

## **Appendix A Background**

Act 283, SLH 2007 (SB1931) established an educational workforce working group (“Working Group”) to (1) examine and address nine issues, and (2) submit a report on its findings and recommendations regarding the issues, including any recommendations and proposed legislation, to the legislature no later than 20 days prior to the convening of the regular session of 2008. The nine issues are:

- 1) How well the workforce needs of Hawaii are currently being met;
- 2) How prepared the State is to meet the workforce needs of the future;
- 3) What recommendations can be made to improve Hawaii's educational system to fulfill the workforce needs of the future;
- 4) What is the current relationship between the public schools and emerging industries;
- 5) What percentage of high school students participate in any form of vocational or professional training outside of the school setting;
- 6) What aspects of high school curriculum, standards, and assessment strategies have a direct relationship to the State's future workforce needs;
- 7) What are the challenges or impediments to creating a more direct relationship between schools and economy- driving industries of the State;
- 8) How might autonomous schools-within-schools, magnet schools, specialized schools, and charter schools be better used to create more direct links between high schools and economy-driving industries of the State; and
- 9) How might the size of public schools, the distribution of discretionary funding, the decentralized authority of school community councils or charter school local school boards, and other organizational reforms be better used to satisfy the workforce development needs of the information and technology age.

A copy of SB1931, SD2 HD3, CD2 is attached, beginning on page 29.

The Working Group was composed of the following 16 business and community leaders:

- Legislature: Senator Norman Sakamoto  
Senator Jill Tokuda  
Representative Roy Takumi  
Representative Dwight Takamine
- Business: Gregg Yamanaka, Workforce Development Council  
Alex McGehee, Enterprise Honolulu  
Lisa Gibson, Hawaii Science and Technology Council
- Education: Daniel Hamada, Department of Education  
John Morton, UH System  
Ramsey Pedersen, Honolulu Community College  
Alvin Nagasako, Kapolei High School

Education: Gail Awakuni, James Campbell High School  
(cont.) Tammi Chun, Hawaii P-20 Initiative

Government: Ted Liu, Department of Business, Economic Development and Tourism

Community: Rona Kekauoha, Hawaii Community Foundation  
Joan White, Honolulu Community Action Program

In addition, a number of other individuals regularly attended meetings and provided comments:

Government: Darwin Ching, Department of Labor and Industrial Relations  
Bob Shore, Department of Business, Economic Development and Tourism

Community: Jeff Bloom, Science Technology Engineering and Mathematics (“STEM”) Leadership Conference

Education: Mike Rota, UH Community Colleges  
Joanne Swearingen, Department of Education  
Ann Mahi, Department of Education  
Karla Jones, UH Career and Technical Education  
Kathy Jaycox, Hawaii P-20 Initiative

The Working Group met nine times between July and December 2007. At its first meeting, members selected Workforce Development Council Chair Gregg Yamanaka to chair the Working Group. It invited Dennis Jones, President of the National Center for Higher Education Management Systems (“NCHEMS”), to speak on Higher Education and the Future of Hawaii at its August 10, 2007 meeting. Mr. Jones concluded that Hawaii’s workforce can be characterized as:

- generally well educated, but losing ground rapidly in educational attainment,
- aging, with Hawaii’s education system not producing enough graduates to replenish retirements, and
- having employment participation rates that vary by location and educational attainment level.

Mr. Jones recommended a number of key short-term initiatives that are generally included in the Working Group’s recommendations. A copy of Mr. Jones’ presentation is attached, beginning on page 38.

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# A BILL FOR AN ACT

RELATING TO EDUCATION.

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

1 **PART I**

2 **EDUCATIONAL WORKFORCE WORKING GROUP**

3 SECTION 1. (a) There is established an educational  
4 workforce working group within the department of labor and  
5 industrial relations for administrative purposes only. The  
6 chairperson of the workforce development council or the  
7 chairperson's designee shall convene the first meeting of the  
8 educational workforce working group no later than August 1,  
9 2007, at which time the members shall select a chair, to examine  
10 and address the following issues:

- 11 (1) How well the workforce needs of Hawaii are currently  
12 being met;
- 13 (2) How prepared the State is to meet the workforce needs  
14 of the future;
- 15 (3) What recommendations can be made to improve Hawaii's  
16 educational system to fulfill the workforce needs of  
17 the future;

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- 1 (4) What is the current relationship between the public  
2 schools and emerging industries;
- 3 (5) What percentage of high school students participate in  
4 any form of vocational or professional training  
5 outside of the school setting;
- 6 (6) What aspects of high school curriculum, standards, and  
7 assessment strategies have a direct relationship to  
8 the State's future workforce needs;
- 9 (7) What are the challenges or impediments to creating a  
10 more direct relationship between schools and economy-  
11 driving industries of the State;
- 12 (8) How might autonomous schools-within-schools, magnet  
13 schools, specialized schools, and charter schools be  
14 better used to create more direct links between high  
15 schools and economy-driving industries of the State;  
16 and
- 17 (9) How might the size of public schools, the distribution  
18 of discretionary funding, the decentralized authority  
19 of school community councils or charter school local  
20 school boards, and other organizational reforms be  
21 better used to satisfy the workforce development needs  
22 of the information and technology age.

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1 (b) The educational workforce working group shall submit a  
2 report on its findings and recommendations regarding the issues  
3 set forth in subsection (a), including any recommendations and  
4 proposed legislation, to the legislature no later than twenty  
5 days prior to the convening of the regular session of 2008.

6 (c) The membership of the educational workforce working  
7 group shall be as follows:

8 (1) Two representatives appointed by the president of the  
9 senate;

10 (2) Two representatives appointed by the speaker of the  
11 house of representatives;

12 (3) The director of business, economic development, and  
13 tourism or the director's designee;

14 (4) The superintendent of education or the  
15 superintendent's designee;

16 (5) Two representatives from the University of Hawaii  
17 system; provided that at least one shall be the  
18 chancellor of a community college;

19 (6) Two high school principals appointed by the  
20 superintendent of education from the high school  
21 principals leadership group;

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- 1           (7) The executive director of the Hawaii P-20 council or
- 2           the executive director's designee;
- 3           (8) The chairperson of the workforce development council
- 4           or the chairperson's designee;
- 5           (9) The president and chief executive officer of
- 6           Enterprise Honolulu or the president and chief
- 7           executive officer's designee;
- 8           (10) The president of the Hawaii Science and Technology
- 9           Council or the president's designee;
- 10          (11) The president and chief executive officer of the
- 11          Hawaii Community Foundation or the president and chief
- 12          executive officer's designee; and
- 13          (12) The executive director of the Honolulu Community
- 14          Action Program or the executive director's designee.

15          SECTION 2. There is appropriated out of the general  
16 revenues of the State of Hawaii the sum of \$25,000 or so much  
17 thereof as may be necessary for fiscal year 2007-2008 for the  
18 educational workforce working group.

19          The sum appropriated shall be expended by the department of  
20 labor and industrial relations for the purposes of this part.



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**PART II**

**EDUCATING HAWAII'S WORKFORCE**

SECTION 3. The department of education shall include

within its strategic plan, plans to ensure optimal use of technology for administration, data collection, and data sharing related to educational and workforce needs, and plans to ensure that personalized student education plans will provide a direct link to economic and workforce needs.

The department of education shall submit a report

containing its five-year plan to the legislature no later than twenty days prior to the convening of the regular session of 2008.

SECTION 4. The University of Hawaii shall prepare a report

detailing:

(1) The current activities on each of its campuses to prepare students with the skills and knowledge needed to successfully enter and progress in the Hawaii workforce;

(2) The University of Hawaii's current plans to increase the percentage of Hawaii high school graduates who continue their education by enrolling at a University of Hawaii campus and to increase the percentage of



1 students who earn degrees or certificates within one  
2 hundred fifty per cent of the planned length of the  
3 degree, particularly in fields where the State is  
4 experiencing shortages of qualified employees; and  
5 (3) Recommendations about additional steps the State needs  
6 to consider implementing to increase the number of  
7 qualified workers in the State.

8 The University of Hawaii shall submit the report to the  
9 legislature no later than twenty days prior to the convening of  
10 the regular session of 2008.

11 SECTION 5. (a) There is appropriated out of the general  
12 revenues of the State of Hawaii the sum of \$125,000 or so much  
13 thereof as may be necessary for fiscal year 2007-2008 and the  
14 sum of \$50,000 or so much thereof as may be necessary for fiscal  
15 year 2008-2009 for 2.0 (FTE) workforce development liaison  
16 positions and 1.0 (FTE) support staff position within the  
17 department of education to assist the department of education in  
18 coordinating workforce development efforts with the various  
19 departments, agencies, businesses, and organizations, including  
20 the University of Hawaii and public school academies, within the  
21 State to provide students with:

22 (1) Career exploration, awareness, and mentoring;

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1 (2) Access to unpaid and paid internships and experiential  
2 learning opportunities; and

3 (3) Job placement assistance;  
4 provided that the duties of the workforce development liaisons  
5 shall be divided into public sector and private sector  
6 relationships. The public sector liaison shall be responsible  
7 for coordinating workforce development efforts between the  
8 department of education and any department or agency of the  
9 State, the counties, or any political subdivisions thereof, and  
10 the private sector liaison shall be responsible for coordinating  
11 workforce development efforts between the department of  
12 education and businesses, nonprofit organizations, and other  
13 private sector organizations.

14 (b) The workforce development liaisons shall also be  
15 responsible for:

16 (1) Identifying future workforce need areas, such as  
17 nursing, teaching, science and technology, and  
18 agribusiness;

19 (2) Working to establish new academies to support growth  
20 in workforce need areas;

21 (3) Interfacing with the business community to determine  
22 what skill sets are necessary and to create mutually

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1           beneficial relationships between the schools or  
2           academies and businesses, including the development of  
3           paid internships and facilitation of job  
4           opportunities; and

5           (4) Assisting the public schools and the academies with  
6           curriculum integration and other department of  
7           education functions.

8           The sums appropriated shall be expended by the department  
9           of education for the purposes of this part.

