfilling this objective. Moreover, the Information System & Technology Office of the

Department of Education has emphasized this need in their technology plan. Many sub-grantees of LSTA funds dedicate part of the funds to acquire computers and other electronic resources. This objective has been more than surpassed.

- **Outputs and outcomes used to understand the extent to which this objective/target was met.**

All public libraries are equipped with computers and other electronic resources. In these five years one hundred eighty (180) computers have been bought.

During these five years, seventy (70) proposals were presented in which part of the funds were dedicated to the acquisition of computers.

- **Impact of this objective on the quality of library services and their use.**

The fulfillment of this objective is important in the quality of library services. Today, technology is part of our daily lives and is imperative that libraries provide access to information using technology. Public libraries are providing access to hardware, software and instruction in information skills that will help users, especially those with limited resources of their own, to participate more fully in the worldwide learning community. Public libraries must contribute for preparing the information skilled citizens of the future.

Objective/target #4: By 2004, the two mobile units will be operational, performing on a regular basis, and providing services to underserved rural communities. (Outcome target)

- **Strategies, services, and activities used to address this objective/target.**

The two mobile units assigned to the Carnegie Public Library in San Juan and the Public Library of Aguadilla (Ana Roque de Duprey) offered the following services to underserved rural communities: tutorials, story telling, interlibrary loans, educational movies, basic computer skills, internet service, information skills, creation of multimedia and the search of information in various formats.

The visits were scheduled in advance and coordinated with schools, juvenile institutions and community organizations. Four outings or visits per month were planned for each mobile unit.

In addition to the services mentioned, patrons were encouraged to visit the public libraries and fill out a membership application. They also were invited to other cultural activities already in calendar.

○ **Outputs and outcomes used to understand the extent to which this objective/target was met.**

During these five years, Social Adaptation Centers, Senior Citizens Centers, Special or Disadvantaged Communities, Juvenile Institutions, schools without library services, Public Housing Projects and Drug Addiction Treatment Homes were served.

An average of four (4) visits per month for a total of forty (40) visits per year was accomplished by each mobile unit. An average of twenty-seven (27) persons were served in each visit by each mobile unit.

○ **Impact of this objective on the quality of library services and their use.**

The services provided by the two mobile units had the following impact in the underserved rural communities:

- ❖ Improvement on the academic outcome of students who made use of technology for the search of up to date and pertinent information that satisfied their academic needs.
- ❖ Library services were offered in schools and communities that don't have school or public libraries.
- ❖ Development of information searching skills, emphasizing electronic formats, in English and in Spanish.
- ❖ Access to information that encouraged participants and students to investigate, thus strengthening oral and written communication skills.
- ❖ Spanish and English reading comprehension among other tools necessary for the integral development of individuals.
- ❖ School retention and prevention of the use of arms, violence, drugs and alcohol, strengthening universal values of human beings.

As of this moment, these mobile units are not offering services because they are undergoing a restoration process that includes the actualization of equipment and materials in order to offer a better service to these communities. The Library and Information Services Program is conscious of the importance of this project for the communities in need of library services.

On the other hand, a third mobile unit, assigned to the Gurabo Public Library will join the other two in this effort.

Objective/target #5: By 2007, all public libraries will have one professional librarian in their staff. (Outcome target)

- **Strategies, services, and activities used to address this objective/target.**

The Department of Education, through its Library and Information Services Program, made efforts to have at least one professional librarian in each of the 54 public libraries in the system. Because of the complexity of the services a public library is supposed to offer, which by nature is the holder of universal collections organized to serve diverse communities and compliment the services of the school libraries, there is a great need for professionals with studies in library science. With this objective in consideration, the Library and Information Services Program included in this five-year plan the offer to pay the cost of tuition for studies in library science for the personnel already working in the public libraries.

In addition, the Library and Information Services Program contracted the services of external companies to offer short courses, trainings, and workshops in topics such as: Cataloguing and Classification, Effective Skills for the Search of Information in the Internet, Reading Motivation Techniques and, The Art of Story Telling among others.

Professional librarians from the Library and Information Services Program offered orientations concerning the Administration of the Public Library, Writing of Proposals and diverse workshops and conferences related to the library field that added knowledge and professional development to the public library personnel.

- **Outputs and outcomes used to understand the extent to which this objective/target was met.**

One employee of the public libraries located in Corozal, Culebra, Fajardo, Gurabo and a public housing project in Caguas, and three of the Carnegie Library in San Juan completed the courses required to obtain the Library Science Certificate (18 credits). Of these eight employees, two continued studies to obtain a Masters Degree in Library Science.

Attendance and services offered in these libraries increased in 85%. The knowledge in library science acquired by these librarians has promoted the use of technology in a more effective way.

- **Impact of this objective on the quality of library services and their use.**

Professional librarians are in a better position to organize and administer a public library and offer quality information services to the community it serves. The demand for non traditional services, by means of a technology that requires, in many cases, the assistance of the information professional is more evident each day especially in public libraries where patrons from a low income level have the opportunity and access to information in its various formats. We could say this represents around 65% of the services requested.

The combination of a well trained and educated professional, who is proficient in the use of technology and information skills has in consequence produced an increase in the use of the library collection and educational resources and improvement in the quality of library services. These factors prepare us to confront the information challenges of the Twenty-First Century.

Goal #3: To serve special population in Puerto Rico with their library and information needs enabling schools and public libraries to improve services to this population.

- Progress towards goal:
 - Surpassed the Goal
 - Met this goal
 - Made progress towards this goal
 - Did not work towards this goal.

Objective/target #1: By 2004, public school libraries will have library and electronic resources to fill the needs of physically handicapped children. (Outcome target)

- **Strategies, services, and activities used to address this objective/target.**

The Department of Education is very aware of the importance of continuing with the efforts towards giving the special education students the attention they deserve. All public schools have special education groups, with a total of 97,284 enrolled students between the ages of three (3) and twenty-two (22) years of age with some kind of impairment.. The Library and Information Services Program is also very aware of the need of maintaining constant orientation of school librarians on services they should provide for this special population. The Program has published

Standards for Excellence for School Libraries and *Guide for Library Skills* among others, to help school librarians perform with the best efficiency their duties and responsibilities. In all these documents the need to adapt, plan and design strategies and activities for these users is emphasized.

School librarians provide activities and develop strategies designed for these special students such as: organizing a special section of the library for these users, read aloud stories, Big Books, story hour, book exhibits, puppet shows and visits to public libraries.

The Library and Information Services Program has bought some electronic resources for school libraries during these five years. Besides, some sub-grantees have had their proposals approved to meet the needs of special education students in the school libraries.

○ **Outputs and outcomes used to understand the extent to which this objective/target was met.**

All school libraries make efforts to provide special education groups with activities according to their needs. Combined efforts between the Department of Education and the Library and Information Services Program, has produced an increase in library and electronic resources for special education students.

