



NATIONAL LEADERSHIP GRANTS FOR LIBRARIES

Sample Application LG-259772-OLS-26
Project Category: Planning

University of Puerto Rico at Ponce - Adelina Coppin Alvarado Library

Amount awarded by IMLS:	\$185,684
Amount of cost share:	\$0

The Adelina Coppin Alvarado Library at the University of Puerto Rico in Ponce will plan to design a bilingual and culturally responsive information literacy curriculum framework and a corresponding assessment strategy for public high schools in Puerto Rico. This project will collaborate with the Puerto Rico Department of Education and six to ten public high schools and will be guided by an advisory panel composed of teachers, school librarians, accessibility specialists, and project leadership. The project will produce a set of planning deliverables that may in the future enable an implementation proposal. These include a Needs Assessment Report; a Resource Inventory with identified gaps; a Literature Review and Options Matrix; and a bilingual Curriculum Framework that specifies competencies, learning outcomes, and an assessment strategy.

Attached are the following components excerpted from the original application.

- Narrative
- Schedule of completion

When preparing an application for the next deadline, be sure to follow the instructions in the most recent Notice of Funding Opportunity for the grant program to which you are applying.

Adelina Coppin Alvarado Library of the University of Puerto Rico in Ponce

Strengthening Information Literacy Skills in Puerto Rico: A Planning Project

1. Introduction

The Adelina Coppin Alvarado Library at the University of Puerto Rico in Ponce requests \$185,684.00 from the Institute of Museum and Library Services under the National Leadership Grants for Libraries program, Planning project type. The proposed project, Strengthening Information Literacy Skills in Puerto Rico, will design a bilingual and culturally responsive information literacy curriculum framework and a corresponding assessment strategy for public high schools in Puerto Rico. The project period spans twenty-four months, from September 1, 2026 through August 31, 2028, with no cost share. The Adelina Coppin Alvarado Library will collaborate closely with the Puerto Rico Department of Education and six to ten public high schools to complete a rigorous planning process that prepares the field for a later implementation grant. All project outputs will be openly available for reuse, will be accessible for people with disabilities following the Web Content Accessibility Guidelines version 2.2, and will be engineered for adaptation by United States territories and bilingual school districts nationwide. The project aligns with the National Leadership Grants for Libraries program goal to strengthen library and archival services for the American public and with the objective 1.1 to serve the learning needs of the public by supporting effective and equitable access to information and learning.

2. Project Justification

Public high schools across Puerto Rico report inconsistent access to structured information literacy instruction and a shortage of bilingual, culturally relevant teaching materials. Teachers and school librarians describe variability in students' abilities to locate credible sources, evaluate claims, integrate evidence ethically, and communicate findings in academic contexts. Although established models exist such as the Association of College and Research Libraries Framework for Information Literacy for Higher Education, Guided Inquiry Design, and the Big6 information literacy model these approaches have not been synthesized or adapted systematically for Puerto Rico's bilingual secondary context. The Strengthening Information Literacy Skills in Puerto Rico project responds to these conditions by conducting a planning only effort that develops the evidence, partnerships, and design choices required for a later, large scale implementation. The project will benefit students, teachers, school librarians, and curriculum planners in Puerto Rico, and through open dissemination will provide adaptable tools for other United States territories and bilingual districts. By focusing on research, analysis, and stakeholder validation rather than

premature development of full course modules, the project ensures that subsequent implementation will be feasible, equitable, and responsive to community needs.

3. Project Work Plan

The work plan is organized into five sequential phases over twenty-four months. It integrates continuous stakeholder engagement, accessibility by design, attention to diversity, equity, and inclusion, and performance measurement. The project will be guided by an Advisory Panel composed of teachers, school librarians, accessibility specialists, and project leadership. The Performance Measurement Plan will monitor effectiveness, efficiency, quality, and timeliness using clearly defined indicators, data sources, cadences, and targets. Responsibilities are distributed across the Principal Investigator, the Project Director, the Accessibility and Evaluation Consultant, the Administrative Assistant, and one to two Student Assistants as described below.

