
A BILL FOR AN ACT

RELATING TO EDUCATION.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF HAWAII:

1 SECTION 1. The legislature finds that there is a
2 disconnect between the needs and expectations of today's
3 employers and the current skills of the State's local workforce.
4 Industries in the State require employees with skills in coding,
5 computer science, engineering, foreign language, and other
6 technology-based jobs. As the unemployment rate declines, it
7 has made it more difficult for employers to find workers, but
8 employers have often found it more difficult than normal to fill
9 these positions, given the current low unemployment rate. The
10 explanation given by business and education groups is that too
11 few individuals have the right skills for the right openings.
12 The way to close this skills gap, it is said, is to improve job
13 training and more closely align education to employment.

14 Closing the skills gap is especially critical in the
15 manufacturing industry. Over the next decade, nearly 3,500,000
16 manufacturing jobs will likely need to be filled throughout the
17 country, yet the skills gap is expected to result in 2,000,000



1 of these jobs remaining unfilled. There are numerous
2 contributing factors to this widening gap, including looming
3 baby boomer retirements and economic expansion. However, other
4 contributing factors include loss of embedded knowledge due to
5 movement of experienced workers; a perceived preference among
6 younger generations for industries other than manufacturing;
7 lack of science, technology, engineering, and mathematics (STEM)
8 skills among workers; and a gradual decline of technical
9 education programs in public high schools.

10 The legislature finds that closing the skills gap for STEM
11 jobs is extremely important, as STEM jobs are expected to grow
12 1.7 times faster than non-STEM jobs in the coming years.
13 However, Honolulu has not been able to keep up with the rising
14 demand for STEM professionals. According to a 2017 analysis of
15 the best metropolitan areas for STEM professionals, Honolulu
16 ranked ninety-five out of one hundred.

17 Hawaii has also experienced difficulties with brain drain,
18 the constant challenge encountered in the public and private
19 sector of retaining Hawaii's highly-skilled or highly-
20 intelligent workers or encouraging the return of those workers
21 who left the State for school or work. A recent United States



1 Census report found that 10,000 more people moved out of Hawaii
2 to other states than moved in from other states - the biggest
3 loss since 2010.

4 The legislature additionally finds that Hawaii needs to
5 develop programs and initiatives to ensure that the State has an
6 engaged supply of workers with the skills required to meet today
7 and tomorrow's workforce requirement.

8 Finally, the legislature supports the greater use of sector
9 partnerships that develop and implement a clear pipeline toward
10 careers for the State's K-12 students and concludes that Hawaii
11 should lead the way in adding the "learn" to the concept of
12 live, learn, work, play.

13 The purpose of this Act is to provide K-12 students with
14 more career options by requiring the department of education, in
15 collaboration and consultation with the department of business,
16 economic development, and tourism; the department of labor and
17 industrial relations; and the University of Hawaii, to develop
18 and implement a K-12 curriculum to career pipeline initiative
19 that will enable these students to enter the State's workforce
20 upon graduation from high school.



1 SECTION 2. Chapter 302A, Hawaii Revised Statutes, is
2 amended by adding a new section to be appropriately designated
3 and to read as follows:

4 "§302A- K-12 curriculum to career pipeline initiative.

5 (a) There shall be created in the department a K-12 curriculum
6 to career pipeline initiative.

7 (b) The purpose of the initiative shall be to enable a
8 student to pursue training and education throughout the
9 student's time at a department school complex, so that upon
10 graduation, the student is prepared with the appropriate skills;
11 certifications; licensing; or college credit, through a dual
12 credit program, to enable the student to enter the State's
13 workforce.

14 (c) The department shall collaborate and consult with the
15 department of business, economic development, and tourism; the
16 department of labor and industrial relations; and the University
17 of Hawaii to develop and implement the curriculum to career
18 pipeline initiative.

19 (d) The department shall adopt rules pursuant to chapter
20 91 necessary to carry out the purposes of this section."



1 SECTION 3. There is appropriated out of the general
2 revenues of the State of Hawaii the sum of \$ or so much
3 thereof as may be necessary for fiscal year 2017-2018 and the
4 same sum or so much thereof as may be necessary for fiscal year
5 2018-2019 for the department of education, in collaboration and
6 consultation with the department of business, economic
7 development, and tourism; the department of labor and industrial
8 relations; and the University of Hawaii, to develop and
9 implement a K-12 curriculum to career pipeline initiative.

10 The sums appropriated shall be expended by the department
11 of education for the purposes of this Act.

12 SECTION 4. New statutory material is underscored.

13 SECTION 5. This Act shall take effect on July 1, 2050.



Report Title:

Education; Workforce Development; K-12 Curriculum to Career Pipeline Initiative; Appropriation

Description:

Requires the DOE, in collaboration and consultation with the DBEDT; the DLIR; and UH, to develop and implement a K-12 curriculum to career pipeline initiative that will ensure the State's public school students are adequately trained and prepared to enter the State's workforce upon graduation from high school. Makes an appropriation. Effective 7/1/2050.
(SD1)

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