During 2005-2006 forty-seven (47) electronic resources were bought for the visually impaired in public and school libraries

During these five years, thirteen (13) proposals were approved for school libraries aimed at special education groups, serving a total of 679 students:

- 2006-2007: four (4) proposals
- 2005-2006: one (1) proposal
- 2004-2005: two (2) proposals
- 2003-2004: three (3) proposals
- 2002-2003: three (3) proposals

In all these proposals, library and electronic resources for special education students are included in their budget request. In the proposal presented by the Ramón Marín Solá Special Education School in Ponce the funds were dedicated to the acquisition of adapted toys, hardware electronic library resources and special equipment to benefit special students. This is the first library specially designed for children with disabilities

Another school whose enrollment is totally conformed of special education students is the Efraín Sánchez Hidalgo Intermediate School. The school library has made efforts to equip and provide services for

these special users by means of proposals. The Library and Information Services Program has given this library special attention also.

The Program made progress towards fulfilling this objective. During 2005-2006, twenty-six thousand, three-hundred seventy six dollars (\$26,376.00) were spent on special equipment for the visually impaired students of the Instituto Loaiza Cordero in San Juan (a special school for the blind).

In this final year 2006-2007, a plan for the acquisition of educational resources for this special population (\$25,000.00) is in process.

- **Impact of this objective on the quality of library services and their use.**

In spite of the efforts that are being made, we still have not fulfilled completely this objective. It is imperative that greater efforts be made towards the achievement of it. Certainly, fulfilling this objective to its maximum will have great impact on the quality of library services. This special population will have the opportunity to develop to its maximum their learning potential and skills. If this is achieved, special education students will be served as they should and parents and the rest of the community will be very pleased and satisfied.

Objective/target #2: By 2005, 75% of all public libraries will have special collection and services for impaired adults and children. (Outcome target)

- **Strategies, services, and activities used to address this objective/target.**

Most libraries have a special collection and / or services for impaired adults and children. The Library and Information Services Program maintains public librarians informed about the different activities they can develop with these special users. The document: *Guía para el Establecimiento y Funcionamiento de las Bibliotecas Públicas en Puerto Rico* (Guide for the Establishment and Performance of Public Libraries in Puerto Rico) dedicates around ten (10) pages to offer public librarians examples of different activities that they can develop with these special users. Each example presents the activity, objective, sequential activities and evaluation. The purpose is to develop a program aimed to increase the interest of impaired adults and children for the different resources the library has to offer them.

○ **Outputs and outcomes used to understand the extent to which this objective/target was met.**

All public libraries make efforts to provide impaired adults and children with appropriate activities according to their needs.

During 2005-2006, forty-seven (47) electronic resources for the visually impaired were bought for public and school libraries.

During these five years, thirteen (13) proposals were approved for public libraries aimed at this population, serving a total of 679 special users:

- 2006-2007: 4 proposals
- 2005-2006: 1 proposal
- 2004-2005: 2 proposals
- 2003-2004: 3 proposals
- 2002-2003: 3 proposals

During 2003-2004, Caguas Public Library (Dr. Pedro Albizu Campos Public Library) presented and was approved a proposal that benefits users with visual disabilities in such aspects as development of reading skills using assisted technology and software. The project also integrates other users with visual disabilities from public schools of Caguas and surrounding cities.

During 2005-2006, Carolina Public Library (Dr. Carlos Hernández Public Library) presented and was approved a proposal for the benefit of users with disabilities and senior citizens. The main objective is to take care of the special information needs of these special users by the integration of technology to their lifelong learning needs. Emphasis will be given to the training and use of special assisted technology and to the acquisition of equipment, software and resources for these special users.

In all these proposals, the budget approved was for collection, resources and services for the benefit of impaired users.

○ **Impact of this objective on the quality of library services and their use.**

In spite of all the efforts made to fulfill this objective, there is still much to be done. However, the demand for services has increased the number of libraries that assign more resources and programs to attend this special population. Technology is a great tool in helping impaired patrons obtain access to resources and library collections. Users have expressed their satisfaction and visit the library more frequently. Certainly fulfilling this objective to its maximum will have a greater impact on the quality of library services.

Objective/target #3: By 2003, school libraries with impaired children will have some services targeted for this population. Special arrangements will be made with the Regional Library for the Blind and Physical Impaired to have one or two reading machines and cassettes for these children. (Output target)

- **Describe the strategies, services, and activities used to address this objective/target.**

The Library and Information Sciences Program coordinated with the director of the Regional Library for the Blind and Physical Impaired a series of conferences addressed to the school and public librarians of all ten regions that conform the Department of Education's system. These librarians were oriented about the services and collection available for the blind and physical impaired. Demonstrations of the equipment available for loans, as well as listening to some audio books of puertorrican stories recorded in Spanish were presented to the librarians. Brochures, information pamphlets, title lists and library membership applications were distributed among the participants.

- **Describe the outputs and outcomes used to understand the extent to which this objective/target was met.**

The Library and Information Services Program has attended, through school and public libraries, the needs of impaired children with some services targeted to this population.

Ninety-five percent (95%) of the librarians in the system were oriented about the services and equipment offered by the Regional Library for the Blind and Physical Impaired.

An average of two hundred sixty-two (262) schools have four hundred thirty-nine (439) visually impaired students enrolled between the ages of four (4) and eighteen (18) years of age. Books in special formats were loaned to these school libraries in order to serve this population.

The Regional Library for the Blind and Physical Impaired serves, at the present, a total of 1,679 patrons:

Adults	1,581
Young Adults	52
Juvenile	46

It also has Deposit Collections in one school for the blind/handicap, and in twenty-three (23) primary and secondary schools, for a total of forty (40) Deposit Collections.

- **Briefly describe the impact of this objective on the quality of library services and their use.**

Schools with impaired children that have library services targeted for this population, has increased since the librarians were oriented about the services and equipment offered by the Regional Library for the Blind and Physical Impaired.

The number of school libraries that have submitted proposals aimed specifically to serve the special needs of these students has increased as a result of the orientations offered. The quantity of sub-grantees that include the acquisition of electronic resources for the physical impaired as part of the project presented in their proposals has also increased. Therefore, the quality of library services for this population is better than before.

Objective/target #4: By 2004, 75% of all public libraries with technology will have at least one computer program for children and adults with impairments (Output target)

- **Strategies, services, and activities used to address this objective/target.**

Most public libraries have at least one computer program for children and adults with impairments. The Library and Information Services Program is very aware of the need of maintaining constant orientation of public librarians on services and activities they should provide for children and adults with impairments. The Program has bought some electronic resources for public libraries during these five years. Besides, some sub-grantees have had their proposals approved to meet the needs of impaired children and adults in the public libraries.

- **Outputs and outcomes used to understand the extent to which this objective/target was met.**

All public libraries make efforts to provide users with impairments appropriate activities according to their needs.

During 2006-2007, forty-seven (47) software programs for the visually impaired were bought for public and school libraries.

During these five years, six (6) proposals were approved for public libraries aimed to serve children and adults with impairments. In all these proposals, the budget approved was for collection, electronic resources and services for the benefit of impaired users.

