



# LAURA BUSH 21<sup>st</sup> CENTURY LIBRARIAN PROGRAM

Sample Application RE-258987-OLS-25  
Project Category: National Implementation

University of South Carolina (School of Information Science)

Amount awarded by IMLS:      \$192,844

The University of South Carolina will enhance artificial intelligence literacy education within the context of school libraries. This national initiative will produce an open-access curriculum and ready-to-implement teaching materials, empowering secondary school librarians to integrate AIL effectively and sustainably into their curriculum. By equipping secondary school librarians with resources to incorporate artificial intelligence literacy into their library programs, the project aims to develop students' abilities to understand, critically evaluate, and interact with artificial intelligence (AI) technologies—an essential skill set in our increasingly AI-driven future.

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.

## Empowering Tomorrow's Minds: Igniting AI Literacy in School Libraries

**Introduction:** The School of Information Science at the University of South Carolina (USC) seeks \$192,843 in IMLS funding for a three-year project to enhance artificial intelligence literacy (AIL) education within the context of school libraries. This national initiative will produce an open-access curriculum and ready-to-implement teaching materials, empowering secondary school librarians to integrate AIL effectively and sustainably into their curriculum. By equipping secondary school librarians with resources to incorporate AIL into their library programs, the project aims to develop students' abilities to understand, critically evaluate, and interact with artificial intelligence (AI) technologies—an essential skill set in our increasingly AI-driven future.

**Project Justification:** Artificial intelligence (AI) “is a collection of technologies that combine data, algorithms, and computing power” (European Commission, 2020, 2). As AI rapidly transforms our world, there is an urgent need for education systems to equip the next generation with essential AI literacy (U.S. Department of Education, 2023). AI offers new opportunities to improve learning experiences and train students for future careers. It enhances teaching strategies and students' engagement and improves computational thinking. Some recent studies discussed personalized learning, AI-powered tutoring systems, and automatic evaluation tools as benefits of AI in schools (Zafari et al., 2022). Flipped classrooms with AI can increase student engagement and learning practices (López-Villanueva et al., 2024). Moreover, offering customized learning support and real-time feedback using AI-powered applications can support varied learning needs (Murniati, Hastuti, & Sanjaya, 2024). As a result, AI literacy has become a global priority in the K12 curriculum (UNESCO, 2022). The U.S. Department of Education highlights the significance of the integration of AI literacy in schools for teachers and students (U.S. Department of Education, 2023). AI literacy encompasses three key components: understanding AI concepts and their practical applications, realizing how AI technologies enable effective interaction, and critically assessing AI's impact on human life (Long & Magerko, 2020). All of this highlights the first of three issues which we believe justify this project: the need for effective AI literacy in the educational arena, namely for librarians to be equipped with not just a resource to assist them in the moment in this regard, but which will guide them in how to remain responsive to further iterations of AI, so as to ensure they can continually teach their students the importance of AIL.

AI literacy sits at the intersection of information, digital, and media literacies and technology. School librarians have long played a fundamental role in promoting these literacies (American Association of School Librarians, 2018; 1998) and embracing leadership roles in technology integration (Branch-Mueller & deGroot, 2017), so school libraries serving as essential AIL hubs is the next natural step. This highlights the second issue which we believe justifies this project, the lack of an AIL curriculum specifically for secondary school librarians. At present, despite there being pre-packaged AI curricula readily available online ([ISTE](#), [CodeHS](#), [Common Sense Education](#)) or in development ([POEM](#)) (the former focus on general technology education, and the latter is offering a repository of content crowdsourced by a large network of library and information (LIS) contributors), there is a notable lack of resources specifically tailored to secondary school librarians. This is significant as students at this level have the cognitive ability to learn AI concepts better than students in elementary school (Zhou et al., 2020), and the AI literacy framework for the younger students is underdeveloped (Yue Yim, 2024). Moreover, students in secondary education are in the phase of career exploration, and this project prepares them for the future job market (Sanusi et al., 2022) and also helps them learn both ethical and technical competencies for college

and professional settings (Yue et al., 2024). School librarians are essential in their gradual preparation for such a transition, which traditionally has been alerting them to the need to be information literate, which in today's world has a new iteration, being AI literate.