Staffing and Position Descriptions

Project Director

Role purpose: Provides overall intellectual and academic leadership; ensures research rigor; approves instruments; supervises the Project Director; sustains senior-level partnerships with the Puerto Rico Department of Education; grants final approval on deliverables. Minimum qualifications: Master's degree in Library and Information Science, Education, Learning Sciences, or a related field; five to seven years leading research or curriculum projects; at least two years supervising teams; demonstrated skills in mixed-methods research, curriculum and outcomes design, stakeholder engagement, scholarly writing, and data ethics. Preferred qualifications: Doctoral degree in a relevant discipline; leadership of federal grants; familiarity with Institutional Review Board processes; record of national presentations or peer-reviewed publications. Bilingual Spanish and English required; commitment to conformance with the Web Content Accessibility Guidelines version 2.2.

Project Coordinator: Manages day-to-day execution of the work plan; coordinates partners, schedule, team workflow, documentation, logistics, and production quality. Minimum qualifications: Bachelor's degree in Education, Project Management, Social Sciences, or a related field; four to six years in project or program management with at least two years coordinating research or curriculum projects; demonstrated skill in project scheduling, stakeholder communication, documentation control, versioning, and basic qualitative and quantitative workflows. Preferred qualifications: Master's degree in a relevant field; training or certification in project management; experience with institutional repositories and metadata. Bilingual Spanish and English required; familiarity with accessibility production practices for the Web Content Accessibility Guidelines version 2.2.

Accessibility and Evaluation Consultant: Provides specialist expertise in accessibility and evaluation. Duties include advising on the Web Content Accessibility Guidelines version 2.2;

verifying conformance of digital documents and web pages; co-designing the Evaluation Plan; conducting an accessibility review and documenting remediation; and validating the Performance Measurement Plan. Minimum qualifications: Bachelor's degree in Human-Computer Interaction, Instructional Design, Evaluation, User Experience, Education, or a related field; five or more years of experience in accessibility or program evaluation for education or library projects. Preferred qualifications include professional accessibility certifications and formal evaluation training. Spanish and English bilingual proficiency strongly preferred.

Administrative Assistant: Provides clerical and logistical support including scheduling, procurement, meeting coordination, travel, recordkeeping, and document formatting. Minimum qualifications: Associate degree or equivalent experience; at least two years in administrative support, preferably in academic or grant-funded environments. Bilingual Spanish and English required.

Student Assistant: Provide research and production support under supervision. Duties include targeted literature searches; citation management; transcription; data cleaning; qualitative coding using established codebooks; preparation of tables and figures; and repository packaging. Spanish and English bilingual ability required.

Phases and Major Activities

Phase 1: Project initiation (September 2026 through February 2027). Finalize participation agreements with the Puerto Rico Department of Education and participating schools; establish Advisory Panel; confirm Institutional Review Board requirements and obtain determination; develop data governance practices; plan engagement schedule.

Phase 2: Needs assessment and resource mapping (March 2027 through August 2027). Conduct mixed-methods data collection including surveys, interviews, and focus groups; compile a structured inventory of existing information literacy materials used locally and on the mainland; produce a preliminary competency map. Year one deliverable: Needs Assessment Report.

Phase 3: Comparative literature and model analysis (September 2027 through December 2027). Analyze the applicability of the Association of College and Research Libraries Framework for Information Literacy for Higher Education, Guided Inquiry Design, the Big6 information literacy model, and related media and digital literacy approaches for Puerto Rico's bilingual secondary settings; create an annotated bibliography and an options matrix with equity and accessibility criteria.

Phase 4: Draft curriculum framework (January 2028 through April 2028). Develop the preliminary bilingual curriculum framework that specifies competencies, learning outcomes, and an assessment strategy; integrate accessibility and diversity, equity, and inclusion guidelines from the outset; conduct internal and Advisory Panel reviews.

Phase 5: Evaluation, dissemination, and sustainability (May 2028 through August 2028). Complete the Evaluation Plan for a future implementation project; finalize a dissemination strategy for national library and education audiences; deposit all digital products in the institutional repository with persistent links; and prepare a sustainability and next-phase roadmap.

Performance Measurement Approach

The Performance Measurement Plan will track effectiveness, efficiency, quality, and timeliness. Indicators include advisory approval of deliverables, schedule adherence, accessibility conformance checks against the Web Content Accessibility Guidelines version 2.2, stakeholder satisfaction with drafts, and early signs of national reach through repository analytics and requests for adaptation. Each indicator lists data sources, collection methods, cadence, and targets, and findings will be used to refine drafts, adjust engagement, and inform the next-phase implementation design.

