



LAURA BUSH 21st CENTURY LIBRARIAN PROGRAM

Sample Application RE-258982-OLS-25
Project Category: National Implementation

University of Kentucky (University of Kentucky School of Information Science)

Amount awarded by IMLS: \$422,686

The School of Information Science (SIS) at the University of Kentucky, in partnership with the College of Social Work, will address the increasing demand for social services in public libraries. The grant will develop and implement a specialized graduate certificate in social work-informed library services (open to students from library and information science or social work) which includes a practicum in one of six partnering public libraries and online training modules for current library staff. The project team will also host a symposium of library social work for professional practice experience and knowledge sharing. The project objectives are: 1) to provide students with a specialized curriculum and practical training in social work service in public libraries; 2) to develop online training modules to assist library staff for social work in public libraries; and 3) to organize a symposium focused on integrating social work practices within public libraries, aimed at fostering collaboration and professional development among librarians and social workers.

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.

Introduction

The School of Information Science (SIS) at the University of Kentucky is applying for a Laura Bush 21st Century Librarian Program Grant for a 3-year National Implementation Project to increase the preparation of library professionals for contemporary public library needs. SIS will partner with the College of Social Work (CoSW) and library consultant/social work researcher [Dr. Beth Wahler](#) to develop and implement an online graduate certificate in social work-informed library services (open to students from library and information science (LIS) or social work (SW)), which includes a practicum in one of six partnering public libraries. In addition, the team will develop online training modules for current library staff and facilitate an international symposium for practitioners and researchers. The project objectives are: 1) to improve the preparation of the future library workforce for contemporary public library practice by providing graduate students with a specialized curriculum and practical training in social work-informed library service, 2) to support current public library staff with addressing and responding to the social service-related needs of their patrons, and 3) to advance knowledge in social work-informed library services by hosting a symposium for the professional fields of library science and social work. The total budget proposal is \$602,938 (\$422,686 from IMLS and a cost-share of \$180,252 from the University of Kentucky). The project will begin August 1, 2025, and be completed by July 31, 2028. This National Implementation Project directly addresses LB21 Program Goal 2, Objective 2.1 by enhancing professional development and training to enable the library workforce to meet the needs of their communities.

Project justification

Public libraries increasingly recognize the importance of providing support to patrons facing crises. Over the past few decades, the number of individuals experiencing psychosocial issues—such as homelessness, unemployment, food insecurity, and mental health challenges—has risen significantly. The COVID-19 pandemic further exacerbated these issues, alongside the ongoing cost of living crisis (Czeisler et al., 2020; Gramlich, 2023; Wahler, 2023). In response, there has been a noticeable increase in patron interest in programs and resources focused on promoting wellness in public libraries (Charbonneau et al., 2024; Crabtree et al. 2024; Hammock et al., 2023; Morgan et al., 2016; Wahler et al., 2019; Wahler et al., 2022; Westbrook, 2015). Patron crises also impact behavior in libraries, and in addition to programming, there has been increased demand for improved safety and security protocols and staff training in de-escalation and crisis response (Urada et al., 2022). Overall, library directors and staff have identified that public health, well-being, and safety are key topics for public libraries attempting to meet contemporary user needs (Public Library Association, 2023).

Library staff often respond to patrons' health and social needs without formal training, which can lead to burnout/stress, pressures of working outside of the scope of practice, and concerns about library security (Crabtree et al., 2024; Gross et al., 2024; Hammock et al., 2023; Westbrook, 2015). William and Ogden (2021) reported that a lack of knowledge in addressing social needs is a barrier to offering more services in libraries. Other research has highlighted the necessity for library staff to receive specialized training in skills such as effective listening and assistance techniques (Nichollas & Urada, 2022; Wahler et al., 2022). Library staff often need and want training in social work-informed approaches for working with high-needs patrons (Gross et al., 2024; Hammock et al., 2023; Ogden & Williams, 2022).