10          SECTION 6. This Act shall take effect on July 1, 2007.

2007-3126 SB1931 CD2 SMA.doc  


**Report Title:**

Education; Workforce Development

**Description:**

Establishes and appropriates funds for an educational workforce working group under the department of labor and industrial relations to examine and address workforce and workforce-related education issues. Requires the department of education to include in its strategic plan, plans for workforce-related needs. Requires the University of Hawaii to submit a report to the Legislature on its workforce development efforts. Appropriates funds for positions to assist the department of education with its workforce development efforts. (CD2)



# *Higher Education and the Future of Hawaii*

Presented to the  
Hawaii SB 1391 Work Group

August 10, 2007

 **NCHEMS** National Center for Higher Educational Management Systems  
3035 Central Express Drive, Suite 100 Boulder, Colorado 80302-4251

## *The Objectives in Every State*

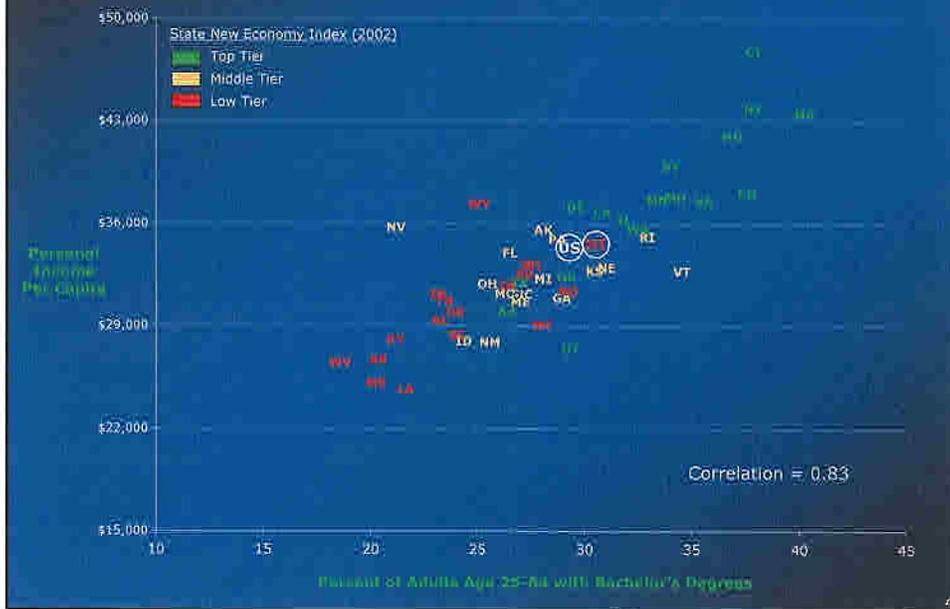
- ▶ A Highly Educated Citizenry
- ▶ Employed in Well-Paying Jobs

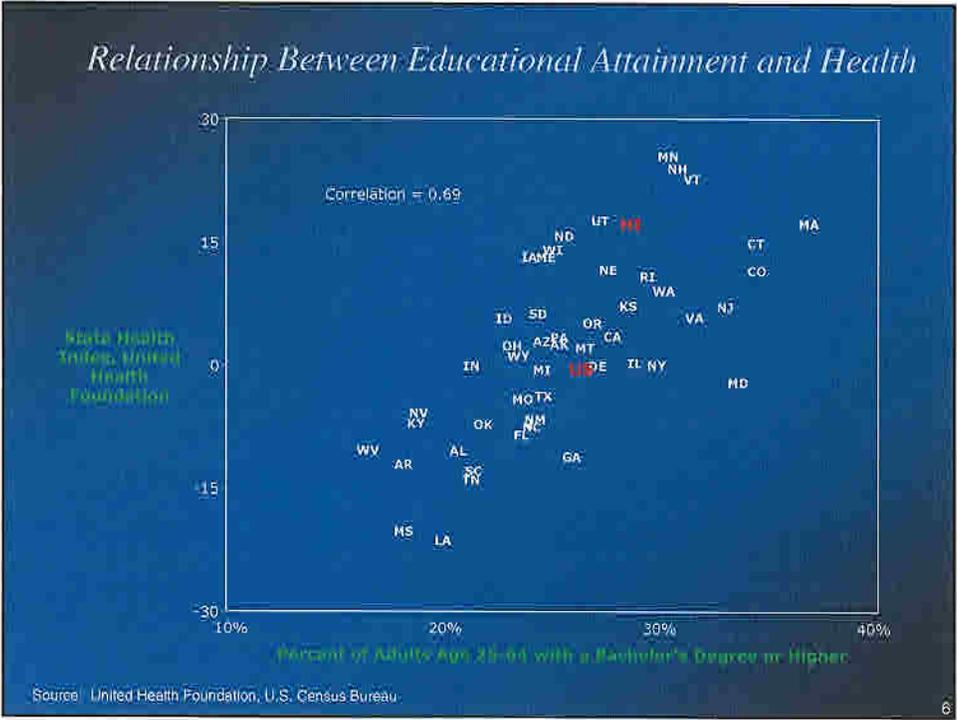
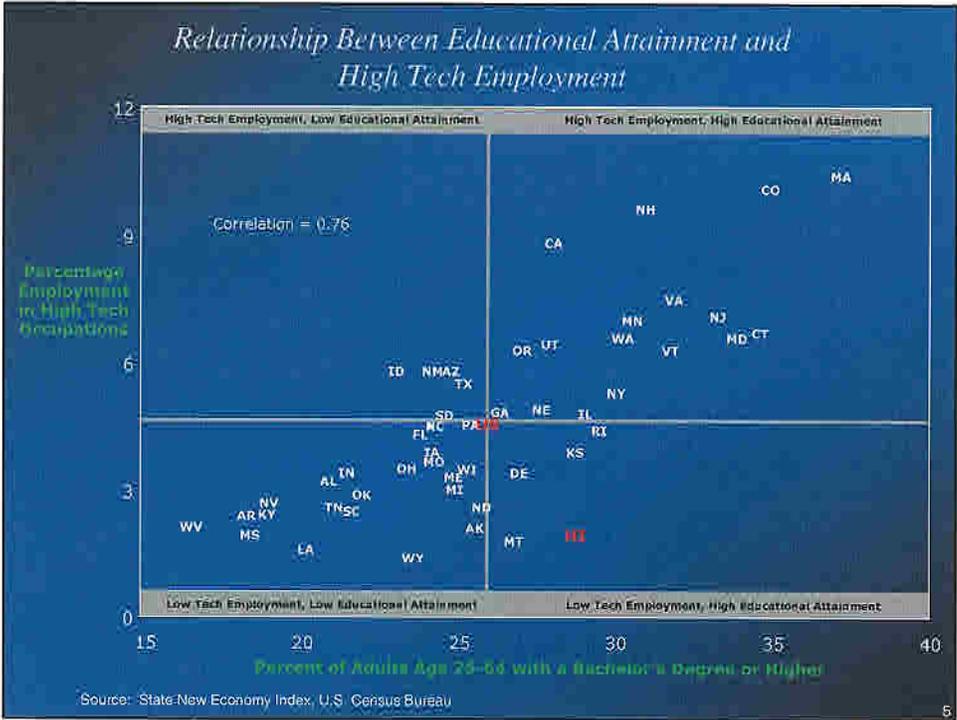
# Why Higher Education Matters

*It's an Economic Issue—  
and Much More*

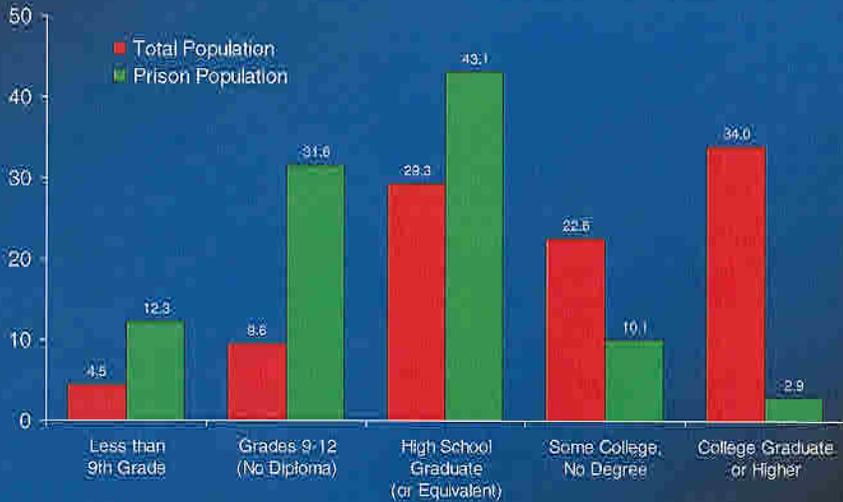
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*Relationship Between Educational Attainment, Personal Income, and Economic Strength, 2005*





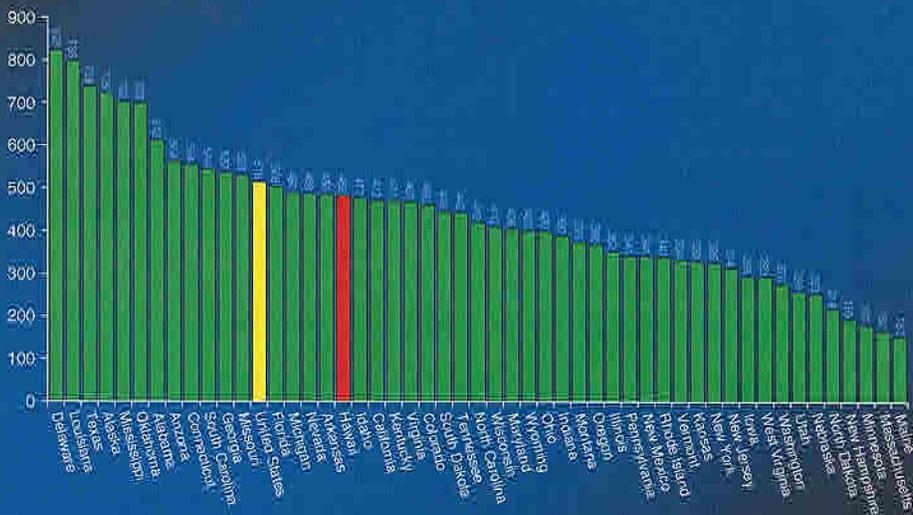
*Educational Attainment of Adults Age 18-64—  
Total U.S. Population vs. Prison Population (Percent)*



Source: U.S. Bureau of Justice Statistics 2002 data, U.S. Census Bureau 2005 data

-7-

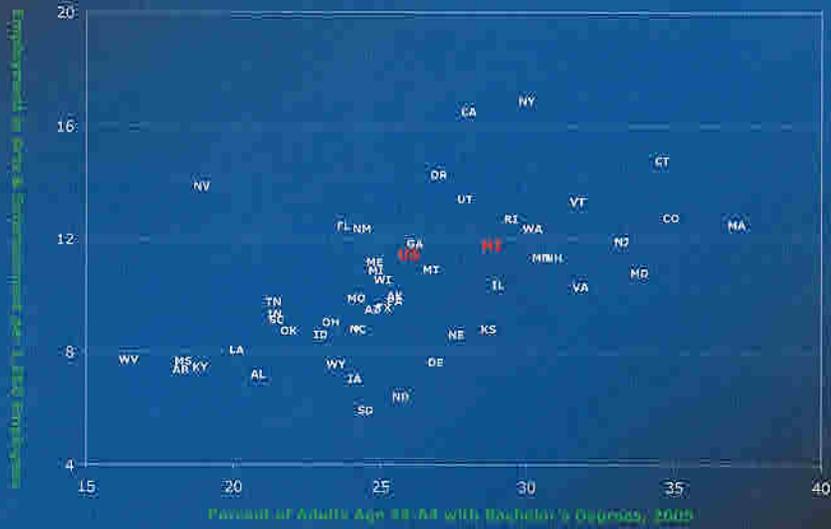
*Incarceration Rate by State in 2005—Prisoners Under  
Federal and State Jurisdiction per 100,000 Residents*