- **Impact of this objective on the quality of library services and their use.**

The fulfillment of this objective is important in the quality of library services. Technology is part of our daily lives and we should make all possible efforts in making this true for impaired users. Public Libraries can provide access to hardware, software and instruction in information skills that will help users, especially those with limited resources of their own, to participate more fully in the learning community. This special population, then, will have the opportunity to develop their learning potential and skills.

Objective/target #5: By 2004, five (5) five public libraries will have a special area with books and technology for children and adults with impairments.. (Output target)

- **Describe the strategies, services, and activities used to address this objective/target.**

The amount of public libraries that have a special area with books and technology for children and adults with impairments has increased from 2004 to the present. The Library and Information Services Program is determined to promote library services in all available media to best support the needs of Puerto Rico's user with disabilities. It is undoubtedly, a discrimination towards this population when appropriate services for their educational, vocational and personal development are not provided. The Program takes advantage of all opportunities (meetings, on site visits, communication by e-mail / phone) to insist on the importance of providing a special area with services for the users.

- **Outputs and outcomes used to understand the extent to which this objective/target was met.**

There are ten (10) public libraries with special areas with resources and technology for children and adults with impairments:

- 1) Carnegie Public Library (San Juan)
- 2) Carolina Public Library
- 3) Caguas Public Library
- 4) Morovis Public Library

- 5) Guaynabo Municipal Library
- 6) Manatí Municipal Library
- 7) Bayamón Municipal Library
- 8) Juncos Public Library
- 9) Gurabo Public Library
- 10) Regional Library for the Blind and Physical Impaired

- **Impact of this objective on the quality of library services and their use.**

This objective has been fulfilled and surpassed as was phrased. But it is imperative to continue making efforts to increase as many public libraries as possible on this tendency of developing special areas for children and adults with impairments. It is desirable that 100% of public libraries have these special areas equipped and functional. Fulfilling this objective to its maximum will have great impact on the quality of library services. If this is achieved this special population will be served as they deserve, providing appropriate services for their educational development.

Goal #4: Improve quality of services performed by teachers working as librarians by providing these professionals with the opportunities to acquire the school library certificate and to encourage them to continue studying a master's degree in library sciences, thus having more professionals that meet the necessary requirements to provide better library services.

- Progress towards goal:
 - Surpassed the Goal
 - Met this goal
 - Made progress towards this goal
 - Did not work towards this goal.

Objective/target #1: By 2007, at least 150 teachers will have completed the requirements for the school librarian certificate. (Output target)

- **Describe the strategies, services, and activities used to address this objective/target.**

One of the objectives of the Library and Information Services Program is to provide library personnel the opportunity to pursue professional degrees in the library field. At present, the Department of Education

requires its teaching personnel to be highly academic qualified in their specialization in order to be hired. In the case of the school librarians, they should at least be certified as librarian-teacher by the Department of Education.

In the past, library personnel was hired without academic preparation in librarianship nor certified as librarian-teacher. Due to this situation, the Library and Information Services Program established as one of its goals in the LSTA Plan, to provide academic studies opportunities leading to the Librarian-Teacher Certificate.

To meet this goal, proposals were requested to the four (4) universities that offer courses in librarianship in Puerto Rico and thus were prepared to offer the required courses to obtain the certificate. Four (4) contracts were agreed upon to achieve the goal.

A memorandum of convocation was sent to school districts. School districts, in turn, handed the memorandum to the schools. The memorandum included the application form to be filled out and handed in or mailed to the Library and Information Services Program. A committee was in charge of the selection process, according to established criteria:

- Deadline of the application form.
- Possess Bachelor's Degree.
- Academic average required by the university of preference.
- Working in librarian position.
- Available to study on Fridays, Saturdays and on Summer.
- Two (2) recommendation letters.
- Credit transcript.
- Be willing to complete the 18 credits required.

An evaluation form was prepared and points were assigned according to the established criterias. Candidates with the highest scores were selected to complete studies paid by LSTA funds.

○ **Outputs and outcomes used to understand the extent to which this objective/target was met.**

During 2003-2004, the Library and Information Services Program received sixty-three (63) petitions for participation in the study proposal. Forty-on (41) librarians were selected to participate in the proposal. Four (4) contracts were agreed upon with the Interamerican University, San Germán Campus; University of Puerto Rico, Río Piedras Campus; University of Turabo, Caguas Campus and Catholic University of Ponce, to offer the required courses to obtain the Certificate.

During 2004-2005, eighteen (18) librarians were selected to participate in the proposal. This time, two (2) contracts were agreed upon with Interamerican University, San Germán Campus and the University of Turabo, Caguas Campus.

- **Impact of this objective on the quality of library services and their use.**

The fulfillment of this objective has had significant impact on the quality of library services. School librarians with an academic preparation in Library Science guarantee users a more effective library service.

Another positive impact of this objective is that the Department of Education now has almost all its school library personnel certified. Besides, upon completion of the 18 required graduate credits in Library Science a great number of them is motivated to continue studying towards their master's degree.

Objective/target #2: By the end of 2007, the percentage of school children that tested below on the *Pruebas Puertorriqueñas de Aprovechamiento Académico (PPAA)* (Standardized Tests) will be decreased by 5%.. (Output target)

- **Strategies, services, and activities used to address this objective/target.**

The Library and Information Services Program emphasizes the important role that school libraries play in the academic achievement of the students. The Program provides constant orientation on this subject at meetings and on site visits. The documents: *Standards of Excellence for School Libraries* and *Guide for Information Skills Development* reaffirms this philosophy by providing programs, services and activities to contribute to the academic achievement of all students.

- **Outputs and outcomes used to understand the extent to which this objective/target was met.**

Results for the *Pruebas Puertorriqueñas de Aprovechamiento Académico (PPAA)* reveal there has been an increase of 7% in academic achievement from 2003-2006, in 3rd. to 12th grade in the Basic Mastery of Subject Skills. The subjects tested were Spanish, English and Mathematics, being Spanish the subject of greater mastery.

Improvement in academic skills have gained an average of six (6) to eight (8) points over the years, specially during 2005-2006, but it is still of great concern for educators because they have a higher expectancy concerning the results.

The objective was surpassed at the end of 2006. The 2007 tests have not been administered yet, as of March, 2007.

- **Impact of this objective on the quality of library services and their use.**

Good and efficient school libraries play an important role and can make a difference in the student's academic achievement. There is a strong correlation between school libraries and student achievement in standardized tests. Studies have shown that good libraries lead to higher scores on achievement tests, especially in reading. No doubt, libraries, professional library personnel, collaboration with teachers and library resources had a great influence. Another important detail towards the academic increase of students is the academic preparation of school librarians. Gradually more school librarians are completing either their certificate as a school librarian or their master's degree in library science.