The need for students to be artificial intelligence literate introduces a third issue which we believe further justifies this project, that, due to this being an emerging area of focus, there is a lack of specific information available to school librarians about AIL. Professional school library literature stresses the need for school librarians to integrate AI curriculum into their library programs (Foote, 2024; Hutchinson, 2024; Seales, 2024; Bauld, 2023), but the literature is currently limited and typically focuses on how to use AI and not on AI literacy. With this in mind, the project's AIL curriculum will focus on equipping school librarians with the ability to explore and identify students' behavior concerning their interaction with AI, so as to in turn allow them to meaningfully and effectively teach their students the importance of AIL, and (leading on from the first issue mentioned above) continue doing so in the future. Such a specific focus, namely the behavior of secondary students and how it can impact on their AIL, and how this can be harnessed for effective AIL, leads into the final justification of the project here, its aim to add to small but growing research on AI in library settings, although much of that research has focused on academic and medical libraries (Huang et al., 2023; Huddleston & Cuddy, 2025). A comprehensive literature review revealed a significant gap, with only a limited number of studies addressing AI in school library contexts (Oddone, Garrison, & Gagen-Spriggs, 2023). The secondary objective of this project, beyond creating said curriculum, is to contribute to the academic discourse by expanding research on the integration of AI in school libraries, bridging this gap, and enriching the scholarly literature in the field.

This proposed project will (1) produce a robust, open-access and adaptable AIL curriculum for secondary school librarians and (2) add to the extremely limited body of research on AIL and school libraries, and thus aligns with LB Program Goal 2, Objective 2.1, Develop or enhance professional development and training programs to enable the library and archival workforce to meet the needs of their communities.

**Project Work Plan:** The project aims to develop a robust AI literacy curriculum and educational materials for secondary school librarians. We will design the curriculum around fundamental AI literacy principles rather than focusing on specific tools and applications to enhance the project's sustainability. This ensures long-term relevance despite the rapid evolution of AI technologies. Additionally, we will develop modular instructional materials, allowing for continuous updates as new advancements and best practices emerge. Adopting an open-access format will enable educators, researchers, and future initiatives to build upon and adapt the curriculum, fostering continuous improvement and long-term impact.

**Project overview:** The project team will work with practicing school librarians and school district librarian leads representing a wide range of perspectives and experiences to conduct surveys and focus group interviews identifying the current needs, knowledge, and challenges related to AI literacy in secondary school libraries, and the resulting curriculum will be assessed by school librarians via online workshops. Such an approach will be crucial to ensuring the success of the project in meeting the three issues mentioned above. First, interacting with librarians directly to learn of their experiences with AI/AIL will allow for the project team to become aware of the specific issues facing librarians in making students aware of AIL. Second, this will allow the project

team to create a meaningful and effective curriculum for librarians, based on what they have outlined as specific issues and concerns. The later assessment is also crucial in that it will not only allow the librarians to verify if the curriculum will meet their needs but also, as highlighted above due to the nature of AI, will presumably allow them to retrospectively address new and further concerns brought about by further development in AI since our first interaction with them. While this could appear problematic, leading on from the aims and justification above, such new information will be useful as it will allow us to, in turn, incorporate into the curriculum resources that will anticipate new iterations of AI, so as to allow librarians to use the curriculum constantly rather than in a one-off manner, by learning how to respond to changes in AI and constantly teach new and different students how to be AIL.

Building on this research, we will create a curriculum that equips school librarians to effectively understand, implement, and teach AI literacy to secondary school students. This curriculum will address participant-identified key topics. Possible topics include but are not limited to the fundamentals of AI, machine learning basics, natural language processing, neural networks and deep learning, computer vision, ethical considerations, practical applications in education, critical evaluation of AI technologies, and the future of AI, with an overriding focus on illustrating and equipping librarians with the tools to effectively teach their secondary school students to be AI literate.

The materials will be incorporated into an interactive online learning platform and pilot-tested with practicing school librarians via multiple online workshops. Feedback from workshop participants, project team and consultant observations, and the advisory board will guide iterative enhancements to the curriculum and online tools. The project will ultimately lead to the widespread dissemination of a free, comprehensive AI literacy curriculum, empowering school librarians to cultivate AI literacy and prepare students for a future shaped by AI. Recruitment of school librarian participants will occur using professional listservs and PI contacts at state library associations/SLC preparation programs. To ensure national representation, we will refer to both the U.S. Census Bureau's [Exploring Age Groups in the 2020 Census](#) tool (2023) in conjunction with the [National Center for Education Characteristics of Elementary and Secondary Schools](#) (NCES, 2024a) when recruiting.