Source: U.S. Bureau of Justice Statistics, U.S. Census Bureau

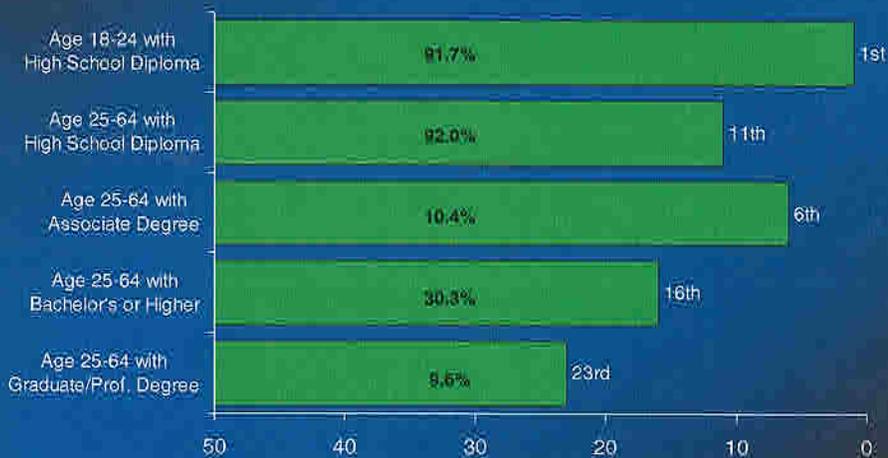
-8-

### The Relationship Between Educational Attainment and Employment in the Arts, 2005



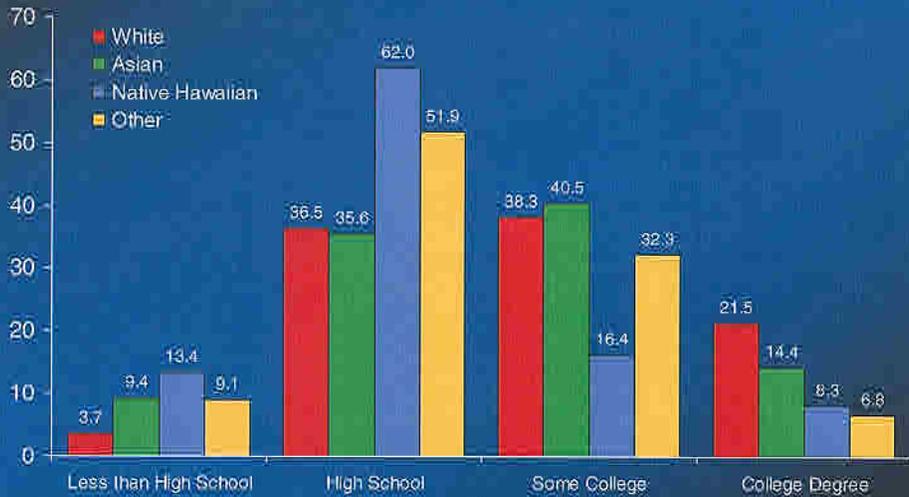
Source: U.S. Census Bureau, 2005 American Community Survey

### Educational Attainment and Rank Among States—Hawaii, 2005



Source: U.S. Census Bureau, 2000 Census

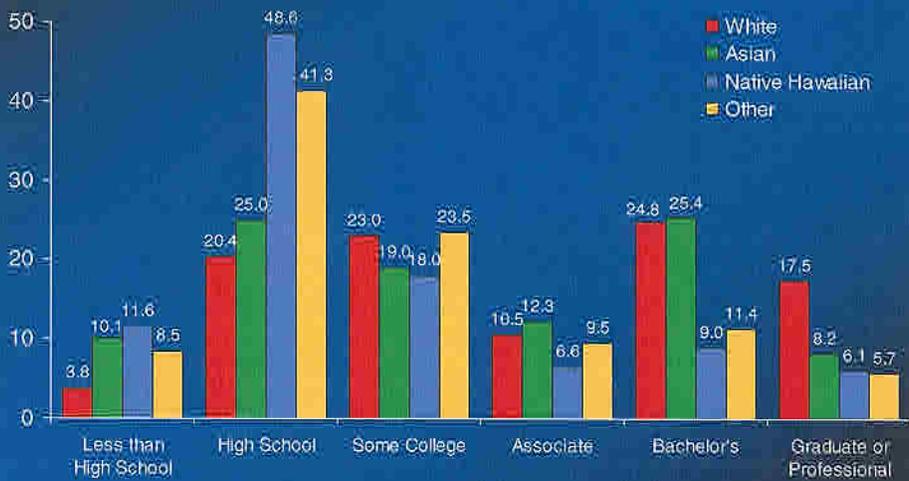
### Educational Attainment of Adults Age 18-24 by Race/Ethnicity, 2005 (Percent)



Source: U.S. Census Bureau, 2005 ACS

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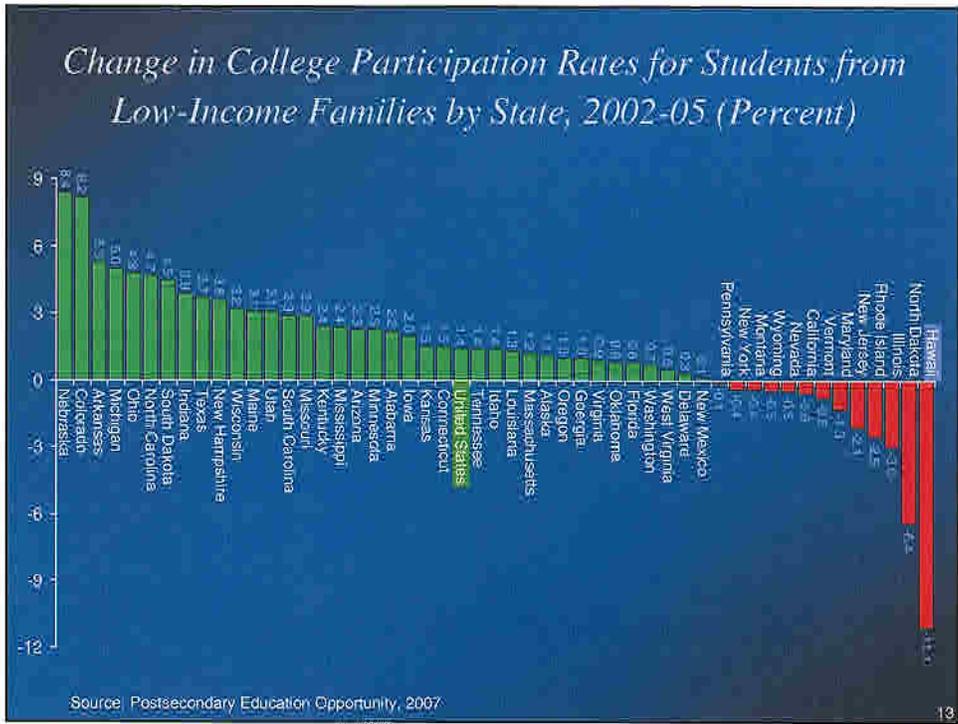
### Educational Attainment of Adults Age 25-64 by Race/Ethnicity, 2005 (Percent)



Source: U.S. Census Bureau, 2005 ACS

12

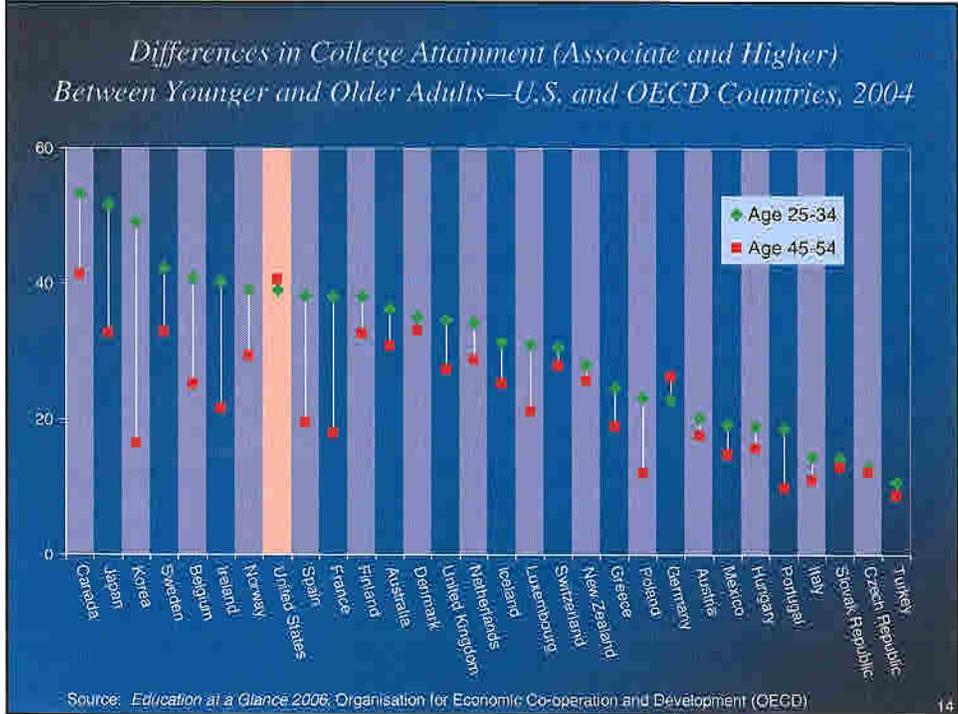
*Change in College Participation Rates for Students from Low-Income Families by State, 2002-05 (Percent)*