Objective/target #3: By 2007, at least 20 public librarians will have completed basic courses in library science (Output target)

- **Strategies, services, and activities used to address this objective/target.**

The objective of the Library and Information Services Program to provide library personnel the opportunity to pursue professional degrees in the library field was also extended to the personnel working in the public libraries. Professionals with studies in library science are much needed in our public libraries. With this objective in consideration, the Library and Information Services Program included in this five-year plan the offer to pay the cost of tuition for studies in library science for the personnel already working in the public libraries.

In the past library personnel was hired without academic preparation in the library field. Due to this situation, the Library and Information Services Program established as one of its goals in the LSTA Plan, to provide public librarians with the opportunity of enrolling in academic studies to complete the basic courses in library science.

To meet this goal, proposals were requested to the four (4) universities that offer courses in librarianship in Puerto Rico and thus were prepared to offer the required basic courses. Four (4) contracts were agreed upon to achieve the goal.

A memorandum of convocation was sent to all public libraries. The memorandum included the application form to be filled out and handed in or mailed to the Library and Information Services Program. A committee was in charge of the selection process, according to established criteria:

- Deadline of the application form.
- Possess Bachelor's Degree.
- Academic average required by the university of preference.
- Working in librarian position.
- Available to study on Fridays, Saturdays and on Summer.
- Two (2) recommendation letters.
- Credit transcript.
- Be willing to complete the 18 credits required.

An evaluation form was prepared and points were assigned according to the established criterias. Candidates with the highest scores were selected to complete studies paid by LSTA funds.

○ **Outputs and outcomes used to understand the extent to which this objective/target was met.**

One employee of the public libraries located in Corozal, Culebra, Fajardo, Gurabo and a public housing project in Caguas, and three of the Carnegie Library in San Juan completed the courses required to obtain the Library Science Certificate (18 credits). Of these eight librarians, two continued studies to obtain a Masters Degree in Library Science.

Even though more employees working as librarians were interested in continuing studies in library science, their academic average was lower than the average requested by the university. Taking this into consideration, the Library and Information Services Program contracted the services of external companies to offer short courses, trainings, and workshops in topics such as: Cataloguing and Classification, Effective Skills for the Search of Information in the Internet, Reading Motivation Techniques and, The Art of Story Telling among others.

Professional librarians from the Library and Information Services Program offered orientations concerning the Administration of the Public Library, Writing of Proposals and diverse workshops and

conferences related to the library field that added knowledge and professional development to the public library personnel.

Attendance and services offered in these libraries increased in 85%. The knowledge in library science acquired by these librarians has promoted the use of technology in a more effective way.

- **Impact of this objective on the quality of library services and their use.**

Public librarians with the knowledge acquired by completing the basic courses in the field are in a better position to organize and administer a public library and offer quality information services to the community it serves. The demand for non traditional services, by means of a technology that requires, in many cases, the assistance of the information professional is more evident each day especially in public libraries where patrons from a low income level have the opportunity and access to information in its various formats. We could say this represents around 65% of the services requested.

The combination of a well trained and educated professional, who is proficient in the use of technology and information skills has in consequence produced an increase in the use of the library collection and educational resources and improvement in the quality of library services. Patrons are satisfied and the amount of library visits has increased.

Objective/target #4: By 2007, all school libraries will have at least one certified school librarian (Outcome target)

- **Strategies, services, and activities used to address this objective/target.**

One of the priorities of the Department of Education and of the Library and Information Services Program is that library services be provided by professional personnel. A librarian that dominates and is academically prepared in librarianship is able to offer students and teachers quality library and information skills.

At present, the Department of Education requires its teaching personnel to be highly academic qualified in their specialization in order to be hired. In the case of the school librarians, they should at least be certified as librarian-teacher by the Department of Education. In the past, library personnel was hired without academic preparation in librarianship nor certified as librarian-teacher. Due to this situation, the Library and Information Services Program established as one of its

goals in the LSTA Plan, to provide academic studies opportunities leading to the Librarian-Teacher Certificate.

To meet this goal, proposals were requested to the four (4) universities that offer courses in librarianship in Puerto Rico and thus were prepared to offer the required courses to obtain the certificate. Four (4) contracts were agreed upon to achieve the goal.

A memorandum of convocation was sent to school districts. School districts, in turn, handed the memorandum to the schools. The memorandum included the application form to be filled out and handed in or mailed to the Library and Information Services Program. A committee was in charge of the selection process, according to established criteria:

- Deadline of the application form.
- Possess Bachelor's Degree.
- Academic average required by the university of preference.
- Working in librarian position.
- Available to study on Fridays, Saturdays and on Summer.
- Two (2) recommendation letters.
- Credit transcript.
- Be willing to complete the 18 credits required.

An evaluation form was prepared and points were assigned according to the established criterias. Candidates with the highest scores were selected to complete studies paid by LSTA funds.

○ **Outputs and outcomes used to understand the extent to which this objective/target was met.**

During 2003-2004, the Library and Information Services Program received sixty-three (63) petitions for participation in the study proposal. Forty-on (41) librarians were selected to participate in the proposal. Four (4) contracts were agreed upon with the Interamerican University, San Germán Campus; University of Puerto Rico, Río Piedras Campus; University of Turabo, Caguas Campus and Catholic University of Ponce, to offer the required courses to obtain the Certificate.

During 2004-2005, eighteen (18) librarians were selected to participate in the proposal. This time, two (2) contracts were agreed upon with Interamerican University, San Germán Campus and the University of Turabo, Caguas Campus.

In summary, a total of 59 school librarians were certified. Eighty (80%) percent of these continued studying towards obtaining a Master's Degree in Library Science.

- **Impact of this objective on the quality of library services and their use.**

The fulfillment of this objective has had significant impact on the quality of library services. School librarians with an academic preparation in Library Science guarantee users a more effective library service. The number of visits (by students, teachers and parents) has increased as well as the quantity of services rendered. This well trained professional has been responsible for the appropriate use of technology and adequate access to the internet by connecting the school community with the unimaginable world of information.

Another positive impact of this objective is that the Department of Education now has almost all its school library personnel certified. Besides, upon completion of the 18 required graduate credits in Library Science a great number of them is motivated to continue studying towards their master's degree.

Objective/target #5: By 2007, all public libraries will have at least one professional trained librarian (Outcome target)

- **Strategies, services, and activities used to address this objective/target.**

The Department of Education by means of the Library and Information Services Program has assumed the responsibility of training the personnel that works in the public libraries of the system. Personnel of other public libraries, such as those under the administration of municipalities, organizations or other entities are invited to participate of the professional development activities we offer.

Following the Manifest about public libraries made by the UNESCO (1994), we believe that the public library should offer special services and materials to those that can't make use of ordinary services and materials. In addition, these services and materials should reflect actual tendencies and the evolution of society.

These factors have been considered by the Library and Information Services Program in order to create trainings, workshops, orientations and other educational activities that can't be satisfied by the formal education programs. Therefore, the personnel that work as librarians in public libraries have access and receive training in the following areas: reading motivation, cataloguing, organization of educational resources, administration of the public library, organization of cultural and educational activities, the use of technology, search of information in the internet and data bases. Librarians have also been trained in

reference service for special groups such as: children, young adults, senior citizens and handicap or impaired persons. These trainings are posted in the workshop calendar distributed by the Program.