### ***Project team***

#### ***Key Project Staff:***

Dr. Ehsan Mohammadi (Co-PI): Associate Professor at the University of South Carolina with 11 years of research and teaching experience in AI, big data, and computational methods. He has designed new courses and workshops to improve information professionals' computational knowledge and skills. He led various research projects using quantitative and qualitative methods in big data, AI, and social media analytics. The outcome of his research has been published in prestigious peer-reviewed journals and conferences in information science, such as the *Journal of the Association for Information Science and Technology* and *Information Processing and Management*, among others. In this project, with this expertise in AI and teaching technology to information professionals, he will lead the core issues related to AI, ensuring all relevant issues are included and communicated in an appropriate way so they will be understandable for librarians using the curricula and educational materials. This will be essential in addressing the first of the two issues mentioned in our justification, bringing about effective AI literacy in the educational space and creating an AIL curriculum specifically for secondary school librarians. He will also work with

the team to publish the results of the project in peer-reviewed journals and conferences as well as professional publications, and he will work with the consultants to publish the curriculum in open-access platforms for easy use and integration.

Dr. Jennifer Moore (Co-PI) Associate Professor at the University of South Carolina, 13 years of experience as a school librarian certification educator and curriculum developer in higher education and 4 years of experience as a school librarian. She has developed and/or revised multiple school librarian certification courses online, and she has an extensive research record, primarily studying evidence-based practice in school libraries and curriculum development for both computational thinking and evidence-based practice. With such experience, she will provide overall direction and oversight of the research, collaboratively develop the survey, collaboratively conduct workshops, analyze data, refine the curriculum, distribute the curriculum, disseminate findings, and promote the online curriculum through professional and scholarly venues. This will be crucial in the project team addressing the second and third issues mentioned in the justification, namely creating an AIL curriculum (rather than simply highlighting AIL), and in turn equipping librarians to deal with the latest iteration of students' behavior surrounding information literacy, specifically AI.

Two graduate assistants enrolled at USC during the project will be hired, one during Year 1 and one during Year 2. Drs. Mohammadi and Moore will mentor them through the process, including meeting with them regularly, teaching them how to develop or refine their research, writing, and presentation skills. Graduate Assistants can contribute by conducting literature reviews, assisting in curriculum development, collecting and analyzing data, coordinating project activities, and supporting dissemination efforts through publications and workshops. Their contributions will ensure the development of high-quality educational resources, stakeholder engagement, and the long-term impact of AI literacy initiatives in school libraries. In Year 1, duties will include assisting with the comprehensive literature review, verifying the accuracy of transcripts from Workshop 1 recordings, and assisting with data analysis from both the survey and the workshops. Year 2 duties include assisting with the organization of Workshop 2, co-facilitating Workshop 2, and assisting with curriculum distribution. The graduate assistants will have the opportunity to collaborate on manuscripts and presentations that will result from grant activities. This project is designed to equip these graduate assistants with the essential skills and knowledge needed to become the next generation of library and information science scholars, educators, and practitioners. Through their hands-on engagement in research, curriculum design, and community outreach, they will develop expertise in AI applications for education and information literacy, preparing them for leadership roles in academia, libraries, and technology-driven learning environments.

### *Consultants*

Two consultants will assist with the project in Year 2. Each consultant will receive a one-time stipend of \$1,500.

- Dr. Souvick Ghosh is an Assistant Professor at the School of Information at San José State University. He brings expertise in AI-driven information systems, provides guidance on AI integration in libraries and information science education, advises on best practices for human-centered AI in library settings, and assists with developing assessment frameworks for AI literacy initiatives. Dr. Ghosh will assist the team in meeting the first and second issues mentioned in the justification, namely creating a specific AIL curriculum for

secondary school librarians, which will also equip these librarians with the ability to continue teaching their students the importance of AIL in the future.