Source: Postsecondary Education Opportunity, 2007

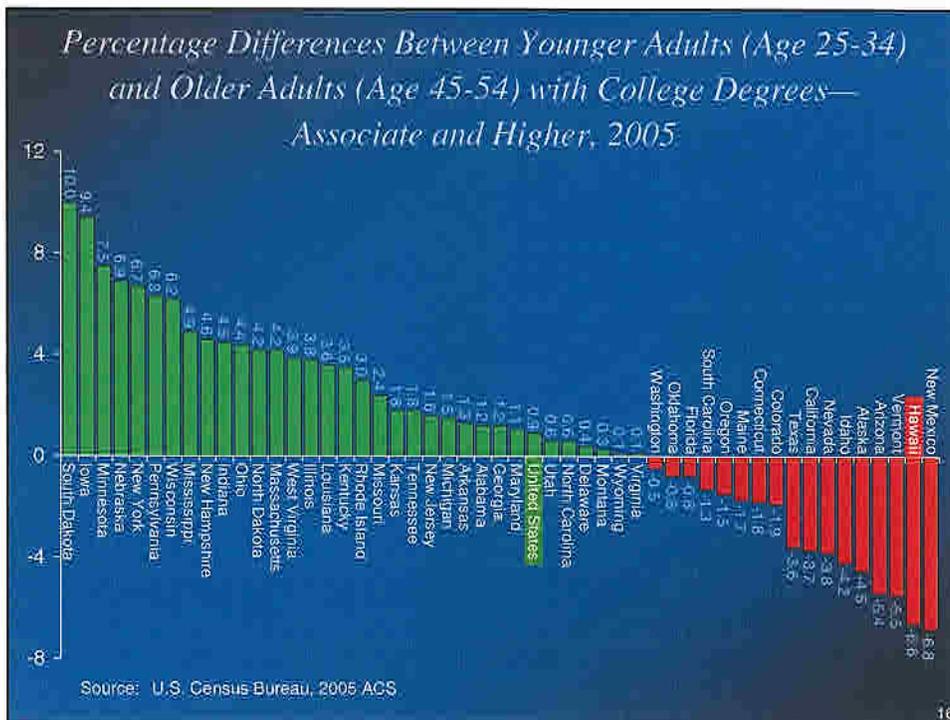
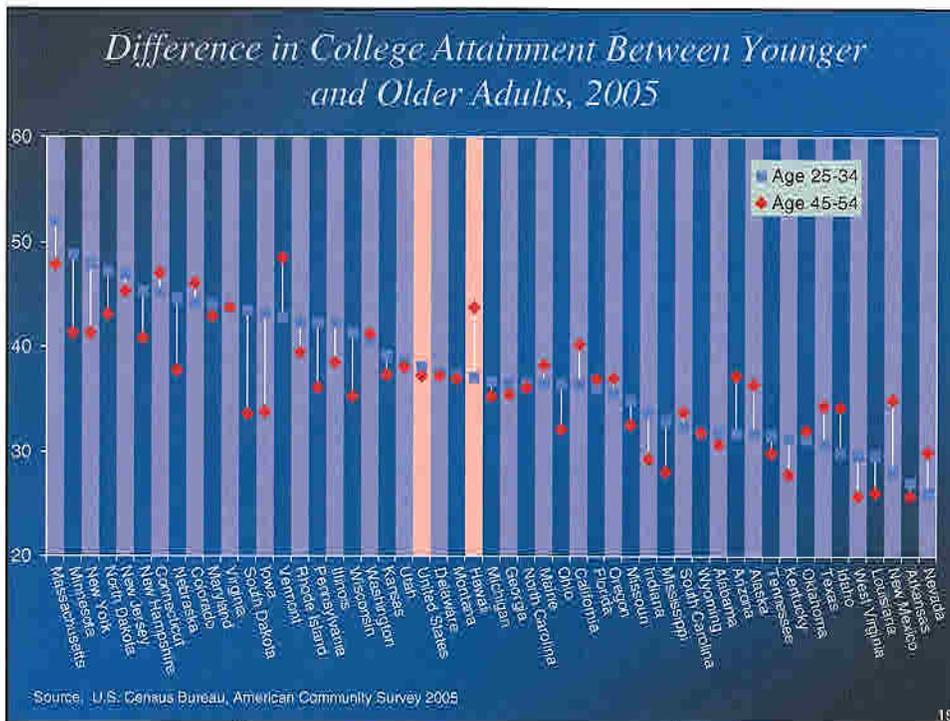
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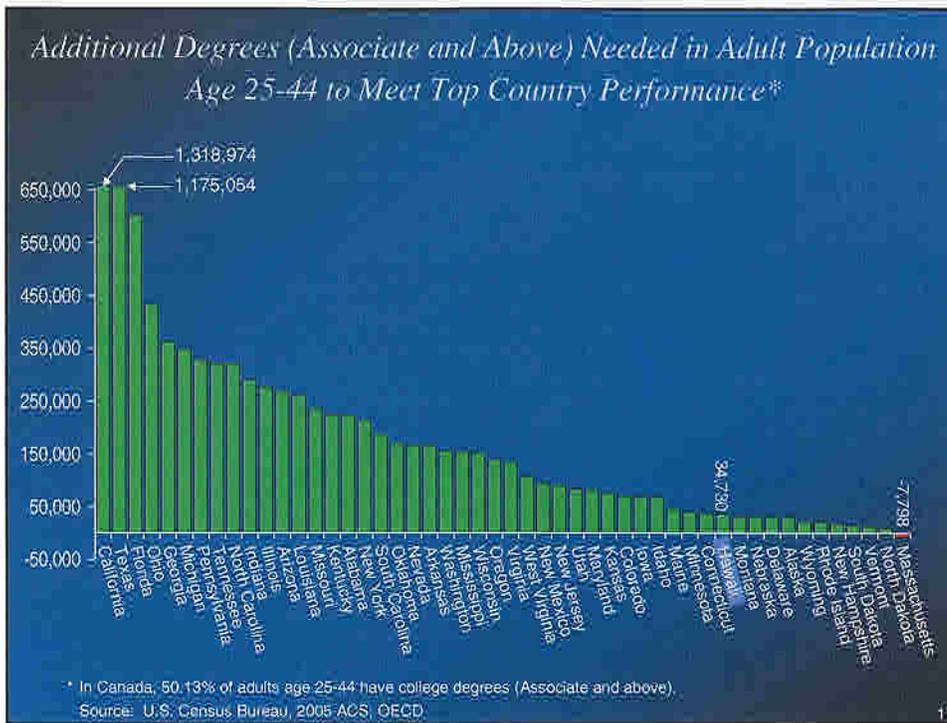
*Differences in College Attainment (Associate and Higher) Between Younger and Older Adults—U.S. and OECD Countries, 2004*



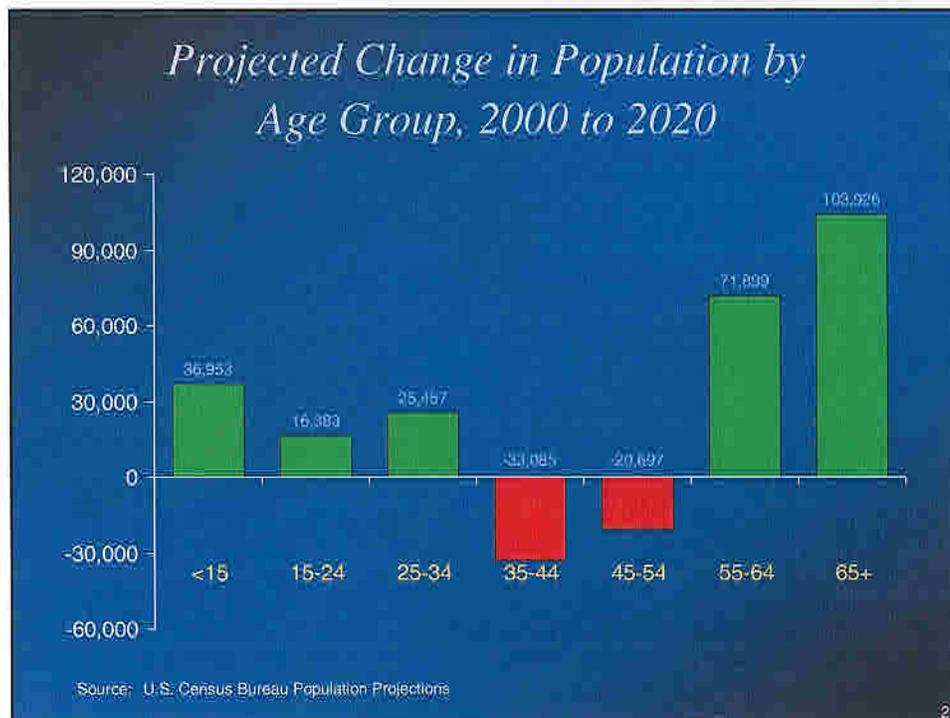
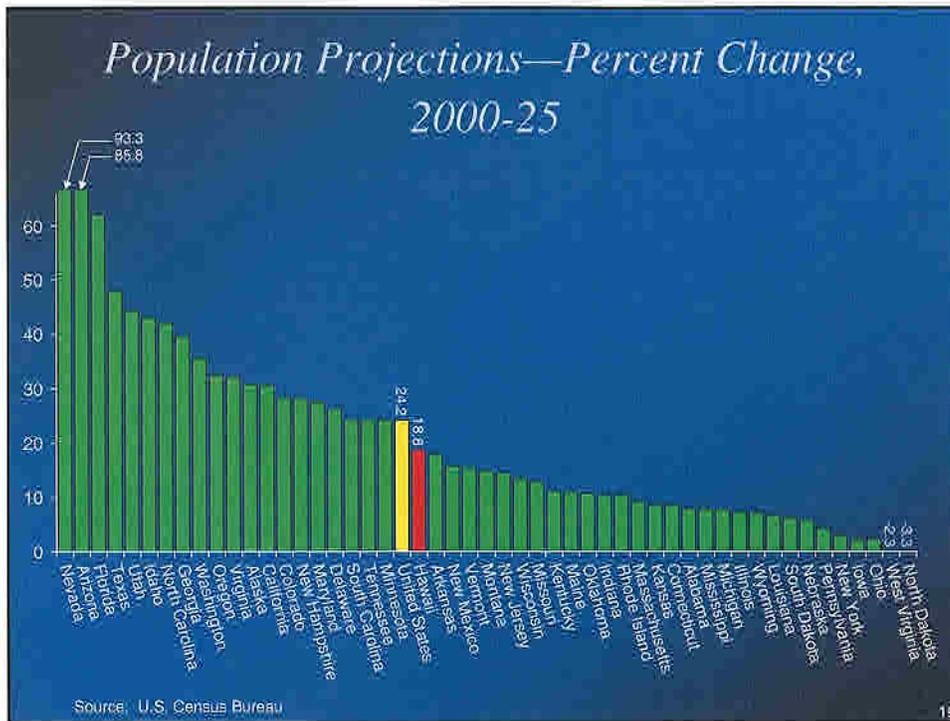
Source: Education at a Glance 2006, Organisation for Economic Co-operation and Development (OECD)

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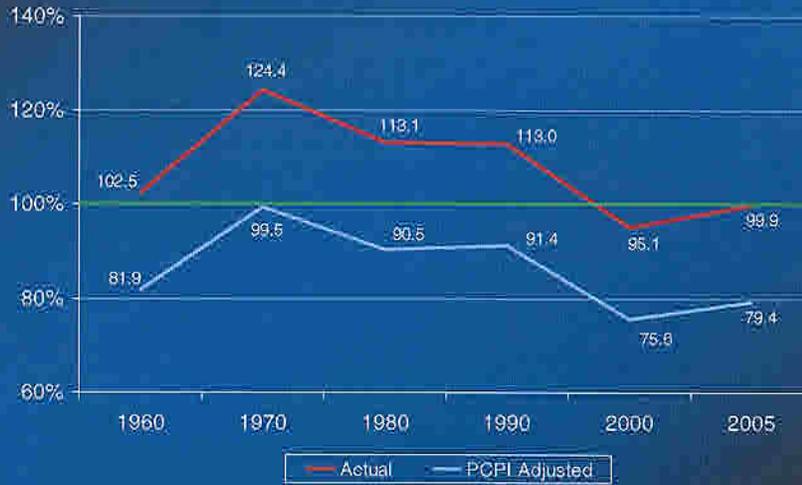




*The Environment  
 Within Which Competitiveness  
 Will Have to Be Pursued*



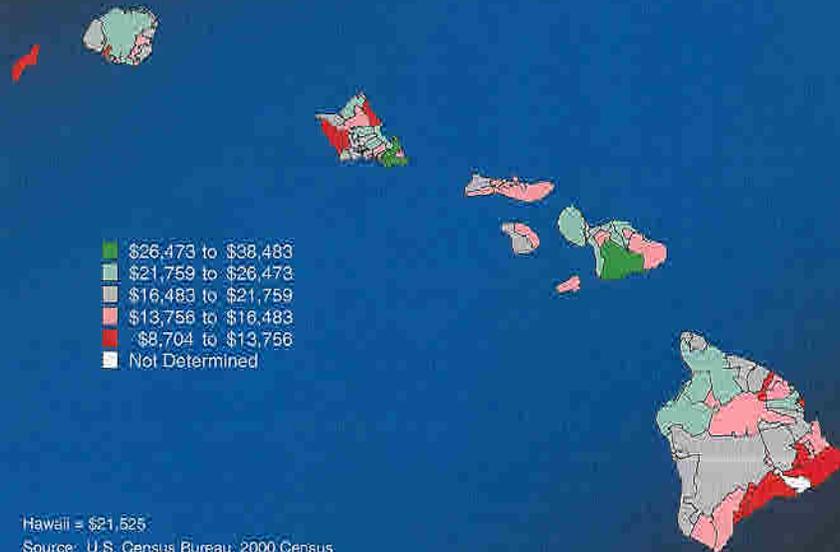
### Declining Per Capita Personal Income in Hawaii as a Percent of U.S. Average—1960-2005