○ **Outputs and outcomes used to understand the extent to which this objective/target was met.**

During 2004-2005, six hundred forty (640) public and school librarians participated in workshops offered by a private company specialized in library science and technology:

- ❖ Fundamentals of Descriptive Cataloguing of printed materials.
- ❖ Classification of materials, subject headings and Cutter Number
- ❖ Descriptive Cataloguing
- ❖ The ABC of MARC Format
- ❖ Effective Search Engines in Internet
- ❖ Integration of the Internet in the Development of Information Skills

This effort of the Department of Education to train and strengthen the knowledge and skills of librarians had a cost of \$113,450.00. In addition, vendors have the responsibility to offer training to personnel on the effective use of the equipment they sell. Most libraries have library assistants who are trained to give support to all library operations.

On the other hand, the Library and Information Services Program, distributes a calendar of all workshops that will be offered by personnel of the central office and other training personnel such as writers, university professors and others to fulfill the training needs of librarians. During 2003-2006, approximately 74% of the public librarians have been trained.

○ **Impact of this objective on the quality of library services and their use.**

The Department of Education is making multiple efforts to train librarians. Librarians, thus, feel more capable and motivated to use technology and train users on information skills that will enable them to become lifelong learners. This effort also provides effective and adequate services according to the demand of diverse groups of society.

Goal #5: To increase the public's use of information technology by increasing electronic capabilities of libraries, promoting technology at libraries and training librarians and the public to effectively use technology.

- Progress towards goal:
 - Surpassed the Goal
 - √ Met this goal
 - Made progress towards this goal
 - Did not work towards this goal.

Objective/target #1: By 2004, all public school libraries and all public libraries should have full knowledge of the SABER project. (Output target)

- **Strategies, services, and activities used to address this objective/target.**

The SABER Project is the main project funded by the LSTA grant. This project was designed as a network of electronic libraries to share resources, but also as a tool for librarians to help them in their daily tasks. One of its main objectives is to create a unified on-line public catalog to share information among participating libraries. All public and school libraries have full knowledge of the project. In all orientations and workshops offered by the Library and Information Services Program, the SABER Project is mentioned. Special meetings called "Encuentros SABER" were offered for the benefit of participating librarians. One of the objectives of these meetings is to continue with the development of the M3 system in participating libraries. Besides, it gives continuity to the knowledge thus far acquired and to clarify doubts about workshops offered.

- **Outputs and outcomes used to understand the extent to which this objective/target was met.**

During 2003-2004 thirteen (13) workshops on LSTA proposals were offered. In all these workshops, the SABER Project was mentioned and librarians were encouraged to join the project. A total of three hundred ninety-four (394) librarians that attended these workshops were benefited.

During 2003-2004, two (2) "Encuentros SABER" (SABER meetings) were offered with an attendance of around 300 school and public librarians.

During these five years 2003-2007), one hundred fifty-seven (157) school libraries, nine public libraries, four community libraries and one specialized library have joined the SABER Project with LSTA funds (proposals).

During 2003-2004, eighty-nine (89) school libraries joined the project by initiative of the Library and Information Services Program.

During 2005-2006, one hundred and fifty (150) school libraries entered the SABER Project by initiative of the Library and Information Services Program.

During 2004-2005, the following training workshops were offered:

- ❖ Fundamentals of Descriptive Cataloguing of printed materials.
- ❖ Classification of materials, subject headings and Cutter Number

Three hundred (300) school librarians participated in these workshops.

During 2005-2006, the following training workshops were offered:

- ❖ Descriptive Cataloguing
- ❖ The ABC of MARC Format
- ❖ Effective Search Engines in Internet
- ❖ Integration of the Internet in the Development of Information Skills

Three hundred and forty (340) librarians participated in these workshops.

During 2006-2007, two hundred (200) additional school and public libraries will enter the project by the Program's initiative. With this effort by the end of 2007, seven hundred and one (701) public and school libraries will have joined the SABER Project.

○ **Impact of this objective on the quality of library services and their use.**

The SABER Project represents an important step in the technological development of school and public libraries in Puerto Rico. It will provide users with a powerful academic research tool as well as an instrument for interlibrary cooperation, loans and sharing of information. Each year more and more libraries join the project. We hope that by the year 2010 all public and school libraries be integrated in the SABER Project.

The SABER Project has a web page that is currently encountering some technical problems that are being taken care of.

Objective/target #2: Every year at least 75 public school libraries will be encouraged to enter the SABER project. (Output target)

- **Strategies, services, and activities used to address this objective/target.**

The SABER Project is the main project funded by LSTA grant. The project was designed as a network of electronic libraries to share resources and for the automation of library services. All public school libraries have full knowledge of the project. The SABER Project is mentioned in most of the workshops and orientations offered by the Library and Information Services Program. School librarians are more than motivated to join the project.

- **Outputs and outcomes used to understand the extent to which this objective/target was met.**

During 2003-2004, thirteen (13) workshops on LSTA Proposals were offered. In all these workshops the SABER Project was mentioned, and librarians were encouraged to join the project. Three hundred ninety-four (394) librarians were benefited.

During these five (5) years (2003-2007), one hundred twenty-three (123) school libraries, nine (9) public libraries, four (4) community libraries and one (1) special library have joined the SABER Project with LSTA funds (proposals).

During 2006-2007, thirty-four (34) additional school libraries joined the project by means of proposals.

During 2003-2004, eighty-nine (89) school libraries joined the project by initiative of the Library and Information Services Program.

During 2005-2006, one hundred fifty (150) libraries joined the SABER Project by initiative of the Library and Information Services Program. During 2006-2007, two hundred (200) more school and public libraries will join the project by the Program's initiative. With this effort, by the end of 2007, around six hundred seventy-three (673) school libraries will have joined the project.

- **Impact of this objective on the quality of library services and their use.**

More and more school librarians join the SABER Project every year. As of 2007, around 673 school libraries will have joined the project. The fulfillment of this objective has had great impact on the quality of

library services. Gradually, school libraries are taking a great step towards the automation of library services. The use of an on-line public catalog makes access to information easier for users. Besides, at the same time the student applies computer skills for their search, they can also develop other information skills, such as critical thinking and analysis, when they have to search, select, use, apply and integrate the information found in their academic assignment. Likewise, school libraries will be connected to an information network with all school and public libraries for the purpose of sharing resources, among others.

Objective/target #3: By 2007, 50% of all public school libraries will have an on-line public catalog to access holdings in the library (Output target)

- **Strategies, services, and activities used to address this objective/target.**

The Library and Information Services Program is in the process of the attainment of the automation of library services using Mandarin M3 Library Automation System Program. This project is called SABER Project. The objective is to create and publish on-line bibliographic holdings of the libraries in order to share information among participating libraries. Many workshops have been offered to educate school librarians on the technical aspects of the process. The vendor of the product gives technical assistance to participating libraries.