- Dr. Alamir Novin, is an Assistant Professor in the School of Information Science at the University of South Carolina. He specializes in cognitive science, information behavior, and user experience research. His responsibilities in the grant project will include advising on cognitive and behavioral aspects of AI literacy, assisting in the design of instructional strategies tailored to different learner groups, and supporting the development of evidence-based methods for AI education in school libraries. Dr. Novin will assist the team in responding to the third issue mentioned in the justification in particular, namely students' behavior when interacting with the latest iteration of information literacy, artificial intelligence literacy.

#### *Web Developer*

Dedicated space on the USC College of Information and Communications Sponsored Awards and Grants website will be used to provide information about the project as it progresses and to promote the curriculum and dissemination venues. USC CIC hires a web developer consultant to develop and maintain each grant project's web space.

#### *Advisory Board:*

A 4-member strategic advisory board comprised of leaders and experts in their fields will guide the project. The advisory board members were identified by their peers for being leaders in the AI space in school librarianship. During this three-year project, the Co-PIs will meet with the Advisory Board twice a year, for a total of six meetings. Additional responsibilities of advisory board members include

- Attend 6 1-hour online meetings (2 per academic year)
- Review and revise the survey draft;
- Review Curriculum Development Workshop 1 protocol and questions;
- Evaluate the prototype;
- Provide feedback on the prototype;
- Review Workshop 2 participant feedback and provide insights;
- Provide feedback on the project; and
- Promote the curriculum.

Advisory board members who have agreed to participate include:

- Jean Darnell (Director of Library Sciences for the School District of Philadelphia), whose current work focuses on AI ethics;
- Dr. Enilda Romero-Hall (Associate Professor; Coordinator, Learning Design and Technology, University of Tennessee Knoxville) with experience in instructional design and scholarly research;
- Elissa Malespina (High School Librarian, Union High School) with experience serving as a district supervisor of educational technology and who writes about the intersection of school libraries, education, and AI;
- Verity Olliff (High School Librarian and Instructional Technology Coach, Rio Mesa High School) with experience evaluating AI literacy curriculum.

Each advisory board member will receive \$500 per year for three years, for a total of \$6000.

***Year 1, Needs assessment and designing the curriculum*** (August 2025-July 2026):

*Phase 1: Needs assessment* will focus on a national needs assessment, mapping the needs of school librarians and students as well as assessing existing and emerging knowledge and skills related to AI. A needs assessment "is a systematic set of procedures that are used to determine needs, examine their nature and causes, and set priorities for future action...[and] are conducted to help program planners identify and select the right job before doing the job right" (United States Department of Education, 2001, p. 2). The needs assessment will be used in particular to address the second and third issues cited in the justification, namely identifying how students' information literacy skills are, if at all, impacted by AI, and, in turn, how to plan and create a resulting AIL curriculum to address this.

The needs assessment will involve the co-PIs and Year 1 graduate assistant reviewing existing literature, policy documents, and news media outlets to identify inclusive aspects of AI literacy. In an iterative process, they will refine the key themes that need to be included in the questionnaire. A survey instrument will be developed and refined through (1) advisory board feedback (Meeting 1/6) and (2) at least one pilot test with a convenience sample of 10 secondary school librarians whom the research team personally knows. We plan to use Qualtrics for the survey design and distribution. The aim is to use existing experience, knowledge, and analysis of the aforementioned literature, policy documents, and new media outlets to create a survey that will allow the project team to best learn from school librarians how to address the second and third issues mentioned in the justification, how to create an AIL curriculum that will allow school librarians to identify, understand, and teach students about the importance of being AI literate. After survey revision, secondary school librarians nationwide will be invited to complete this survey to identify their own and their student learners' needs, skills, and abilities within the context of AIL.

Distributing the survey nationwide will "provide a more rigorous and scientifically valid design for the needs assessment" (Royse, Stanton-Tindall, Badger, and Webster, 2009, p. 61). To best ensure that the project team can create an AIL curriculum that can be used repeatedly into the future, it is essential to gain as wide a variety of experiences and perspectives as possible, which in turn will allow the curriculum to be usable by any secondary school librarian in the United States. The survey will thus be distributed via multiple means to ensure maximum reach: ALA Connect, an online platform for ALA members to engage in discussion and share information; by emailing the president of each AASL Chapter Assembly, inviting them to share through their networks, and by emailing other school librarian certification educators to share with their students and alumni who may not be members of professional associations. To encourage participation, any survey respondent who is willing to provide contact information will be entered into a drawing to possibly win 1 of 8 \$25 e-gift cards. Scholarly research has repeatedly concluded that incentives offered for completing a web survey increase the participation rates (Goritz, 2006; Zhang, Lonn, & Teasley, 2016). To prevent bots from completing the survey, we will use Captcha verification function in Qualtrics.