Source: U.S. Census Bureau, Bureau of Economic Analysis

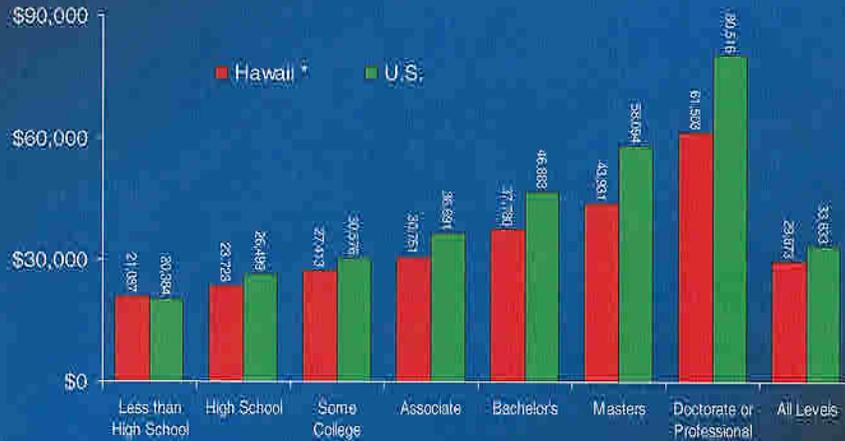
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### Per Capita Personal Income, 1999



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### Median Earnings by Education Level for Population Age 18-64, 2005

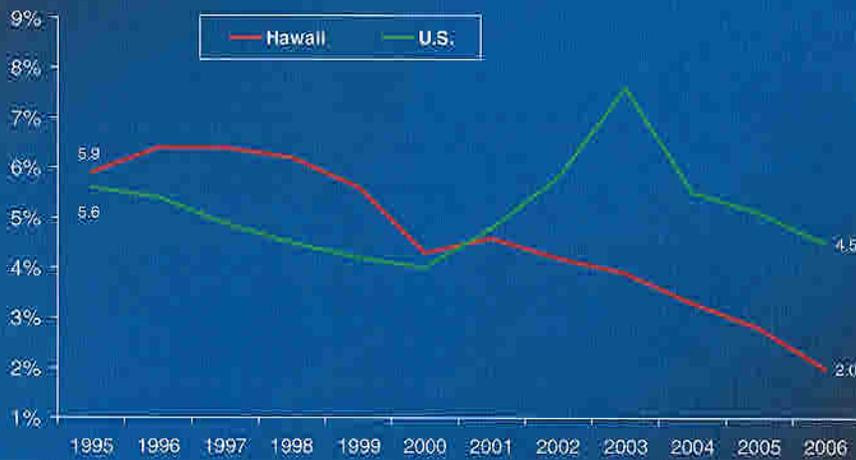


\*Hawaii adjusted for cost of living

Source: U.S. Census Bureau, 2005 American Community Survey (ACS) Public Use Microdata Sample (PUMS) File, Berry Cost of Living Index

23

### Unemployment Rates—Hawaii and U.S., 1995-2006

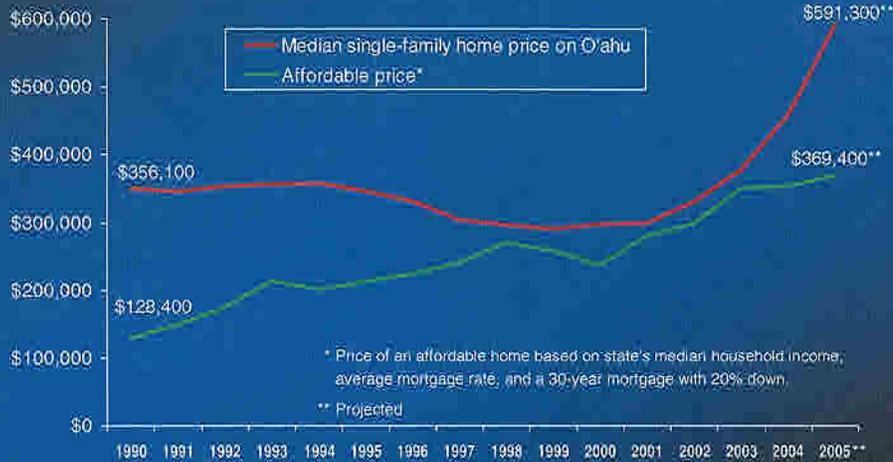


Source: U.S. Bureau of Labor Statistics

24

## Homes on O'ahu—Beyond Affordable

Hawaii can no longer depend on an imported workforce.



Source: *The Honolulu Advertiser*, University of Hawaii economist Carl Bonham

25

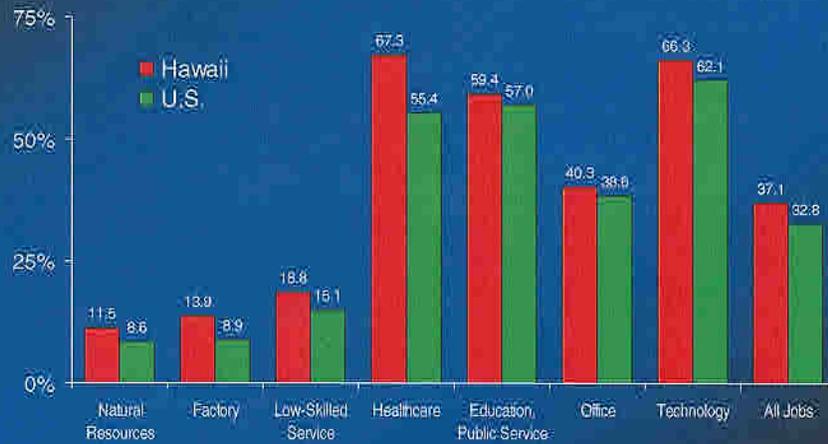
## Projected State and Local Budget Surplus (Gap) as a Percent of Revenues, 2013



Source: NCHEMS; Don Boyd (Rockefeller Institute of Government), 2005

26

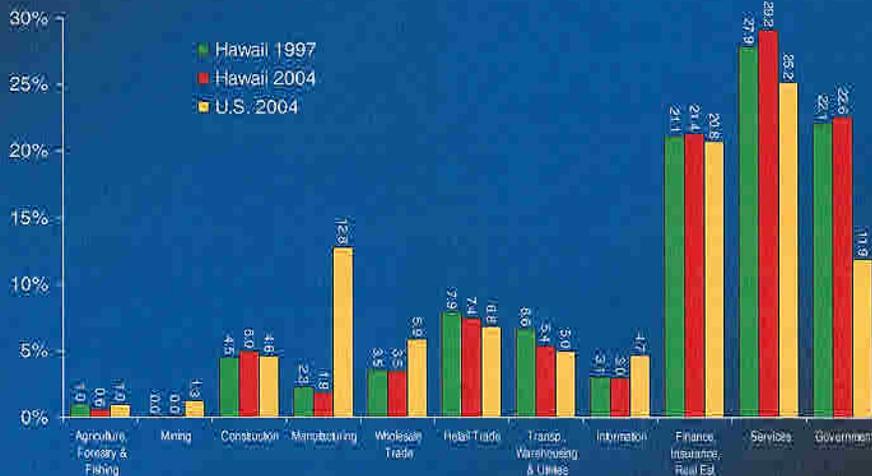
### Percent of Employees with a College Degree by Job Type, 2000



Source: Tony Carnevale and Donna Desrochers, ETS (PUMS 2000 5% Sample, source data extracted from [www.ipums.org](http://www.ipums.org) at the University of Minnesota)

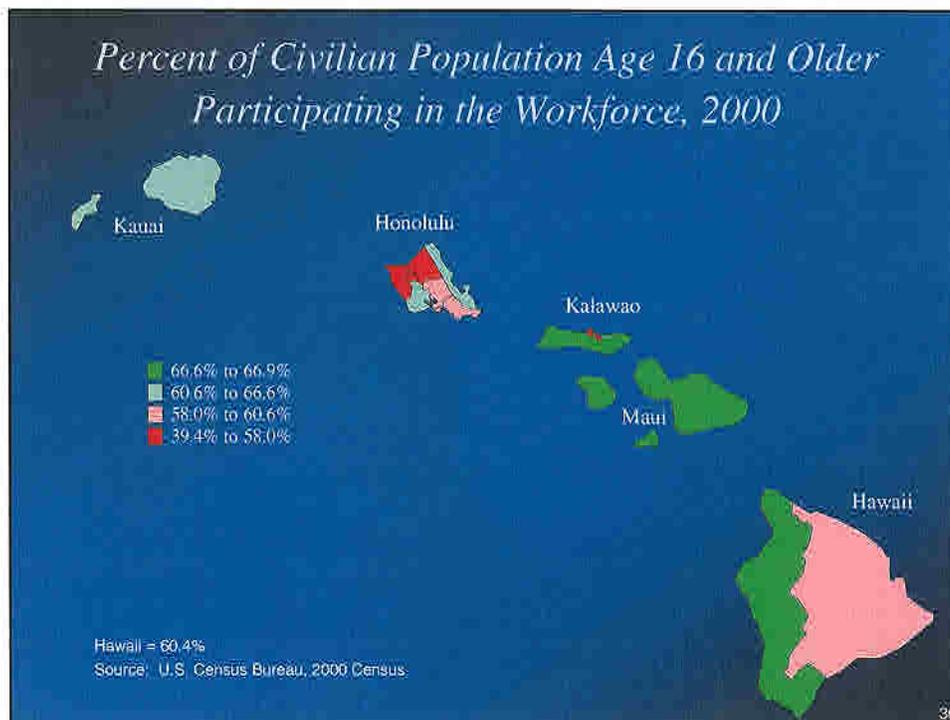
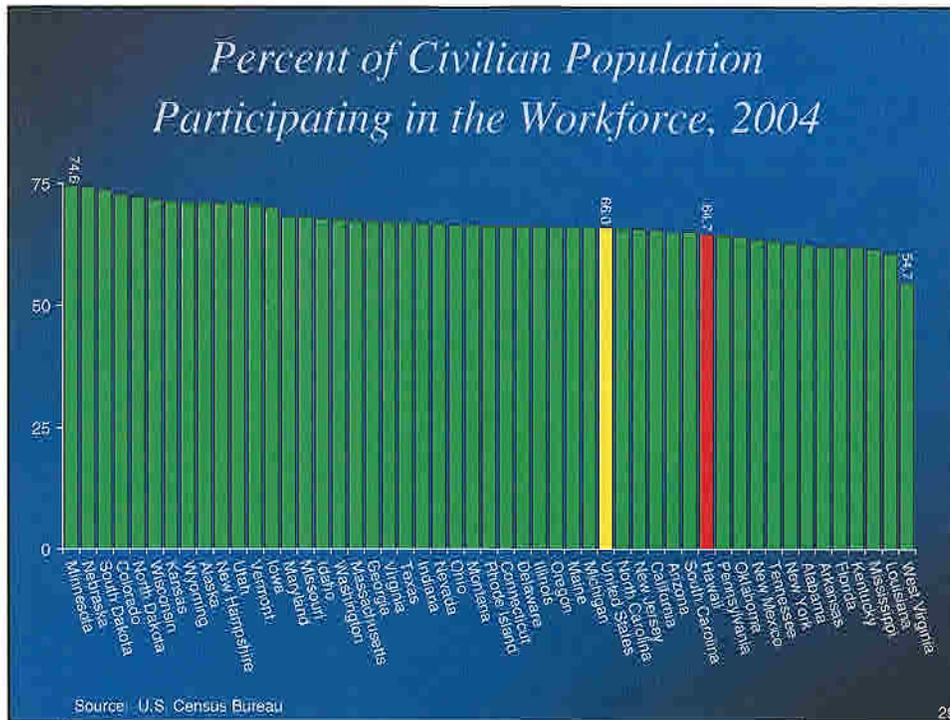
27

