
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 made it difficult for employers to fill technology-based jobs.
8 According to business and education groups, few individuals have
9 the necessary job skills for the available job openings. The
10 legislature finds that the way to close this skills gap is to
11 improve job training and more closely align education to
12 employment.

13 The legislature finds that closing the skills gap is
14 especially critical in the manufacturing industry. Over the
15 next decade, nearly 3,500,000 manufacturing jobs will need to be
16 filled throughout the country, yet the skills gap is expected to
17 result in 2,000,000 of these job openings remaining unfilled.



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

9 The legislature finds that closing the skills gap for
10 science, technology, engineering, and mathematics jobs is
11 extremely important because these jobs are expected to grow 1.7
12 times faster than other jobs in the coming years. However,
13 Honolulu has not been able to keep up with the rising demand for
14 science, technology, engineering, and mathematics professionals,
15 and according to a 2018 analysis of the best metropolitan areas
16 for these professionals, Honolulu ranked eighty-second out of
17 one hundred. Hawaii has also experienced difficulties retaining
18 highly-skilled workers in the State. A recent United States
19 Census report found that more than thirteen thousand more people
20 moved out of Hawaii than moved in from other states.



1 The purpose of this Act is to provide K-12 students with
2 more career options by requiring the department of education, in
3 collaboration and consultation with the department of business,
4 economic development, and tourism; the department of labor and
5 industrial relations; and the University of Hawaii; to develop
6 and implement a K-12 curriculum-to-career-pipeline initiative
7 that will enable students to enter the State's workforce upon
8 graduation from high school.

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

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

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

15 (b) The purpose of the K-12 curriculum-to-career-pipeline
16 initiative shall be to enable students to pursue training and
17 education throughout their time at a school complex, so that
18 upon graduation, students are prepared with the appropriate
19 skills, certifications, licensing, or college credit to enable
20 these students to enter the State's workforce.



1 (c) The department shall collaborate and consult with the
2 department of business, economic development, and tourism; the
3 department of labor and industrial relations; and the University
4 of Hawaii to develop and implement the K-12 curriculum-to-
5 career-pipeline initiative.

6 (d) The department shall adopt rules pursuant to chapter
7 91 to effectuate the purposes of this section."

8 SECTION 3. There is appropriated out of the general
9 revenues of the State of Hawaii the sum of \$ or so much
10 thereof as may be necessary for fiscal year 2019-2020 and the
11 same sum or so much thereof as may be necessary for fiscal year
12 2020-2021 for the development and implementation of a K-12
13 curriculum-to-career-pipeline initiative, including full-
14 time equivalent (FTE) educational specialist II position
15 within the department of education.

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

18 SECTION 4. New statutory material is underscored.

19 SECTION 5. This Act shall take effect on January 1, 2050.



Report Title:

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

Description:

Establishes a K-12 Curriculum-to-Career-Pipeline Initiative to enable students to pursue training and education throughout their time at a school complex so that upon graduation they are prepared to enter the State's workforce. Appropriates funds. (SB373 HD1)

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