- **Outputs and outcomes used to understand the extent to which this objective/target was met.**

During 2004-2005, the following training workshops were offered:

- ❖ Fundamentals of Descriptive Cataloguing of Printed Materials
- ❖ Classification of Materials, Subject Headings and Cutter Number

Three hundred (300) school librarians participated in these workshops.

During 2005-2006, the following training workshops were offered:

- ❖ Descriptive Cataloguing
- ❖ The ABC of MARC Format
- ❖ Effective Search Engines in Internet
- ❖ Integration of the Internet in the Development of Information Skills

Three hundred and forty (340) librarians participated in these workshops.

During 2003-2004, eighty-nine (89) school libraries joined the SABER Project by the Library and Information Services Program initiative.

During 2004-2005, ten (10) school libraries joined the SABER Project.

During 2005-2006, one hundred fifty (150) school libraries joined the SABER Project by means of proposals.

During 2006-2007, two hundred (200) more libraries will be included in the project for a total of 683 school libraries. This represents a 65% of school libraries with an on-line catalog available.

- **Impact of this objective on the quality of library services and their use.**

The SABER Project, by the acquisition of Mandarin M3 Library Automation Program, has given librarians the opportunity to create an on-line catalog, making their collections more accessible to library users and the automation of other services like the compilation of statistical data (circulation, number of client visits, items loaned, etc).

Each year more and more libraries join the project. As of March, 2007, 65% of school libraries have an on-line public catalog. The increase of electronic capabilities of libraries makes them more accessible to users and definitely has great impact on the quality of library services and use.

Objective/target #4: By 2005, all public school libraries will have at least two (2) computers. (Outcome target)

- **Strategies, services, and activities used to address this objective/target.**

All public school libraries have at least two (2) computers for student use. The Library and Information Services Program has been very aware of fulfilling this objective. Moreover, the Information System and Technology Office of the Department of Education has emphasized this need in their technology plan. Many sub-grantees of LSTA funds dedicate part of the funds to the acquisition of computers and other electronic resources. This objective has been more than surpassed.

- **Outputs and outcomes used to understand the extent to which this objective/target was met.**

During these five years, three hundred ninety-seven (397) school libraries presented LSTA proposals. Part of the funds received were dedicated to the acquisition of computers.

The Library and Information Services Program invested \$240,540.00 in the acquisition of computers.

- **Impact of this objective on the quality of library services and their use.**

The fulfillment of this objective is important in the quality of library services offered. Today technology is part of our daily lives and is imperative that libraries provide access to information using technology.

Students should use technology as a means to access updated information that is pertinent to their academic and personal needs. A school library that integrates technology in all its learning processes will be in a better position than others to offer efficient and effective educational services.

The school library program provides learning experiences that will enable its students to become effective users of information, lifelong learners and an active member of a learning community. A person who masters information skills, including computer literacy, is in a better position to become a productive citizen who can contribute effectively to improve the quality of life in society.

Objective/target #5: By 2007, all public libraries will have in place a computer skills program targeting adult population.(Outcome target)

- **Strategies, services, and activities used to address this objective/target.**

Public libraries develop many strategies to offer computer literacy as part of their services to the adult population. They write out a workshop plan that is exposed on bulletin boards, distribution of flyers, library bulletins, press releases and others. A list of interested users that sign up for the workshops is made. Some libraries submit proposals aimed at developing computer literacy training. Besides, libraries always give individual orientations when necessary or requested by the patron.

- **Outputs and outcomes used to understand the extent to which this objective/target was met.**

The fulfillment of this objective is revealed in the achievement reports the libraries hand in at the end of each month. During these five years, approximately seventy-five (75) workshops have been offered with about five thousand (5,000) users served.

Among the projects developed for this purpose by means of proposals and have been very successful are:

- ❖ Carnegie Public Library - San Juan
- ❖ Dorado Community Library – Dorado
- ❖ Carolina Public Library – Carolina
- ❖ San Germán Public Library – San Germán
- ❖ Gurabo Public Library – Gurabo
- ❖ La Parguera Public Library – Lajas
- ❖ Caguas Public Library - Caguas

○ **Impact of this objective on the quality of library services and their use.**

A dynamic plan to offer workshops and activities on computer literacy aimed at the adult population contributes to increase the quality of library services. These activities have helped to increase the number of visits to the libraries. A literacy skilled adult will be more motivated to visit the library and is also a more independent user. Public Libraries have contributed to the preparation of skilled citizens in the information and technology era.

III. Results of In-Depth Evaluations

With the funds allocated for 2001-2003, the first library specially designed for children with disabilities was inaugurated in August 2002. This SLAA project was commissioned to the Technological Assistance Program of the University of Puerto Rico Medical School for its conceptualization and adapted design of technology and bibliographic resources. This project is the first of its kind to target children with disabilities in Puerto Rico and is housed in a new school building built for this purpose in the municipality of Ponce, Puerto Rico.

This project strengthened library services for the impaired population; made possible the training of teachers and other professionals that offer services at this school in the use and applications of assistive technology; acquisition of equipment and adapted toys for various conditions such as visual, motor, cognitive, audible, attention deficit disorders, speech and multiple impairments. The equipment acquired by means of this proposal facilitated the development of various skills: language, motor, reading and writing, mathematics, environmental control and independent life, among others.

From June 2003 to January 2004 PRATP (Puerto Rico Assistive Technology Program) worked with aspects related to the phase of training, divulgation of

information and the process of acquisition of equipment for the Library of Adapted Toys for the inclusion of Children with Impairments of the Special Education Program.

During June and July of 2003 a series of individual and group meetings took place with the personnel in charge of offering the trainings. The object of these meetings was to offer specific information about the school's profile, description of the school body it actually attends and its projection of students once it opened its facilities in August of 2003. Information about goals and expectations of the project were also offered so that the trainees developed the trainings based on these facts.

Training sessions were conducted from August 22, 2003 to January 2004. A total of eleven (11) training sessions, adding up to 63 contact hours were completed. The level of attendance of school personnel (N=50) to these training sessions had a maximum of 50 persons (100%) and a minimum of 9 (18%). The decrease in personnel participation or attendance was mainly due to the fact that various of these training sessions were offered on Saturdays, following a petition made by the school's director.

Every one of the training sessions offered by PRATP, included an evaluation process by its participants. The evaluation instrument used considered quantitative and qualitative measures. The results reflected a high level of satisfaction, in the Lickert scale, as in the content analysis drawn from the qualitative evaluation obtained.