### Percent of Total Gross State Product by Industry and Comparison to U.S.



Source: Bureau of Economic Analysis, [www.bea.doc.gov](http://www.bea.doc.gov)

28



## Hawaii Civilians Age 25-64 in the Workforce by Education Attainment, 2005

|                                 | In Civilian Workforce |                | Not in Civilian Workforce |                |
|---------------------------------|-----------------------|----------------|---------------------------|----------------|
|                                 | <i>Number</i>         | <i>Percent</i> | <i>Number</i>             | <i>Percent</i> |
| Less than High School           | 34,623                | 63.8           | 19,658                    | 36.2           |
| High School Diploma or GED      | 144,239               | 75.4           | 46,967                    | 24.6           |
| Some College, No Degree         | 104,974               | 78.1           | 29,469                    | 21.9           |
| Associate Degree                | 55,994                | 81.1           | 13,074                    | 18.9           |
| Bachelor's Degree               | 111,765               | 83.9           | 21,485                    | 16.1           |
| Graduate or Professional Degree | 53,100                | 84.5           | 9,724                     | 15.5           |

Source: U.S. Census Bureau, 2005 ACS PUMS File

31

## Net Migration by Degree Level and Age Group—Hawaii



Source: U.S. Census Bureau, 2000 Census, 5% Public Use Microdata Sample (PUMS) Files

32

### Occupations with High Net Imports and Exports, 1995-2000—Age 22-29 with College Degrees



Source: U.S. Census Bureau, 2000 Census, 5% PUMS Files

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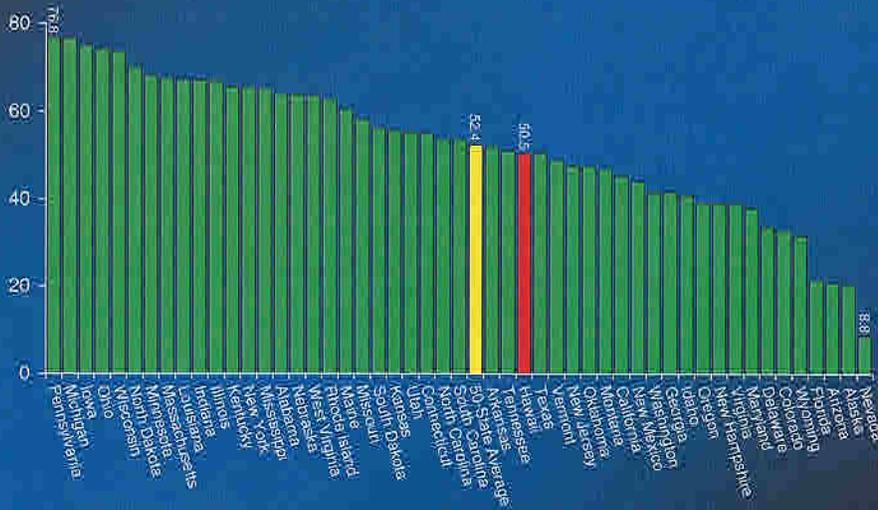
### Occupations with High Net Imports and Exports, 1995-2000—Age 30-64 with College Degrees



Source: U.S. Census Bureau, 2000 Census, 5% PUMS Files

34

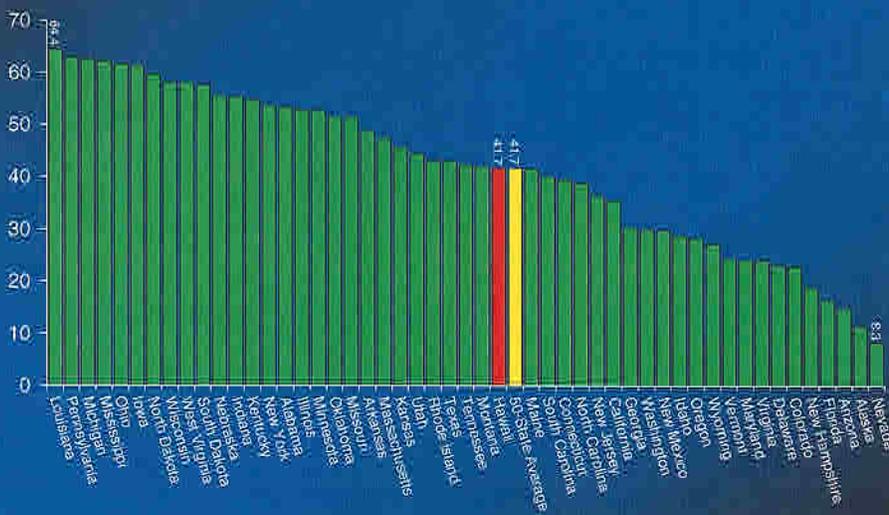
### Percent of Residents Age 25-64 with an Associate Degree Born In-State, 2005



Source: 2005 ACS

35

### Percent of Residents Age 25-64 with a Bachelor's Degree or Higher Born In-State, 2005



Source: 2005 ACS

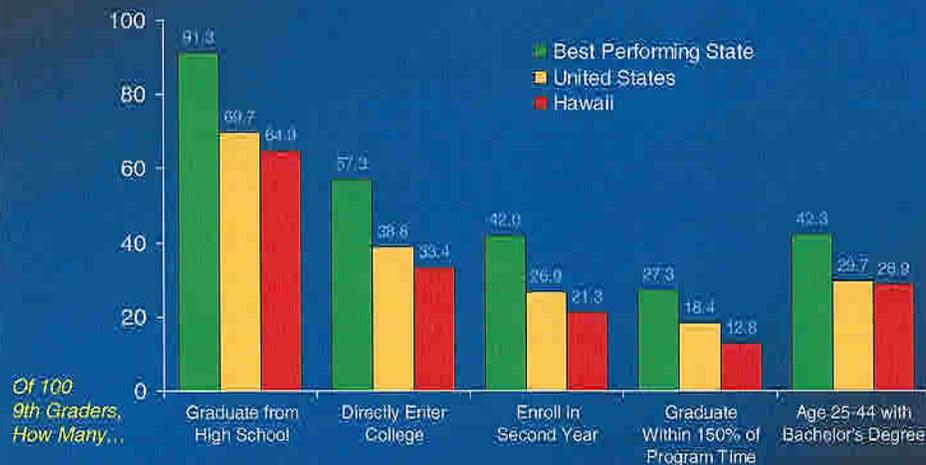
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## Key Transition Points in the Education Pipeline

- ▶ Complete High School
- ▶ Enter College
- ▶ Finish College
- ▶ Enter the Workplace

37

## Student Pipeline, 2004



Source: NCES Common Core Data 2004; Tom Mortenson, *Postsecondary Education Opportunity*; NCES, IPEDS Fall 2004 Retention Rate File and Fall 2003 Enrollments, 2004 Graduation Rates; U.S. Census Bureau, 2005 ACS

38

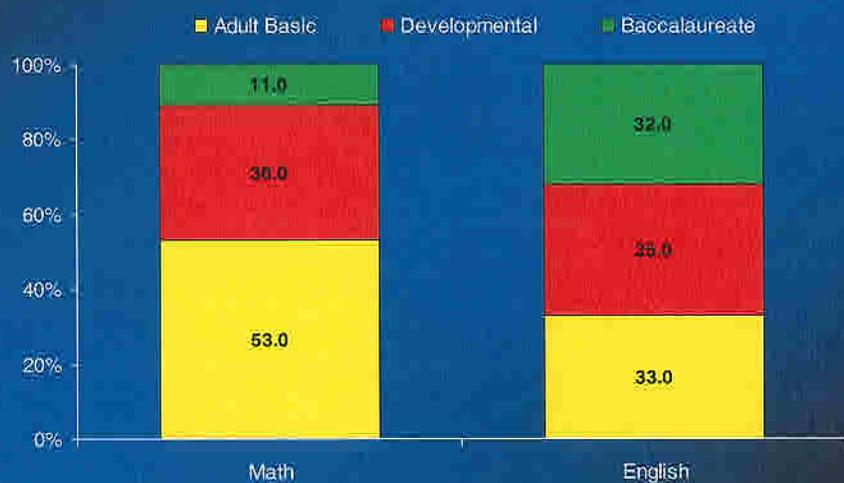


**MEASURING UP  
2006  
THE STATE REPORT CARD  
ON HIGHER EDUCATION**

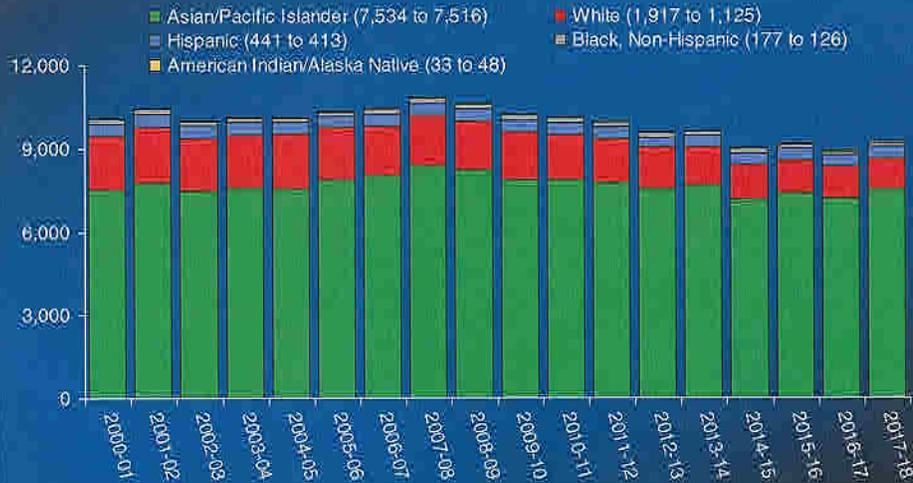
| PREPARATION  | HAWAII |      | Top States 2006 |
|--|--------|------|-----------------|
|  | 1992*  | 2006 |                 |
| <b>High School Completion (22%)</b>  |        |      |                 |
| 16- to 24-year-olds with a high school credential  | 94%    | 94%  | 94%             |
| <b>K-12 Course Taking (35%)</b>  |        |      |                 |
| 9th to 12th graders taking at least one upper-level math course  | 22%    | n/a  | 64%             |
| 9th to 12th graders taking at least one upper-level science course   | 18%    | n/a  | 40%             |
| 8th grade students taking algebra  | n/a    | n/a  | 33%             |
| 12th graders taking at least one upper-level math course   | n/a    | n/a  | 68%             |
| <b>K-12 Student Achievement (35%)</b>  |        |      |                 |
| 8th graders scoring at or above "proficient" on the national assessment exam:  |        |      |                 |
| in math  | 14%    | 18%  | 38%             |
| in reading   | 19%    | 18%  | 38%             |
| in science   | 15%    | 15%  | 41%             |
| in writing   | 15%    | 18%  | 41%             |
| Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math                        | 7%     | 7%   | 22%             |
| Number of courses in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates           | 110    | 153  | 237             |
| Number of courses that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors | 92     | 112  | 217             |
| <b>Teacher Quality (10%)</b>   |        |      |                 |
| 7th to 12th graders taught by teachers with a major in their subject   | 56%    | 73%  | 81%             |

\*The evaluation report data beginning in 1992 is the closest year for which reliable data are available. See the Technical Guide for Measuring Up 2006.  
 †The percentage of 16-24-year-olds with a regular high school diploma, 4%, has a GED. The numbers shown for a regular high school diploma and a GED may not exactly equal the number for a high school credential due to rounding.