In addition to staff training, library-based social work is an emerging trend to assist patrons in crisis while also increasing support for library staff. By collaborating with social service workers and organizations,

libraries can significantly enhance their ability to meet their community's health, wellness, and social information needs. Many libraries now offer appointments with social workers or mental health counselors, provide outreach coordinators, and create dedicated spaces for social workers to offer informational consultations and community referrals (Barone et al., 2020; Gross & Latham, 2024; Hammock et al., 2023; Lloyd, 2020; Williams-Cockfield, 2024). Approximately 100 public libraries in the United States have full-time social workers, and about 175 public libraries serve as placement sites for social work student interns (Johnson, 2022; Whole Person Librarianship). Library-based social work practicum placements are also increasing across the country as libraries attempt to find cost-effective ways to bring social workers into the space to respond to patron and staff needs (Cuseglio, 2021; Johnson, 2019 & 2021; Sharkey et al., 2023; Soska & Navarro, 2020).

While the work of individual library social workers or different community service initiatives differs based on the specific needs of their patrons and communities (Fleary et al., 2024; Lloyd, 2020; Williams-Cockfield, 2024), social workers in library settings play crucial roles, including intervening during mental health crises, de-escalating difficult situations with patrons, training staff in de-escalation techniques, and connecting patrons with social services at various levels (Giesler, 2021; Johnson & Wahler, 2023; Provence, 2020 & 2023; Wahler et al., 2019). While these collaborations have benefited public libraries, they are not without challenges. These include miscommunication, confusion on assigned tasks, and an unclear professional boundary between social work and librarianship (Baum et al., 2023; Giesler, 2021). Library-based social work practicum placements have additional challenges revolving around necessary supervision for students who are still learning their roles as social workers, while also navigating the library environment. Successful collaborations between library staff and social workers at any level highly depend on both library staff and social workers understanding one another's roles and functions (Crabtree et al., 2024).

Increasing evidence signifies the urgent need to integrate social work-informed principles and strategies into librarianship (Wahler, 2023). Still, there is little formal educational curriculum about these strategies and a repeated demand for LIS curriculum and professional development opportunities to incorporate more of this content (Gross et al., 2024; Johnson, 2022). Like the LIS curriculum, there have been calls for better training for library-based social workers to meet the needs of the modern public library environment (Johnson et al., 2023). There is no pathway to lead social work students into public libraries when public libraries provide a unique and emerging location of practice for social work students (Finch & Real, 2023; Johnson, 2022; Shephard et al., 2023). This trend urges library science and social work graduate programs to provide relevant curricula and experiential learning opportunities to cross-train professionals specifically to assist vulnerable and disadvantaged patrons in navigating social issues and challenges in a community (Barone et al., 2020; Gross et al., 2024; Johnson & Wahler, 2023; Wahler et al., 2023).

This project proposes to address these gaps by creating and implementing three components aimed at increasing library workforce capacity for responding to contemporary challenges:

1. A formal online graduate certificate program in social work-informed library services (SWILS), including recruiting, admitting, and training a group of graduate Fellows from both SIS and CoSW to pilot the program. This curriculum includes education about library and SW partnerships, strategies for conducting needs assessments and designing effective social service-

focused library programming, trauma-informed approaches to engaging and collaborating with individuals in crisis, and skills for successful community engagement and outreach.

2. Online modules on SWILS will be created and piloted with the partnering libraries' staff, who will use them to build knowledge and professional competencies for interactions with patrons in crisis. These modules will be made openly available to the current public library workforce as a strategy to promote continuing education and professional development.
3. An international symposium of practitioners and researchers to facilitate knowledge sharing and mutual learning about social work-informed library practices.