Recruitment for Workshop 1 will also occur during Phase 1. Utilizing the same channels when distributing the survey (ALA Connect, AASL Chapters, and school librarian certification educators) plus dedicated web space for the project on the USC College of Information and Communications Sponsored Awards and Grants website (where extensive project information will be housed), we will seek participants who bring with them a wide range of ethnic, geographic, cultural, and socioeconomic perspectives. Potential participants will complete an online interest form where they

provide their name, email address, location, school demographics, experience with AI, and reason(s) for wanting to participate in the Workshop. To ensure national representation, we will refer to the U.S. Census Bureau's Exploring Age Groups in the 2020 Census tool (2023) in conjunction with the National Center for Education Characteristics of Elementary and Secondary Schools (NCES, 2024a) when selecting workshop participants. There will be four groups (one group per session) of six secondary school librarians (24 secondary school librarians total) participating in the two workshops.

The research team will also apply for institutional review board (IRB) approval from the University of South Carolina. Phase 1 will occur August 2025 – January 2026.

*Phase 2: Curriculum Participatory Workshop 1* begins the first of two participatory design workshops. Participatory design “typically focuses on involving stakeholders and users in all stages of the design process through a variety of techniques. It has been suggested that involving users from the beginning of the project lifecycle can be helpful to understand users’ needs and interests, improve the tool quality by meeting user requirements, promote the acceptability of the system, and gather feedback about the product” (Ouherrou, et. al, 2024). It is comprised of four stages:

- *Initial exploration*, whereby users and use are identified;
- *Discovery process*, whereby idea generation occurs with the intent of understanding users and uses;
- *Prototyping*, whereby a draft version of the final product is produced iteratively and collaboratively with the user and researchers; and
- *Evaluation*, whereby the users provide feedback of the technology (Spinuzzi, 2005).

Prior to Workshop 1, survey results will be analyzed to develop guiding questions for the workshop participants as they collaboratively develop the curriculum prototype with the Co-PIs. Advisory board members will review the protocol and questions, offering feedback during an online meeting utilizing Zoom (Meeting 2/6). Workshop 1 will be comprised of 5 online sessions: an introductory session with all workshop attendees that will serve two purposes: To introduce the project’s goals and to introduce the research team and participants. That online session is expected to be one hour in duration. The remaining four online sessions will involve four groups (one group per session) of six secondary school librarians (24 secondary school librarians total) representing as many U.S. Census regions and divisions as possible to ensure a range of experiences and perspectives of librarians and the students they serve. Workshop 1 participants will identify key issues the curriculum should address and identify effective practices for integrating the AIL curriculum into the school library program. Each session is expected to be one-to-two hours in duration. All sessions will occur online using Zoom. As with the survey, recruitment will occur nationally, via ALA Connect, AASL Chapter Assemblies, and school librarian certification educators during Phase 1. At the conclusion of Workshop 1, participants will receive a \$50 e-gift card stipend.

After all of Workshop 1 sessions have been conducted, the graduate assistant will compare the automatically generated Zoom transcripts of the interviews with the interview videos, revising for accuracy when needed. Then the research team will analyze the data. Outcomes from Workshop 1 will be used to (1) identify themes and (2) develop the curriculum. Phase 2 will occur February 2026 – July, 2026.

***Year 2, Curriculum development, piloting, and evaluation*** (August 2026-July 2027):

*Phase 3: Curriculum Development* will occur. The research team, with guidance from the two consultants, both of whom work at the intersection of LIS and AI education, will develop a prototype of the AI literacy curriculum, using findings from Workshop 1 and employing best practices in curriculum development and instructional design. As detailed above, their expertise will allow the team to use the insights from focus group participants to create a specific AIL curriculum for secondary school librarians. We expect the curriculum will include lessons and activities focusing on various aspects of AI literacy relevant to secondary school students. The research team will also create brief training videos, instructing school librarians about how to use the curriculum.