The training sessions included the following topics:

- 1) Services offered to impaired or handicapped persons.
- 2) Legal Base.
- 3) The use of assistive technology equipment to facilitate the development of skills through games and adapted recreation techniques.
- 4) Demonstration and use of alternative and augmentative communication equipment.
- 5) Training in the use of visual and audible access equipment.
- 6) How to promote the development of reading and writing skills through assistive technology.
- 7) Uses and applications of assistive technology using units of environmental control.
- 8) Workshop about making equipment adaptations at low cost:
 - a) mercury interrupter,
 - b) wide surface interrupter (video box),
 - c) batteries adaptor
- 9) Infrastructure for library services: demonstration and exercise about the documents, forms and formats related with library procedures.
- 10) Demonstration and practice about the use of assistive technology equipment for the development of cause and effect skills. Development of practical skills in the area of mathematics using assistive technology.
- 11) Assistive technology and people with audible impairment

For the diffusion of information about the project a brochure was prepared and later revised by the director of the Library Services Program. After some suggested changes were made, it was finally printed for distribution.

PRATP also published in its web page on the Internet textual and graphic information about the inauguration ceremony of the project that had taken place in the Ramón Marín Solá School on August 12, 2003. This web page also presents information about the services offered by the Library of Adapted Toys for the Inclusion of Handicapped Children of the Special Education Program.

On May 2003, PRATP initiated the process of delivering the equipment to the Ramón Marín Solá School. The equipment was labeled with: inventory number, name and description. A list or inventory with a detailed description was also delivered with the equipment. One hundred percent (100%) of the equipment stipulated in the project was received by the school.

A certificate for assistance to each one of the training sessions was given as agreed with the teachers on February 2004.

By December 2003, having finished the process of acquisition of all the equipment included in the proposal, there was a remainder of funds in the amount of one thousand three hundred fifty-six dollars and thirty-two cents (\$1,356.32). This occurred because some AT equipment production was discontinued and was no longer in the market at the time of making the requisitions and because of a reduction in price of some of the computer equipment stipulated in the proposal. Taking into consideration the availability of these funds and the needs indicated by the school community during the training sessions and by the Department of Education Library Services and Information Program, PRATP initiated the process to buy equipment for the areas of hearing impairment, materials for printing in *Braille*, educational programs for computers, as well as adapted toys and educational videos.

The library was equipped with the following materials to run the project:

ITEM	DESCRIPTION	QUANTITY
1	Accessible Computer Workstation	6
2	PC Keyboard and Keyguard	2
3	Ooops! (Educational CD)	2
4	Intelli Tactiles: Standard Overlays Companion Kit (Braille)	2
5	Vibrating, Sight & Sound Monitor	1
6	Additional Receivers	4
7	Hearing Helper Wireless FM System	2
8	Mini Relax with X-10	1
9	Buddy Buttons (Interruptor/Switch)	3
10	Micro Light (Interruptor/Switch)	2
11	Rocker Switch	1
12	Single Switch Tester	1
13	Soft Switch	2
14	Treadle (Foot Interruptor/Switch)	1

15	Battery Adapters	10
16	Switch Latch & Timer	1
17	Adapted Toys	4
18	Executive High-Back Chair	3
19	Side-Arm Guest Chair	3
20	Alkaline Batteries (Sizes 9V, AA, AAA, C, D)	20
		pkgs./each
21	Steel Bookcase	2
22	Plastic AV Cart (for TV and VCR)	2
23	Braille Large Print Combination Keyboard Label Kit	2
24	Stick – On Keytop Enlargers	1
25	OPEN Book – Scan and Read Software	1
26	AlertMaster	1
27	FM Tour Guide System	1
28	Motion Sensor Transmitter	1

ITEM	DESCRIPTION	QUANTITY
29	Personal Receiver	1
30	Largest Universal Green Led Illuminated Remote	1
31	Voice Activated Remote Control	1
32	Liquid Level Indicator	2
33	Original Marks Script Guide	2
34	Superior Letter Writing Guide	2
35	The Artwriter	3
36	Clear Vinyl Labeling Tape	1
37	Braille Labeler	1
38	Talking Desktop Calculator	1
39	Big Number Compact Solar Desktop Calculator	1
40	Braille 12” Metal Ruler	6
41	Bell Ball	2
42	Braille Dice	2
43	Card Holder	4
44	Large Symbols Playing Card	6
45	Tic Tac Toe	1
46	Build it Support Pack	2
47	My Noisy Coloring Book	2
48	Step-by-Step Communicators with levels	1
49	Airlink Cordless Swich	1
50	Cordless Big Red	2
51	Power Link 3 Control Unit	1
52	Small Appliance Receiver	2
53	Big Red Switch	2
54	Jelly Bean Switch	3
55	String Switch	1
56	Universal Switch Mounting System-Friction Knob	1
57	Battery-Operated Scissors	2
58	Create-Your Own Overlay	1

59	Polaroid Impulse Camera	1
60	Reusable Sticker Sets: Numbers, Color & Shapes	1
61	Swingline Electric Stapler	1
62	The All Turn-It Spinner	1
63	Bubble Pro Machine	1
64	Dual Lock Velcro Tape	1
65	Ultra Stick Glue	3
66	Boardmaker	1
67	Writing with Symbols 2000 CD	1
68	Basic Coins CD	1
69	Basic Coins Five Computer License	1
70	Portable Communicator	3
71	Word Wise Cards	1
72	Word Wise Sticker Set	1
ITEM	DESCRIPTION	QUANTITY
73	Money Station	1
74	USB Mouse Mover	1
75	Relax II Control	1
76	Pneumatic Switch	1
77	Mercury Switch	2
78	USB Switch Click	1
79	Toy Cables (Battery Adaptor)	10
80	Talking Tape Measure	1
81	Magnifier with Light	2
82	Standard Series Illuminated Magnifier	2
83	Access Bundle Intellikeys & Overlay Maker	1
84	IntelliPics Studio	2
85	Intelli Talk 2	2
86	IntelliMathics	2
87	SwitchIt!	2
88	Tpicj 'N Talk Communication Notebook	1
89	Dell Dimension 8300Pentium 4 Computer	6
90	Touch Screen Monitor	2
91	Scanner	1
92	USB Hub – 4 port	6
93	USB Extension (6ft.)	12
94	UPS with Voltage Regulator	6
95	Ink Jet Printer	5
96	Cause & Effect Factory CD	2
97	TV 25"	2
98	VHS	1
99	DVD	1
100	Lakeshore Learning Materials (variety)	9
101	Braille Translation Software	1
102	Talking Calculator	4
103	Can-Do 4 Line Pocket Slate	2
104	Standard Stylus	2

105	Educational CD (Math, Reading, Writing, Science, Geography)	8
106	Sam-Joystick	1
107	Sam-Trackball	1
108	Message Communicator	1
109	Communication Builder	1
110	Compartment Scanner	1
111	Dual Clock Communicator	1
112	Speech and Light Communicator	1
113	Picture Communicator	2
114	Single Switch – TV, VCR and Cable Control Unit	1
115	Switch - to activate equipment independently (variety)	18
116	Adapter	4
ITEM	DESCRIPTION	QUANTITY
117	Extra Straw	1
118	Pocket Technician	1
119	Desk Fan	1
110	Toys (battery adapted) – variety	13
111	Radio	1
112	Sensory Discrimination Kit	1
113	Tape Recorder	1
114	Teddy Bear Switch	1
115	Easy Out Tube Squeezer	1
116	Halo Cup	2
117	Inner-Lip Plate	2
118	Maddadapt Built-Up Handle Cutlery	1
119	Maddagrip Opener	1
120	Sock and Stocking Aid	1
121	Pediatric Reacher	2
122	Standing-Sitting Turntable	1
123	Infant Stimulation Kit	1
124	Porcupine Ball	1
125	The Grip-All	2
126	Alternative Joystick Handle	1
127	Braille Keyboard Labels	2
128	Braille Embosser	1
129	Inspiration for Windows (Software)	2
130	Jaws for Windows	1
131	Joystick to Mouse	1
132	Scan Package	2
133	Zoom Text	2
134	Mounting Plates	3
135	Mighty Mount	2
136	Appliance Receiver	2
137	Switch Box	1
138	Primer CCTV	1