*University of Hawaii Community Colleges—  
Entering Student Placement, Fall 2003*



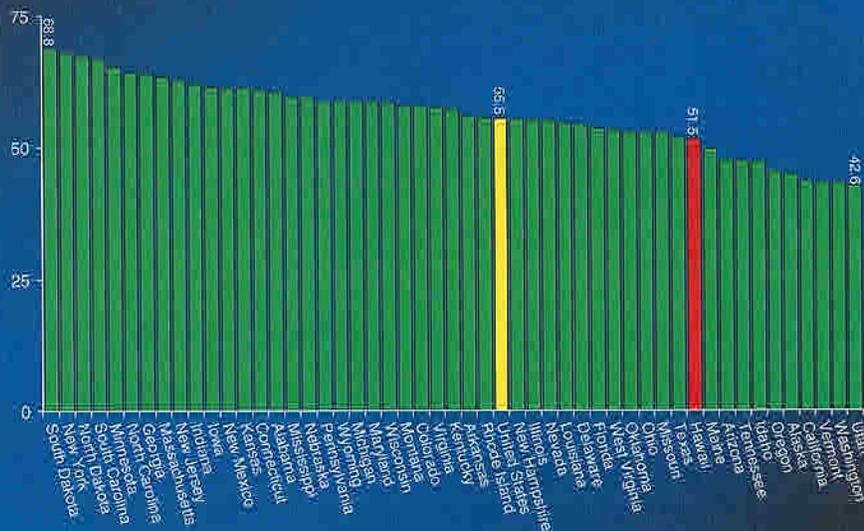
## Projections of High School Graduates to 2018 By Race/Ethnicity—Hawaii



Source: WICHE Projections of High School Graduates

43

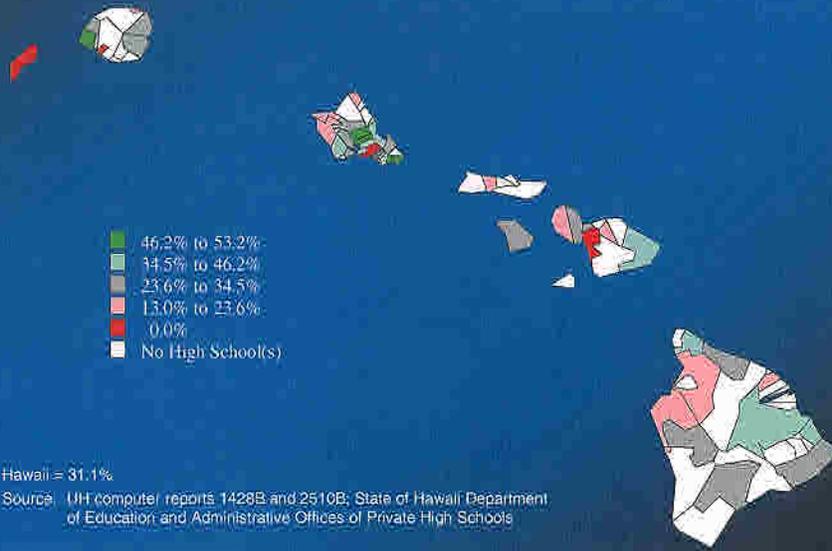
## College-Going Rates—First-Time Freshmen Directly Out of High School as a Percent of Recent High School Graduates, 2004



Source: Tom Mortenson, Postsecondary Opportunity (2004 data update 02-06-07)

44

### University of Hawaii System First-Time Freshmen as a Percent of High School Graduates by Location of High School Graduation (Zip Code), 2004



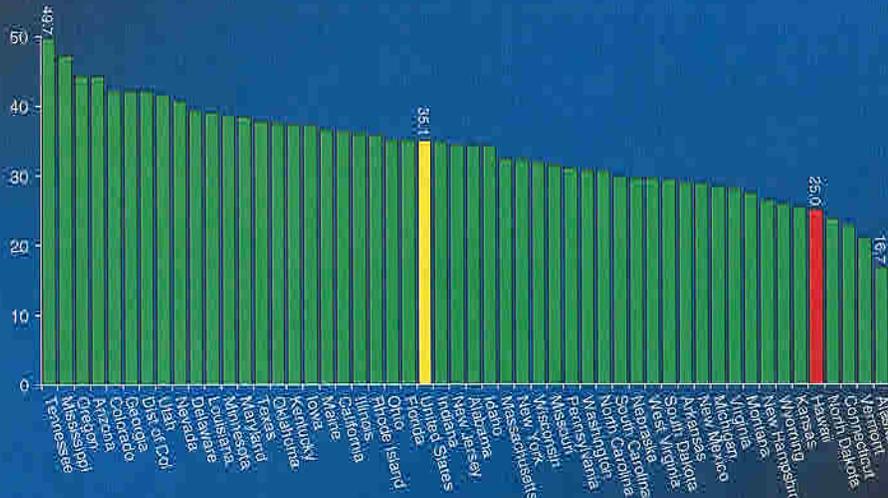
45

### Percent of First-Time Freshmen Who Attend College Within Their Reported State of Residence, Fall 2002



46

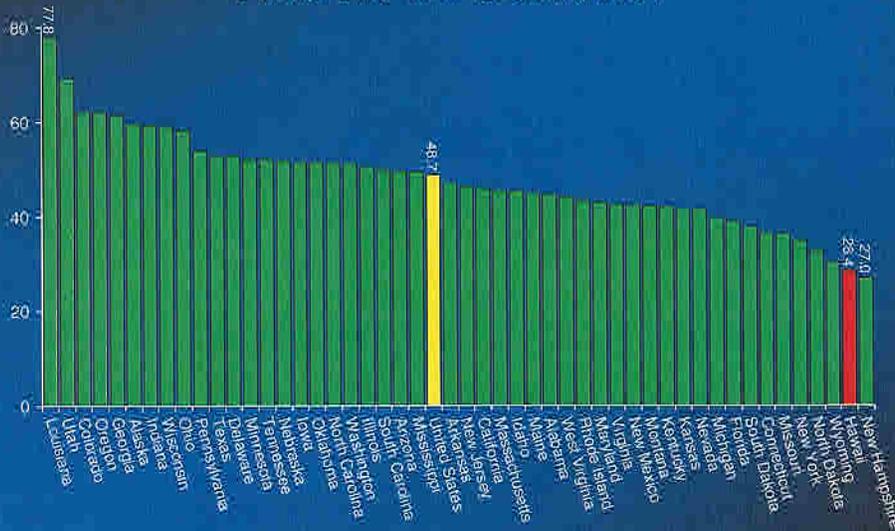
*Percentage of First-Time College Students Enrolled In-State Who Are Not Directly Out of High School— All Sectors, 2004*



Source: NCES, IPEDS Fall Enrollment Survey 2004

47

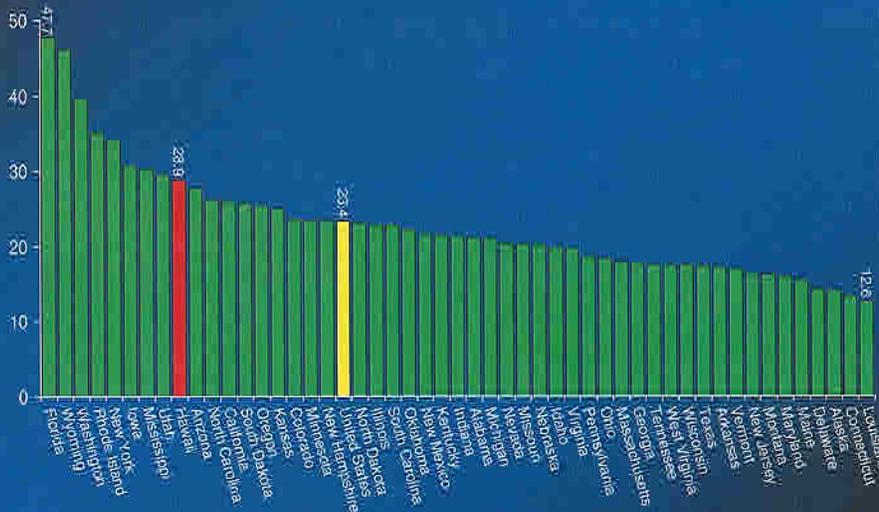
*Percentage of First-Time College Students Enrolled In-State Who Are Not Directly Out of High School— Public Two-Year Sectors, 2004*



Source: NCES, IPEDS Fall Enrollment Survey 2004

48

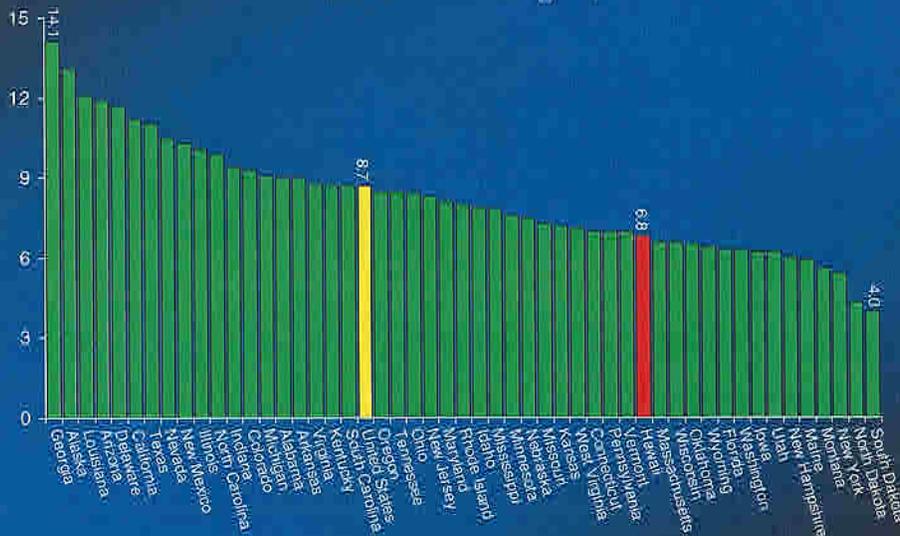
### Two-Year and Less Credentials Awarded Per 100 High School Graduates Three Years Earlier, 2004