Target Group/Beneficiaries of the Project

This project targets both current and future public library staff, including graduate students in LIS, graduate SW students interested in library-based practice, and current library staff. Its goal is to ultimately assist public libraries with addressing the needs of patrons facing various social issues or who are in crisis. Graduate students in LIS and SW will receive cross-training to develop skills for providing customer support from a trauma-informed and client-centered lens. This initiative will help students explore career paths integrating social services and related information within a library setting. They will become professionals equipped with social work knowledge and skills, and an understanding of these skills can apply to a library setting, thereby reinforcing the public library's role as an essential community agency (Gross & Latham, 2021). Additionally, current library staff will enhance their knowledge and skills through online training modules.

Project Work Plan

The project will be carried out in three phases as described below:

Phase 1: Curricula Development and Recruitment (August 2025-July 2026)

The first phase focuses on developing the formal online curriculum for the graduate certificate program and online training modules for public library staff, as well as recruiting the first cohort of program Fellows and getting IRB approval for forthcoming evaluation.

1. Online Graduate Certificate in Social Work-Informed Library Services- The interprofessional certificate curriculum will include four courses focused on helping future library workers from both LIS and SW to assess their library's or patrons' needs, develop programming and/or services to address identified needs, evaluate their practice with the populations they serve, and develop skills and strategies for ethically working with individuals in crisis. The courses are highly structured and sequenced to build students' knowledge and develop their skills and expertise in social work-informed library services. Course content is related to the identified needs above, helping to prepare future library workers for working directly with patrons who have social service-related needs, developing library-based programs for patrons with these needs, caring for their own well-being while working with high-needs populations, and developing and maintaining helpful interdisciplinary collaborations to meet these needs (including library-based social work programs). Practicum placements are designed to enrich student learning and provide them with professional experience in a public library setting. Below is a description of the certificate's curriculum:

- **Course 1: Introduction to Social Work-Informed Library Services [in development and complete by Summer 2025]**- This course introduces students to the contemporary challenges of libraries and how social work-informed solutions can help. Students will learn about the changing needs of library patrons and staff and how interdisciplinary library/social work partnerships are used to address these needs. The course provides an overview of social work-informed strategies for engaging diverse groups, assessing needs, planning interventions, and implementing and evaluating programs and services to support library staff, patrons, and the broader community. Special attention is paid to how libraries and social workers serve populations at risk.
- **Course 2: Advanced Social Work-Informed Library Services [to be developed in Fall 2025 during Phase 1]**- This course builds on content learned in the first introductory course and provides opportunities to develop, practice, and apply specific skills needed for social work-informed library services. Students will learn micro-focused skills needed for contemporary library practice, such as assessment, crisis management, and de-escalation strategies. In addition, students will learn and demonstrate skills for developing and implementing their own unique micro, mezzo, and/or macro-level social work-informed library programs and services to address contemporary library challenges.
- **Course 3: Public Libraries [complete]**- This course examines the historical development of the public library and its roles in society, including the shift in public library services to place a greater focus on services that align with social work values. Topics considered include the operation and funding structure of public libraries, libraries' connections to their local government and other public services, data analysis that helps students better understand their community, including persons from overlooked and underserved communities, and political advocacy for public libraries.
- **Course 4: Practicum: Social Work-Informed Library Practice (requires a minimum of 300 hours) [complete and in modification during Phase 1]**- This practicum experience provides an opportunity to apply theory, knowledge, and skills learned in courses to a real-world library setting. Students will integrate micro, mezzo, and macro practice skills across library-informed social work settings to effectively address patron, community, and/or library needs. They will also take part in a weekly seminar led by a CoSW faculty member that includes a combination of discussions, writing assignments, case studies, and media. These seminar sessions are intended to support student learning and understanding of the complexities involved in social work-informed library practice to ensure students can manage challenging situations in professional settings. A professional at the practicum site will serve as the practicum supervisor and mentor in library placement. Together, the practicum supervisor and the CoSW faculty member will support learning and evaluate student performance. Students will be supported to prepare a presentation on their work at the symposium.