The third advisory board meeting (3/6) will occur during the early stages of curriculum development. The research team and advisory board will meet to discuss the prototype and the evaluation process. In the weeks following that meeting, the advisory board will evaluate the prototype and record feedback on the extent to which the curriculum meets the needs of school librarians and their secondary students, and any perceived improvements needed. In the fourth advisory board meeting (4/6), they will provide feedback on its content and design. Additional revisions will occur prior to Workshop 2, where the curriculum will be tested with secondary school librarians. The specific aforementioned expertise of the board members will be crucial in ensuring such evaluation helps the team in meeting the three issues the project aims to address. The advisory board's combined expertise will, at this point, allow the team to ensure that the curriculum is ethical, effective in instructional design, and appropriately intersects school libraries, education, and AI, and does all of this with a specific focus on the identified needs of the focus group participants. Phase 2 will occur August 2026 – December 2026.

*Phase 4: Workshop 2* will focus on piloting the curriculum utilizing multiple online workshops, whereby the same participants from Workshop 1 will pilot the curriculum. Each of the four groups will meet online using Zoom. The research team will lead the workshops, and the graduate assistant will serve as a facilitator, taking notes about participants' reactions to the curriculum. The consultants will assist with workshop development, implementation, and evaluation.

In these sessions, the research team will explain the events that will occur. First, the secondary school librarian participants will view the training video(s), taking notes on the clarity of instruction and any additional improvements they perceive are needed. Next, the research team will teach the curriculum, and then the workshop participants will work through the curriculum. Depending on the duration and complexity of the curriculum, each group may work through the entire curriculum, or each group may be assigned a different component of the curriculum. Regardless, the entire curriculum will be pilot tested with workshop participants. By the end of each workshop, participants will have created at least one work product to demonstrate objective mastery resulting from curriculum completion. The final 30 minutes of the three-to-four-hour workshop will be spent collecting initial verbal feedback from the participants, noting what worked well and where improvements are needed. At the conclusion of Workshop 2, participants will receive a \$250 stipend. Phase 4 will occur January 2027 – July 2027.

***Year 3, Full-scale implementation*** (August 2027-July 2028):

*Phase 5: Data analysis, curriculum revisions, and publication* will occur. Drawing on insights, feedback, and assessments collected from the participating groups, as well as feedback from the consultants and advisory board (meeting 5/6), we will iteratively enhance and fine-tune the curriculum to prepare it for broader distribution. To review the effectiveness of the curriculum, we

will analyze the graduate assistant's notes and the research team's observations of participants as they interact with the curriculum using content analysis. The work products will be assessed from the perspective of a school librarian assessing student work after the completion of a lesson. After the curriculum has been finalized, it and its related resources will then be translated into Spanish using [DeepL Translator](#). A bilingual speaker with professional experience translating documents will then compare the English and Spanish versions to confirm accuracy, revising when necessary. Offering resources in both English and Spanish will ensure equitable access for the growing Spanish-speaking populations in the U.S. (National Center for Education Statistics, 2024b). Phase 5 will occur August 2027 – December 2027.

*Phase 6: Implementation and communication* will occur. All resources will be published in an open-access online format that is user-friendly, such as [Course-in-a-Box](#) (an easily accessible, free tool for online course publication), and ready for school librarians to implement nationwide. Dedicated space on the [USC College of Information and Communications Sponsored Awards and Grants website](#) will be used to provide information about the project as it progresses and to promote the curriculum and dissemination venues. For an example of how this space will be utilized, please visit the space dedicated to the [IMLS-funded Public Library Routines Project](#) (RE-254858-OLS-23) and the space dedicated to the [IMLS-funded Equitable Access for Blind, Visually Impaired, and Print-Disabled Students: A Study Among Southeastern Conference Institutions](#) (RE-254879-OLS-23). A total of \$4000 has been allotted to finance the development and maintenance of this dedicated webspace. To ensure maximum reach, a PDF version of the entire curriculum and related resources will be available for free downloads on the USC CIC Sponsored Awards and Grants space and via the official curriculum site (such as Course-in-a-Box).