4. Project Results

By the end of the grant period, the project will produce a set of planning deliverables that enable a strong and feasible implementation proposal. These include: the Needs Assessment Report; the Resource Inventory with identified gaps; the Literature Review and options matrix; and a bilingual Curriculum Framework that specifies competencies, learning outcomes, and an assessment strategy, accompanied by accessibility and diversity, equity, and inclusion guidelines. The project will also deliver an Evaluation Plan, a Dissemination Strategy targeted to national audiences, and a Sustainability and Next-Phase Roadmap. All digital products will be openly licensed for reuse, accessible in alignment with the Web Content Accessibility Guidelines version 2.2, and preserved with persistent links through the institutional repository and a public project site. Although the immediate focus is Puerto Rico, all materials will include bilingual context notes and crosswalks to widely used models to facilitate adaptation by other United States territories and bilingual districts. National impact will be pursued through open access, targeted dissemination channels, and early indicators of reach such as downloads, citations, and requests for adaptation support, which will be monitored as part of the performance measurement approach.

Schedule of Completion

Strengthening Information Literacy Skills in Puerto Rico: A Planning Project

Project Year 1: September 1, 2026 – August 31, 2027

1. Partnership Finalization and Governance Setup

Start–End: Sep–Oct 2026

Lead: Project Coordinator (with Project Director oversight)

Outputs: Signed participation agreements; Advisory Panel charter; data governance statement

2. Institutional Review Board Determination

Start–End: Sep–Oct 2026

Lead: Project Director

Outputs: Institutional Review Board determination letter or exemption; approved consent language

3. Instrument Design and Pilot Testing

Start–End: Nov–Dec 2026

Lead: Project Director and Project Coordinator

Outputs: Draft surveys, interview protocols; pilot test summary and revisions

4. Needs Assessment — Data Collection

Start–End: Jan–Apr 2027

Lead: Project Coordinator

Outputs: Survey administration; interviews; focus groups; validated sampling logs

5. Resource Inventory Compilation

Start–End: Feb–Jun 2027

Lead: Student Assistants under Project Director supervision

Outputs: Structured bilingual inventory of information-literacy materials

6. Data Cleaning, Coding, and Preliminary Analysis

Start–End: May–Jul 2027

Lead: Project Director (analysis lead)

Outputs: Clean datasets; qualitative codebook; preliminary findings brief

7. Year-1 Deliverable: Needs Assessment Report

Start–End: Jul–Aug 2027

Lead: Project Director (author) and Project Coordinator (production)

Outputs: Needs Assessment Report v1.0 approved by Advisory Panel

Project Year 2: September 1, 2027 – August 31, 2028

8. Comparative Literature and Model Analysis

Start–End: Sep–Oct 2027

Lead: Project Director

Outputs: Annotated bibliography; analysis rubric; initial options matrix dimensions

9. Options Matrix Development and Advisory Validation

Start–End: Oct–Dec 2027

Lead: Project Coordinator and Project Director

Outputs: Completed options matrix; validation meeting minutes

10. Draft Bilingual Curriculum Framework

Start–End: Jan–Mar 2028

Lead: Project Director (lead) and Project Coordinator

Outputs: Framework v0.9 including competencies, outcomes, and assessment strategy

11. Accessibility Conformance Review

Start–End: Apr 2028

Lead: Accessibility and Evaluation Consultant

Outputs: Accessibility review memo; conformance checklist (A and AA);

12. Evaluation Plan for Future Implementation

Start–End: May 2028

Lead: Accessibility and Evaluation Consultant and Project Director

Outputs: Evaluation Plan with measures, instruments, and sampling strategy

13. Dissemination Strategy and Sustainability Roadmap

Start–End: May–Jun 2028

Lead: Project Coordinator

Outputs: Target dissemination venues; repository and persistent identifier plan

14. Finalize Deliverables and Repository Deposit

Start–End: Jul–Aug 2028

Lead: Project Coordinator and Project Director

Outputs: Final Framework v1.0; Needs Assessment; Options Matrix; datasets; repository deposit completed