Each course will be three credit hours, making the total for the certificate 12 credit hours. We plan to offer two courses (Course 1 and Course 3) in the spring of 2026, followed by Course 2 in the summer or the fall semester of 2026 and Practicum available from Summer 2026 and later. Dr. Beth Wahler, with support from CoSW instructional designers, is already developing Course 1 and it will be completed in Summer 2025. Both Courses 1 and 2 are being developed by senior

instructional designers in CoSW. These courses will be built using the Articulate Rise software to create interactive lessons. These lessons and assignments will also use additional technology tools like Harmonize, H5P, and media assets to further engage students in the learning process. Both courses will go through Quality Matters Certification. Course 3, Public Libraries, is an existing course taught by Dr. Real (co-Investigator), a faculty member in SIS. Thus, in Fall 2025 during Phase 1, Course 2 and specific guidelines and toolkits for the practicum will be developed.

We will rely on existing partnerships with public libraries in Kentucky and elsewhere for Fellows' practicum placements, including Lexington Public Library (KY), Louisville Free Public Library (KY), Indianapolis Public Library (IN), and Daniel Boone Regional Library (MO). During Phase 1, we will also determine the remaining partnering public libraries that will host Fellow practicum placements.

2. Online Continuing Education Modules for Current Library Staff- During Phase 1, we will create a series of online modules as professional development training tools. These modules will be designed for library staff to develop knowledge and skills in assisting patrons in crisis. Because library staff often face barriers to participating in training opportunities related to convenience, timing, and location (Willimas & Ogden, 2021), training will be asynchronous to reduce barriers and enable library staff to participate at their own pace. Dr. Beth Wahler and faculty members from SIS and CoSW will co-create these modules with guidance from an advisory group of current library staff. Online course design will meet Quality Matters standards to ensure high-quality online sites follow best practices for online learning and accessibility.

These modules will include content aimed at helping library staff apply trauma-informed principles effectively in library services to create supportive and inclusive environments for all patrons; develop practical skills and knowledge to respond to and support patrons experiencing crises; strengthen confidence and competence in engaging with at-risk populations through empathetic, informed, and responsive approaches; cultivate leadership and supervisory skills to effectively mentor and guide student interns or develop other helpful interdisciplinary collaborations; and implement self-care strategies and practices that promote personal well-being, resilience, and professional longevity.

Each training module (five in total) will be 45-60 minutes and will be made available for library staff during Phase 2. Using content developed by Dr. Wahler and SIS and CoSW faculty, CoSW instructional designers will develop interactive assets. Designing interactive assets requires blending engaging media with dynamic content to create an immersive learning experience. Incorporating knowledge checks throughout helps reinforce key concepts and ensures learners are actively processing information. By leveraging innovative technologies, such as augmented reality or gamified elements, CoSW instructional designers can further enhance interaction, making the learning experience more impactful and memorable.

Program Recruitment- Recruiting the first group of twelve student Fellows for the Social Work-Informed Library Services Certificate will include efforts by both SIS and CoSW. By hosting webinars and live online events, prospective students can engage directly with program faculty (and eventually program students), gain insights into the curriculum, learning outcomes, and potential career benefits. SIS and

CoSW will leverage their social media platforms to create accessible and wide-reaching information to promote the program and to create interactive content like Q&A sessions or virtual tours of program features. Finally, SIS and CoSW will use targeted digital advertising and email campaigns to reach students who are both interested in social work or related approaches and passionate about library practice. This multi-platform approach allows for greater outreach, engagement, and a streamlined recruitment process. These digital strategies will also include direct outreach to specific communities, educational institutions, and professional library associations to recruit students. Students recruited and admitted into the certificate program will take coursework starting in the spring of 2026. Students will receive tuition, associated fees, and a financial stipend for practicum placement to help remove barriers to enrollment and certificate completion.

Administrative and Logistical Considerations- Faculty in the MSLS and MSW programs have already approved this certificate through votes from respective curriculum committees and faculty meetings. It has the full support of the administration of the two colleges. Formal university approval of the certificate will begin in Spring 2025 to ensure approval by the anticipated Fall 2026 start. This certificate can be completed both as part of a degree program or as a standalone certificate. It will be embedded in an MSLS or MSW degree program, so students in both master's programs will be eligible to pursue it. This will be a new certificate option for students in both MSLS and MSW.

