

JAN 16 2020

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# 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 subpart B of part II to be  
11 appropriately designated 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 2020-2021 for the  
11 development and implementation of a K-12 curriculum-to-career-  
12 pipeline initiative, including one full-time equivalent (1.0  
13 FTE) educational specialist II position within the department of  
14 education.

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

17        SECTION 4. New statutory material is underscored.

18        SECTION 5. This Act shall take effect on July 1, 2020.

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INTRODUCED BY:

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# S.B. NO. 2073

*Clarence W. Kibler*

*[Signature]*

*Anna Mercedes Kiri*

*~~AC. Kiri~~*



# S.B. NO. 2073

**Report Title:**

DOE; DBEDT; DLIR; UH; Workforce Development; K-12 Curriculum-to-Career-Pipeline Initiative; Appropriation

**Description:**

Requires the Department of Education, in collaboration with the Department of Business, Economic Development, and Tourism, the Department of Labor and Industrial Relations, and the University of Hawaii, 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 for the development and implementation of the program, including for (1.0) FTE Educational Specialist II staff position.

*The summary description of legislation appearing on this page is for informational purposes only and is not legislation or evidence of legislative intent.*