As part of making the project known to the community, a web-page was created for the Library of Adapted Toys for the Inclusion of Children with Impairment of the Special Education Program in the Ramón Marín Solá School. The information published in this web-page includes the services offered and a list of equipment available through the project. To maximize the strategies used to divulgate the project, a CD was produced with the graphic and textual materials presented on the web-page. This CD was distributed through the school's personnel, in order to offer fast access to the information about the project.

In terms of technical assistance services, PRATP coordinated a series of visits in order to provide individual specialized training to the library personnel in charge of offering the services included in this project. PRATP also offered technical assistance in the adaptation of equipment for impaired people, as well as, in the equipment maintenance and in the evaluation process about the services rendered to the users of the library. For this last aspect, and as part of the training sessions offered by PRATP, a series of instruments were produced to evaluate the function and services of the library. These documents were discussed and given to the school personnel in order to develop the process of continuing service evaluation. This evaluation process is revised continually by PRATP in order to optimize the services offered by the library.

IV. PROGRESS IN SHOWING RESULTS OF LIBRARY INITIATIVES OR SERVICES

With LSTA funds, the Puerto Rico Department of Education created a big islandwide project named Electronic Library Network System (SABER by its acronym in Spanish). The SABER project's mission is to offer citizens the opportunity to access information that will enable them to make informed decisions in our society. It was conceived as a network of electronic libraries to share resources, but also as a tool for librarians in their daily tasks. The Project, by the acquisition of SIRS Mandarin M3 Library Automation Program, has given librarians the opportunity to create an on-line catalog making their collections more accessible to library users and the automation of other services like the compilation of statistical data (circulation statistics, number of client's visits, items loaned, etc.).

All public and school librarians have full knowledge of the SABER Project. The SABER Project has made great progress during these five years. During 2003-2007, three hundred seventy-two (372) libraries were added to the original one hundred twenty-nine (129) that belonged to the project, for a total of five hundred one (501) participating libraries.

During 2006-2007, by initiative of the Library and Information Services Program, two hundred (200) more libraries will join the project for a total of 701 libraries.

The Library and Information Services Program gives special attention to this project. Constant orientations and workshops are offered. Special meetings called

“Encuentros SABER” were offered for the benefit of participating librarians. One of the objectives of these meetings is to continue with the development of the M3 system in participating libraries. Besides, it gives continuity to the knowledge thus far acquired and to clarify doubts about workshops offered.

The Library and Information Services Program dedicates approximately 53% of the LSTA grant to give libraries the opportunity to submit proposals to acquire or enhance technology and other library needs. Every year the Library and Information Services Program receives proposals from public, school, community and special libraries. By this means, one hundred fifty-seven (157) school libraries have joined the SABER project. Other types of libraries, on their own initiative, have joined the project through proposals submitted for LSTA funds.

We have made a great progress in the development of the SABER Project. We expect that by 2010 all librarians be immersed in the project.

V. LESSONS LEARNED

Due to lack of personnel at the Central Office, follow-up is difficult, especially in the monitoring of funds, technical assistance and other related activities. Even though the letter of approval of the proposals clearly establishes that they must submit an achievement and financial report at the end of the project, many sub-grantees do not comply with this requirement. This causes inconveniences along the way. From now on, proposals submitted by sub-grantees that have benefited from LSTA funds before, but have not fulfilled the requirement of the reports should not be considered or approved. Perhaps we should consider the use of a percent of the administrative portion of the funds to pay for the much needed personnel to work towards this effort.

Concerning the use of the funds, we should make all possible efforts to complete the acquisition process as early as possible. If this is done, the SPR can be submitted on time and accurate. Otherwise, the report will be delayed because of so many details that have to be taken care of before the final financial drawdown process is finished. Among these details is the Puerto Rico Department of Education’s requirement of no payment to vendors until the equipment is finally delivered and the property numbered labeled on it. This task depends on the workload of the only employee authorized to do so, who has to travel to libraries and schools all over the island to complete the process and therefore takes a lot of time.

We need to evaluate periodically the purchasing process as it requires the intervention of other offices of the Department of Education. The quantity of proposals and the required school visits must be taken into account in order to complete the purchase process and comply on time with the reports required by the IMLS on the use of LSTA funds.

Special effort should be taken to develop strategies and to produce and create documents that will make follow-up to the development of the five year plan, easier

such as: create a checklist of all objectives included in the goals, strengthen orientations that are offered and follow up and monitoring to libraries.

The Library and Information Services Program should consider hiring an external evaluator for future Five Year Plans.

In future Five-Year Plans, we should phrase objectives, targets, activities, etc. in a more realistic way so that they can be reachable. In the 2003-2007 Plan, many were phrased: “all libraries”, “all public libraries”, “all school libraries”, “100% of the libraries”, etc. This affects the outcome of our evaluation process because sometimes the objectives are accomplished, but not 100% as established in the objective.

VI. EVALUATION PROCESS

The purpose of the evaluation is to assess the progress towards the fulfillment of the goals as identified in the LSTA FIVE-YEAR PLAN 2003-2007, submitted by the Puerto Rico Department of Education.

The process included a review of the overall performance in meeting the goals of the LSTA Plan and an in-depth evaluation of one goal:

The methodology used to conduct the evaluation included:

- ✓ Analysis of all sub-grants funded under LSTA, Puerto Rico Plan
- ✓ Analysis of existing statistical data
- ✓ Distribution of a memorandum mailed and faxed to librarians, with a Financial and an Achievement Report Form, for them to fill out and submit.
- ✓ Interviews with librarians and other library staff on site and by phone. These interviews clarified details about the fulfillment of the goals and objectives established in the State Plan and the administration of the LSTA Program.
- ✓ Staff meetings.
- ✓ Compilation of data.
- ✓ Summary of findings.

The documents for each sub-grant included the proposal, letter of approval, payment document, amendment request (if any), and a financial and achievement report at the end of the project. The information contained in these documents, provided both an overview of the project, as well as specific information concerning its success and the impact on the library and the community.

The evaluation was done by staff from the central office with the collaboration of library staff of the different participating libraries.

All the resources dedicated to the evaluation process were in-kind. Our philosophy is aimed to dedicate the majority of the funds directly to library use with ample services to users.