During Phase One, the project team will also obtain IRB approval to conduct the evaluation components of this project, including a focus group interview of students and practicum supervisors about their internship experience.

Phase 2: Implementation and Student Placement (August 2026-July 2027)

The second phase will focus on implementation of both the Certificate program and the online professional development training modules, along with simultaneous evaluation.

1. Graduate Certificate in Social Work-Informed Library Services- Fellows will take and complete the full Certificate program. Enrolled Fellows can work directly with six selected public libraries for their practicum placements. Before taking a practicum, Fellows will receive an orientation for the practicum placement to become acquainted with the library, library staff, and procedures, with special attention to those involving safety protocols. During the certificate program delivery, we will systematically evaluate the curricula. The team will collect assessment data on student practicum activities from required learning plans created in all practicum placements, as well as by interviewing practicum supervisors and Fellows. Evaluation data will inform us about the implementation's success and guide any needed modifications to the curricula.
2. Online Continuing Education Modules for Current Library Staff - Library staff at the partnering public libraries will complete the online training modules. In this phase, we aim to have a minimum of 20 public-facing staff from each partnering library complete the modules, although we encourage more staff to complete the modules as possible. We will collaborate with the partnering libraries' administrations to allow these staff to complete training modules during their paid time at work. After completing a series of online training sessions, individuals will receive a digital badge to verify their completion of training and recognize their achievements visible to their organization. Each training module will have a pre-test and post-test questionnaire for

assessment. We will also survey all participants six months after module completion as a follow-up study to assess how helpful the training was for their practice.

Phase 3: Iteration and Dissemination (August 2027-July 2028)

In this phase, we will conduct a thorough analysis and review of the curriculum and online modules based on insights and feedback gathered during Phase Two's evaluation, iterating as needed. We will develop a curricular guide and accompanying resource packet guided by evaluation feedback to ensure it is relevant, current, and impactful for the fields. The library staff training modules will be released as an open-source curriculum to be disseminated nationally for accessible professional development for public library workers across the country.

Then, we will present the project results at professional conferences like the Association for Library and Information Science Education (ALISE), American Library Association (ALA), Public Library Association Conference in 2028, National Association of Social Workers Conference, Council on Social Work Education Annual Program Meeting, Kentucky Association of Social Work Educators Conference, Kentucky Library Association Conference, social media, and the project website. The team will host webinars to introduce the certificate curriculum and online training to ALA-accredited LIS graduate programs and SW disciplines. The project results and publications will be posted on a project website and listservs for national communities of practice, including the Whole Person Librarianship email list (a hub for library/social work collaborations).

The final phase will also include a virtual international symposium dedicated to the theme of Social Work-Informed Library Practice. This event will bring international experts, practitioners, and researchers in social work-informed library services and share project learning, a resource packet, and curricular guides. Attendees will engage in workshops, panel discussions, and networking opportunities that foster collaboration and collective learning. After the symposium, the team will distribute an online survey to the attendees to obtain feedback on their experience with the symposium, lessons learned, and specific strategies individuals have for implementing what they learned in their practice with patrons and communities.

We will also provide career services for students seeking jobs at public libraries. This could include job search support, resume and cover letter writing workshops, networking opportunities, connections with professional associations, and interview preparation.

During all project phases, the team will disseminate work-in-progress of the curriculum development and training evaluation through both academic and professional venues in LIS and SW. At the project's conclusion, we plan to publish the work in peer-reviewed journals and disseminate information about the continuing education program through social media and posts on listservs available to social workers and library staff.

Project Personnel

The project team, including Drs. Youngok Choi (Director of SIS), Matt Moore (Associate Dean of Academic and Student Affairs in the CoSW), Brian Real (Assistant Professor) and Beth Wahler (consultant) will collaborate to carry out the work plan.

