
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. The current low unemployment rate has
7 contributed to employers finding it more difficult than normal
8 to fill technology-based jobs. According to business and
9 education groups, too few individuals have the right skills for
10 the right job openings. The way to close this skills gap is to
11 improve job training and more closely align education to
12 employment.

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



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

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

16 Hawaii has also experienced difficulties with "brain
17 drain", which describes the constant challenge encountered in
18 public and private sectors in retaining Hawaii's highly-skilled
19 or highly-intelligent workers or encouraging workers who left
20 the State for school or work to return. A recent United States
21 Census report found that ten thousand more people moved out of



1 Hawaii than moved in from other states - the biggest loss since
2 2010.

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

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

12 The purpose of this Act is to provide K-12 students with
13 more career options by requiring the department of education, in
14 collaboration and consultation with the department of business,
15 economic development, and tourism; the department of labor and
16 industrial relations; and the university of Hawaii, to develop
17 and implement a K-12 curriculum to career pipeline initiative
18 that will enable students to enter the State's workforce upon
19 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 K-12 curriculum to career pipeline
8 initiative shall be to enable a student to pursue training and
9 education throughout the student's time at a school complex, so
10 that upon graduation, the student is prepared with the
11 appropriate skills; certifications; licensing; or college
12 credit, through a dual credit program, to enable the student to
13 enter the State's 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 K-12 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, 2051.



Report Title:

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

Description:

Requires the DOE, in collaboration and consultation with DBEDT, DLIR, and UH, to develop and implement a K-12 curriculum to career pipeline initiative to ensure that the State's public school students are adequately trained and prepared to enter the State's workforce upon graduation from high school. Appropriates funds. (SB619 HD1)

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