The curriculum will be promoted, and findings will be shared via professional listservs, webinars, and various professional and scholarly LIS conferences and journals. Listservs include the previously mentioned [ALA Connect](#), [LM NET](#), and the [Jesse Listserv](#), which is the leading international listserv for communication among library and information science educators. We anticipate hosting at least two webinars, one through the USC iSchool and one through the [International Association of School Librarians](#) (IASL). An IASL webinar will allow the research team to promote the curriculum to an international audience comprised of both school library practitioners and school library researchers/educators. Budgeted conferences to promote the curriculum include the 2027 American Association of School Librarians (AASL) Conference, the 2027 IASL Conference, and the 2028 International Society for Technology in Education (ISTE) Conference. Budgeted conferences to promote both research findings and the curriculum among LIS educators include the 2027 Association for Library and Information Science Education (ALISE) Conference and the 2027 iConference. Other potential communication venues include various state library association conferences, the Young Adult Library Services Association (YALSA), and the Texas Computer Education Association (TCEA). Possible professional publication venues include the [Knowledge Quest](#) blog and various state library association journals, while possible scholarly publication venues include [School Libraries Worldwide](#) (SLW), [School Library Research](#) (SLR), and the [Journal of Education for Library and Information Science Education](#) (JELIS).

The final advisory board meeting (6/6) will occur during this phase, whereby we conclude the project, collecting advisory board members' final thoughts and informing them of future plans stemming from the project. The research team will also request the advisory board members promote the curriculum through their networks. Phase 6 will occur January 2028 – July 2028.

**Project Results:** This project will result in a free, open-access curriculum improving AIL among secondary school students in the U.S., thereby empowering school librarians to integrate AIL effectively and sustainably into their curriculum. School districts, individual librarians, and library organizations will be able to use the curriculum as-is and/or tailor it to meet their community's needs. Downloadable PDF versions will also be available for areas experiencing access issues.

The curriculum and project findings will be disseminated via multiple varied outlets including state/regional library conferences, AASL and IASL conferences, free webinars hosted by USC and IASL, articles in professional and scholarly LIS journals, and professional school library and scholarly LIS listservs. The primary audience of this project's results is secondary school librarians, and as such, the primary goal of this project is to create this curriculum. Professional venues such as ALA Connect, LM\_Net, AASL, ISTE, TCEA, and YALSA conferences and publications, state library conferences, and LIS school librarian certification (SLC) educators will allow the curriculum to be shared widely with practitioners. We recognize that not all school librarians are members of ALA, AASL, and/or IASL and may not have access to professional journals, which is why it is important to promote through state associations, alternative associations (ISTE and TCEA), and LIS SLC educators. We will also share the curriculum with the Workshop participants and encourage them and the advisory board members to share through their networks. SLC educators are welcome to incorporate components into their school librarian certification coursework.

The secondary goal of this project is to expand the scholarly research on AI literacy in the LIS arena, as currently a dearth exists (Oddone, Garrison, & Gagen-Spriggs, 2023). Sharing findings via the Jesse listserv (the leading international listserv for communication among library and information science educators), at conferences such as the International Association of School Librarians Conference, the Association for Library and Information Science Education Conference, and the iConference (conferences with a significant number of school librarian certification educators in attendance), and via scholarly research journals such as *School Libraries Worldwide*, *School Library Research*, and the *Journal of Education for Library and Information Science Education* will allow the curriculum and research to be shared with other LIS scholars and educators, who can potentially build upon this research and/or incorporate components of the curriculum into their own courses.

**Budget Summary:** Anticipated project costs are \$192,843. This request includes \$71,289 for faculty salary support, \$23,504 for faculty fringe benefits, \$15,654 to support two hourly graduate student assistants, \$39 for student support fringe benefits, \$15,000 for travel, \$1,200 for Workshop 1 member incentives, \$6,000 for Workshop 2 member stipends, \$6,000 honorarium for advisory board members, \$200 for 8 survey participants, \$3,000 for 2 project consultants, \$4,000 for a web developer, \$116 for translation software, \$800 for a consultant to verify the accuracy of the translations, and \$47,581 in indirect costs.

**References: Supporting Doc 1**

Schedule of Completion

Activities related to this 3-year implementation grant are expected to commence on August 1, 2025 and conclude on July 31, 2028.

### Year 1: Phases 1-2

[illegible]

## Year 2: Phases 3-4

[illegible]

### Year 3: Phases 5-6

[illegible]