- Youngok Choi, Principal Investigator, will oversee the project during the grant period, including recruitment, relationship building with the practicum hosts and an advisory board, leading project assessment, developing the curricula guide and resources for professional development course(s), hosting a symposium, and reporting the project process and outcomes to the IMLS.
- Matt Moore, Co-Principal Investigator, will be responsible for supervising online module development and practicum arrangement, coordinating student recruitment and advising, developing a curricular guide and resources, conducting project assessment, hosting a symposium, and hosting advisory board meetings.
- Brian Real, Co-Investigator, will advise students, participate in the project assessment, including the curricula evaluation, contribute to building relationships with stakeholders based on his professional experience working in rural public libraries, and host a symposium.
- Beth Wahler, Library Social Work Consultant, will work as a subject matter expert in partnership with CoSW instructional designers to create new academic courses on social work-informed library services. Dr. Wahler is an international expert on social work-informed library practices and has experience developing both formal academic curricula for social work students and training curricula, toolkits, and handbooks for the professional development of library staff. She will use her expertise and collaborate with vested partners from partnering public libraries to adapt her existing library-focused professional development curricula to fit the Kentucky cultural context and account for competencies and skill gaps expressed by partnering information professionals.

Stakeholder Involvement

At the beginning of the project (Phase 1), we will form an advisory board consisting of representatives from multiple public libraries, including library social workers and LIS staff who are using trauma-informed or other SW-informed library practices. The board will meet twice a year. Dr. Wahler will join the advisory board. In addition, we will determine three to four more members to serve on the advisory board. We will determine the additional members to be recruited after this application is submitted and before August 1st of 2025. The advisory board will offer insights and guidance in shaping the curriculum to inform not only Kentucky-based library workers but also ensure applicability for a national library audience. This includes shaping the direction of the certificate program by offering expertise on best practices, current trends, and emerging needs in both the library and social work fields. The advisory board will also advocate for the value of these efforts on library patrons and communities. This advocacy is critical to building relationships with new library partners and supporting the goal of securing additional funding sources.

Project Evaluation

The project team will use a combination of quantitative and qualitative methods to assess the project's effectiveness and overall impact. For the effectiveness of online training modules, we will gather data from pre-and post-test evaluations to assess changes in knowledge, skills, and attitudes in social work-informed library service practice. Library staff will complete a pre-test that collects demographic information, which includes a social work knowledge test and an attitude scale measuring their attitudes toward working with patrons in crisis. Participants will complete the post-test directly after completing the training. The post-test consists of the same knowledge test and attitudes scale as the pre-test and includes a survey evaluating satisfaction with the training. About six months after the post-test, participants will complete a survey that consists of the same knowledge test and attitudes scale used

previously and also includes questions regarding the extent of the staff's use of the knowledge and skills in their library practice and their specific use of strategies and approaches to assisting patrons. Participants will be asked to rate the effectiveness of using their knowledge and skills with their patrons.

Learning outcomes of Fellows in the certificate program will be collected from course learning outcomes assessment embedded in course assignments, practicum supervisor evaluation, an exit survey and interview of fellows, graduation rates, and employment status. We will also survey Fellows six months after completion as a follow-up study to assess how helpful the certificate was for their practice. For the virtual international symposium, an online survey will gather attendees' feedback on the symposium.

By analyzing this data, we can gain insights into how helpful the training, the curriculum, and the symposium are for participants. This thorough understanding will allow us to make informed decisions about enhancing the certificate curriculum and online training for library social work practice. Data will be gathered via a survey designed with *Qualtrics*. Qualitative data from interviews and surveys will be analyzed using *Dedoose* qualitative analysis software, available through the University of Kentucky.

