



State of Hawai‘i  
Department of Education

## **Report on Librarian Pilot**

November 2025

Act 135, Session Laws of Hawai‘i 2025, requires the Hawai‘i State Department of Education to report on its findings and recommendations from the librarian pilot project program.



**Hawai'i State Department of Education**  
**Complex Certified School Librarian Pilot Program**  
**School Years 2025-2026 and 2026-2027**

## **Introduction**

The Complex Certified School Librarian Pilot Program was created pursuant to Act 135, Session Laws of Hawai'i 2025 (Act 135), which found that out of 258 public elementary, middle, and high schools throughout the State, 75% had a full-time or part-time librarian position filled to support student learning in 2025.

The core objective is to explore models where a certified librarian can effectively support multiple schools. These librarians will provide rotating support services to schools in one complex on O'ahu and one complex on a neighbor island. This support includes expanding library media programs, professional development, training, and consultative services, primarily aimed at schools that do not have a certified school-based librarian.

The purpose of Act 135 is to:

- (1) Establish a two-year pilot program for two certified librarians to provide rotating support services to schools in one school complex on O'ahu and one school complex on a neighbor island; and
- (2) Appropriate funds for the positions.

## **Current Project Status as of October 2025**

After completing the initial planning and complex selection phase, the pilot program is now focused on personnel acquisition and initial site-level coordination. The progress across the two designated pilot locations varies significantly, presenting both opportunities and challenges that must be addressed to maintain the project's timeline.

Date	Description
June to July 2025	<ul style="list-style-type: none"> <li>Developed selection criteria, application process, and resources for complexes interested in participating in the Complex Certified School Library Pilot Program.</li> <li>Began collaborating with the Office of Talent Management to establish two 12-month Librarian positions.</li> </ul>
August 2025	<ul style="list-style-type: none"> <li>Received funding for two 12-month librarian positions.</li> <li>Announced the application and selection criteria with principals and leadership and shared with key stakeholders.</li> </ul>
September 2025	<ul style="list-style-type: none"> <li>Closed complex application period. Received one submission. Contacted the complex point of contact to inform them that they were selected for the pilot.</li> <li>Posted the O'ahu 12-month Librarian position for external applicants on the <a href="http://hawaiischooljobs.org">hawaiischooljobs.org</a> website.</li> </ul>
October 2025	<ul style="list-style-type: none"> <li>Met with Farrington Complex principals to discuss pilot goals and objectives.</li> <li>Conducted further outreach to neighbor island complex area superintendents and principals to encourage participation.</li> <li>As of October 2025, no applicants applied for the O'ahu Librarian position; the posting was reopened on the <a href="http://hawaiischooljobs.org">hawaiischooljobs.org</a> website.</li> </ul>

## Phased Implementation Plan

This phased plan provides a structured roadmap for the hired complex librarian and the five participating elementary schools (Fern, Kapalama, Ka'ewai, Kalihi Uka, and Kalihi Waena). It serves as the primary accountability and performance management framework for the hired librarian, ensuring that all efforts are deliberate, measurable, and aligned with the pilot's two-year timeline and legislative reporting requirements.

### Year 1: Setting the Groundwork

The first year is dedicated to establishing a strong foundation for the pilot. Key activities include:

1. **Needs Assessment and Resource Setup:** The librarian will collaborate with school administrators and staff to evaluate existing library resources, identify critical gaps, and set up the Core Library Resource bundle (e.g., circulation systems, online databases) at all participating schools.
2. **Development of School-Specific Support Plans:** Based on the needs assessment, the librarian will develop tailored action plans for each school, addressing the unique challenges articulated by principals.
3. **Initial In-service for Teachers:** The librarian will provide professional development for teachers across the complex on how to effectively integrate the newly available online resources into their curriculum.

## **Summer: Strategic Planning**

This period will be dedicated to intensive planning and development. The librarian will analyze findings from Year 1 to refine strategies, develop instructional resources, and finalize the implementation schedule for the upcoming school year.

## **Year 2: Implementation and Data Collection**

The second year focuses on the execution and data collection to measure the pilot's impact. Primary activities will include:

1. Full Implementation of School Support Plans: The librarian will actively implement the tailored support plans, providing direct services to students and teachers through in-person visits, collaborative instruction, and outreach.
2. Active Collection of Usage and Impact Data: The program will collect quantitative and qualitative data, including resource usage statistics, student achievement data, and feedback from staff, to document the pilot's effectiveness.
3. Ongoing Review and Analysis: Data will be continuously reviewed to make adjustments and to compile the comprehensive findings required for the final legislative report.

## **Challenges Encountered**

<b>Challenges</b>	<b>Possible Solutions</b>
Recruiting and hiring a certified librarian mid-year for a one-year position presented significant challenges. Because the Teacher Assignment and Transfer Program (TATP) concluded in spring 2025 for the 2025-2026 school year, we had to seek external applicants. These candidates may be unfamiliar with Department policies and may not have the specific experience required for the role.	Extending the pilot for two more school years will encourage experienced, qualified librarians to apply for the position through the TATP.
Identifying an interested neighbor island complex.	Open the application pool to other complexes on O'ahu. We received interest from other O'ahu schools.
The timeframe to establish and implement the pilot has been difficult because the Department's hiring process does not align with the funding timeline for this project.  While we had hoped to launch the pilot this school year (SY 2025–2026), it is now highly likely that the official start will need to be pushed to SY 2026–2027.	Extending the duration of the pilot for two additional school years would encourage more certified librarians to apply for a temporary position and implement the pilot with fidelity.

## Next Step Action Items

Action Item	Assigned To	Status / Notes
Maintain consistent communication with Farrington principals regarding the librarian hiring status.	Office of Curriculum and Instructional Design (OCID)/Library Media Services	<b>Ongoing.</b> The position was reopened. Application link to be shared with any interested individuals.
Identify a complex for the neighbor island pilot site.	OCID/Library Media Services	<b>In progress.</b> A renewed call for applications was issued. If no applicants, discuss other options with stakeholders, including those in the Hawai'i State Legislature.
If no external qualified applicants are hired, post the position on TATP for hiring for the school year 2026-2027.	OCID/Library Media Services and the Office of Talent Management	<b>On standby pending a qualified applicant pool.</b>