Project Results

Key project results include developing and piloting the Certificate curriculum for graduate students in LIS and SW, developing and piloting the online modules for current library staff, and facilitating the international symposium on social work-informed library services. Based on evaluation results, a curricular guide and resource packet will be disseminated to other educational programs interested in developing similar certificate programs. The continuing education online modules will be made available open-access to library staff across the country. These project components are expected to increase library staff skills, both in Kentucky and nationally, at responding to patrons in crisis and supporting patrons with social service-related needs while also ultimately reducing library worker stress with this work. The curricular guide will also increase graduate programs' ability to provide effective curricula for preparing future library workers.

Globally, the international symposium is an excellent venue for bringing other experts and SWILS practitioners from different regions and cultures together to facilitate sharing information about this project and other SWILS-related work. Since specific challenges or innovations in social work services are occurring in different regions around the world, this symposium will be a powerful platform for global exchange, knowledge sharing, and the development of long-term professional and academic collaborations.

Project Deliverables

To ensure that the project deliverables are practical, adaptable, generalizable, and usable across various institutions and communities, we will collaborate closely with an advisory board, library professionals, and social workers from partner libraries. This collaboration will allow us to gather ongoing feedback on the training and certificate curriculum. We will incorporate this input to enhance the content and structure of the modules, ensuring that the training resonates with the target audience and is easily customizable. As a result, library staff will be able to adapt the materials to suit specific community contexts and situations.

To further promote accessibility and inclusiveness, all online training modules and curriculum-related materials will be made available under open-access licenses. These resources will be freely accessible to anyone without financial or legal barriers. We will provide the learning modules in multiple formats, including PDF, Word documents, PowerPoint slides, and recorded sessions, which will be hosted on the project team's dedicated website. The interactive assets will also have downloadable workbooks, knowledge checks, discussion prompts, multimedia content, and supplemental reading lists.

In addition to making the resources readily available online, we will strategically disseminate our findings and materials through mailing lists and networks of professional organizations within the LIS fields, as well as those in the SW disciplines. Digital dissemination will allow SIS and CoSW to promote efforts through social media campaigns, targeted online ads, and content marketing. This targeted dissemination strategy will help ensure that our work reaches the appropriate audience who can benefit from it.

Furthermore, we will leverage the international symposium as a prominent platform to showcase our project deliverables. This event will not only allow us to present our findings to a broader audience, but it will also foster networking and collaboration among professionals from different communities, enhancing the overall impact of our initiative. Through these multifaceted strategies, we are committed to creating deliverables that are truly responsive to the needs of diverse communities.

Project Sustainability

We plan to sustain both the certificate program and the continuing education modules after grant funding ends. The certificate program will be seamlessly integrated into the current curricula of the master's degree programs in LIS and SW and offered on an ongoing basis. After the conclusion of the pilot, we will actively pursue the establishment of additional strategic partnerships with public libraries across Kentucky and extend our reach to libraries in other states as well. These partnerships will not only enhance the educational experience but also facilitate ongoing networking opportunities for students.

We recognize the importance of continuous improvement and relevance in our training modules and curriculum resources and will also continue to evaluate and refine them as needed. We will implement a systematic approach to monitor the utilization of the online training modules over time, gathering data and feedback from users. This ongoing assessment will allow us to conduct regular content reviews and enhancements, ensuring that our offerings adapt thoughtfully to emerging trends, evolving needs, and the challenges faced within the fields of LIS and SW.

To support the sustainability of this program, the project team plans to seek out ongoing funding. This funding will not only underwrite future student fellowships, making the program more accessible but will also bolster our efforts to promote the certificate program and its benefits widely. Furthermore, following the successful hosting of an initial symposium, we plan to engage with other academic institutions and organizations that might be interested in organizing this event annually. By doing so, we hope to create a knowledge hub that facilitates the advancement of social work-informed library practices across various settings, thereby fostering a community of practice that extends beyond the confines of our institution.

Schedule of Completion: Year 1 (08/01/2025-07/31/2026)

[illegible]

Schedule of Completion: Year 2 (08/01/2026-07/31/2027)

[illegible]

Schedule of Completion: Year 3 (08/01/2027-07/31/2028)

[illegible]