Source: NCES, IPEDS Graduation Rate Survey

49

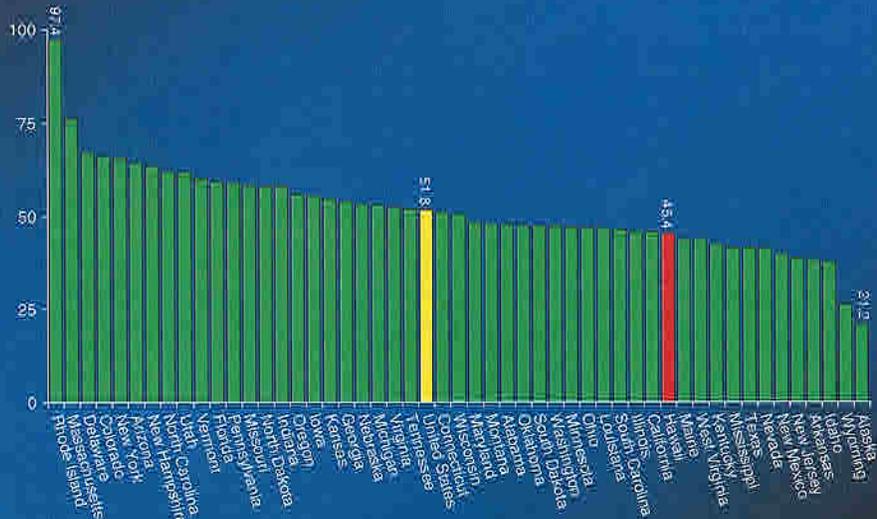
### Ratio of FTE Enrollment to Associate Degrees at Public Two-Year Colleges, 2004-05



Source: NCES, IPEDS Enrollment and Completion Surveys

50

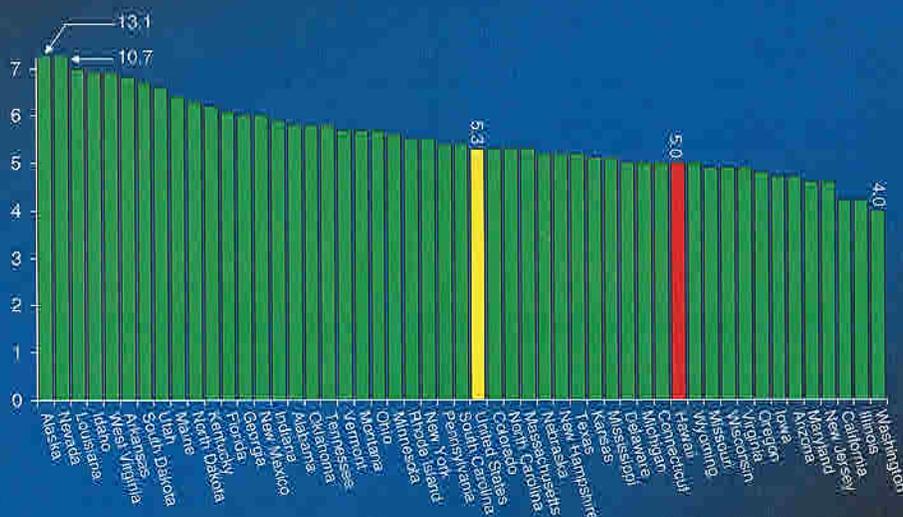
### Bachelor's Degrees Awarded per 100 High School Graduates Six Years Earlier, 2004



Source: NCES-IPEDS Completions Survey, WICHE

51

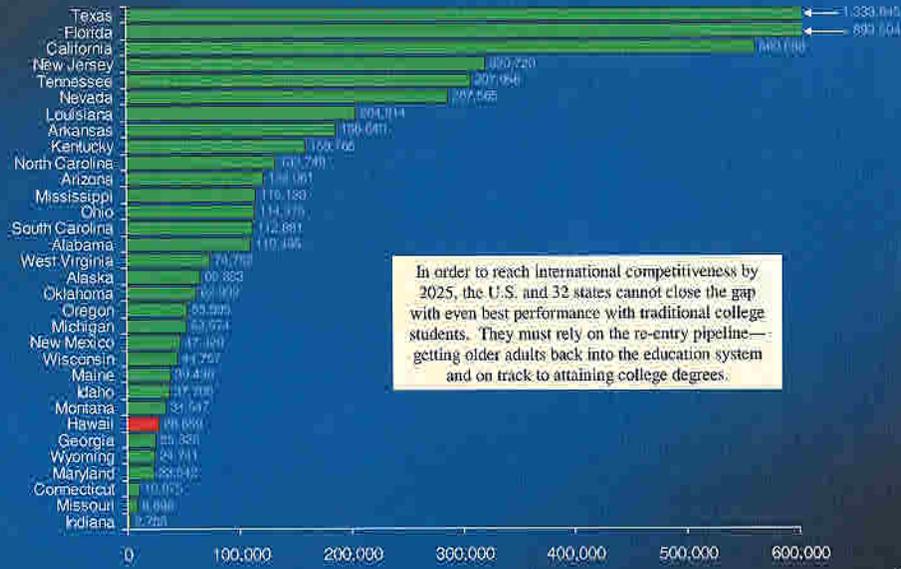
### Ratio of FTE Enrollment to Bachelor's Degrees at Public Four-Year Colleges, 2004-05



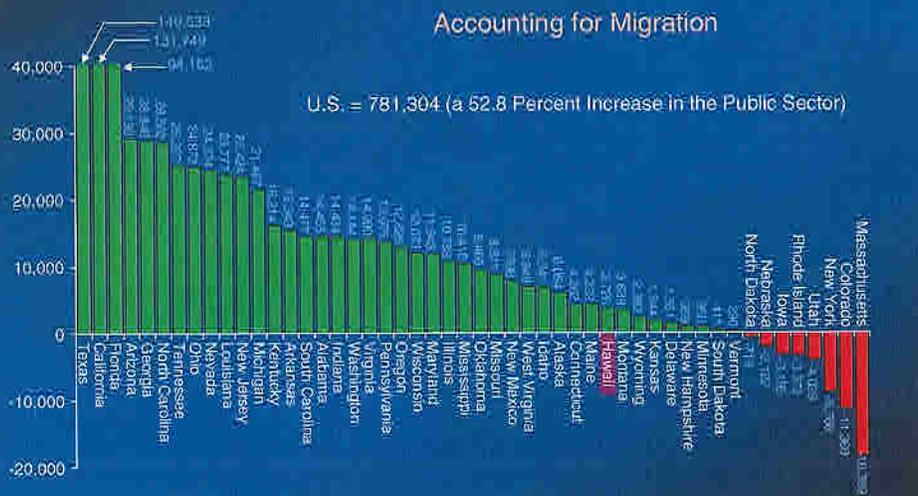
Source: NCES, IPEDS Enrollment and Completion Surveys

52

*Even Best Performance with Traditional College-Age Students at Each Stage of the Educational Pipeline Will Leave Gaps in More than 30 States*



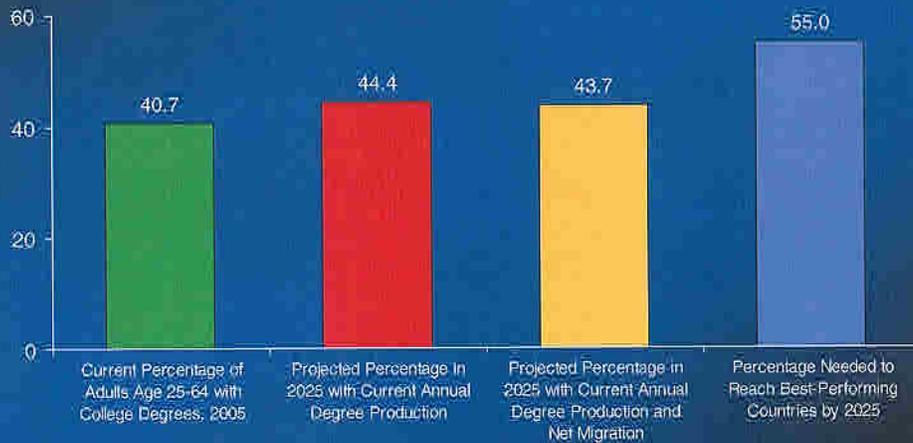
*The "Gap"—Difference in Annual Degrees Produced and Annual Degrees Needed to Meet Benchmark*



Source: U.S. Census Bureau, PLMS and Population Projections, IPEDS Completions Survey 2004-05

## Hawaii Educational Attainment (Percent)

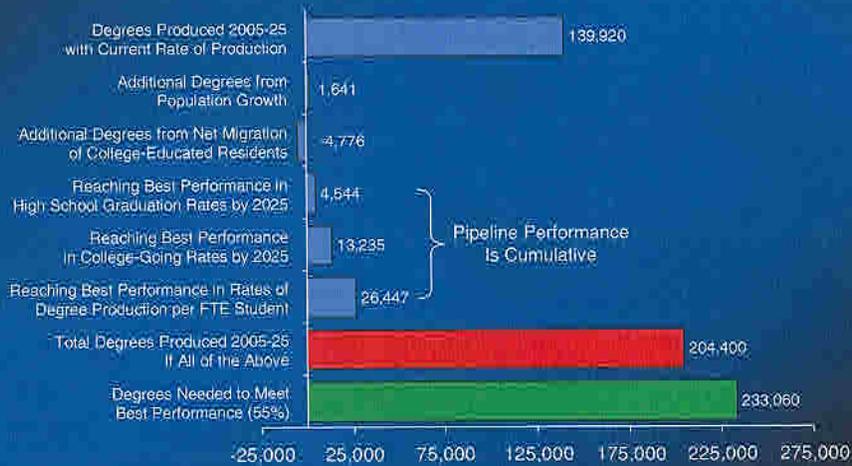
Current, In 2025 with Current Degree Production, and Best-Performing Countries in 2025



55

## How Can Hawaii Reach International Competitiveness?

Current Degree Production Combined with Population Growth and Migration, and Best Performance\* on the Student Transition and Completion Measures



\*Best performance = average of top three states

56

## *Reaching Top Performance by 2025 (55%)– Hawaii*

|         |  |
|---------|--|
| 362,918 | Number of Individuals to Match Best-Performing Countries (55%)                               |
| 129,858 | Number of Individuals (Age 25-44) Who Already Have Degrees                                   |
| 233,060 | Additional Production Needed (2005 to 2025)  |
| 163,309 | Degrees Produced at Current Annual Rate of Production  |
| -4,776  | Additional Residents with College Degrees from Net Migration                                 |
| 74,526  | Additional Degrees Needed  |
| 3,726   | Additional Degrees Needed per Year (Currently Produce 8,723 in All Sectors)                  |
| 66.1%   | Increase in Annual Associate and Bachelor's Degree Production Needed (in Public Sector Only) |

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## *Collective Cost to Hawaii, Assuming Tuition Stays the Same*

\$ 274 Million = Annual Costs of Additional Students  
at Current \$ per Student

\$ 474 Million = Current State Contribution

57.8% = Percent Increase in Annual State  
Support Needed

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*Average Cost to Students, Assuming  
No Additional State Investment*

\$ 6,506 = Additional Annual Costs to Students at  
Public Four-Year Institutions

170% Increase in Tuition and Fees  
(Currently \$ 3,832)

\$ 2,640 = Additional Annual Costs to Students at  
Public Two-Year Institutions

129% Increase in Tuition and Fees  
(Currently \$ 2,045)

59

*Importance of the  
“Re-Entry” Pipeline and  
the Ability of the U.S. to  
Remain Globally Competitive*

60

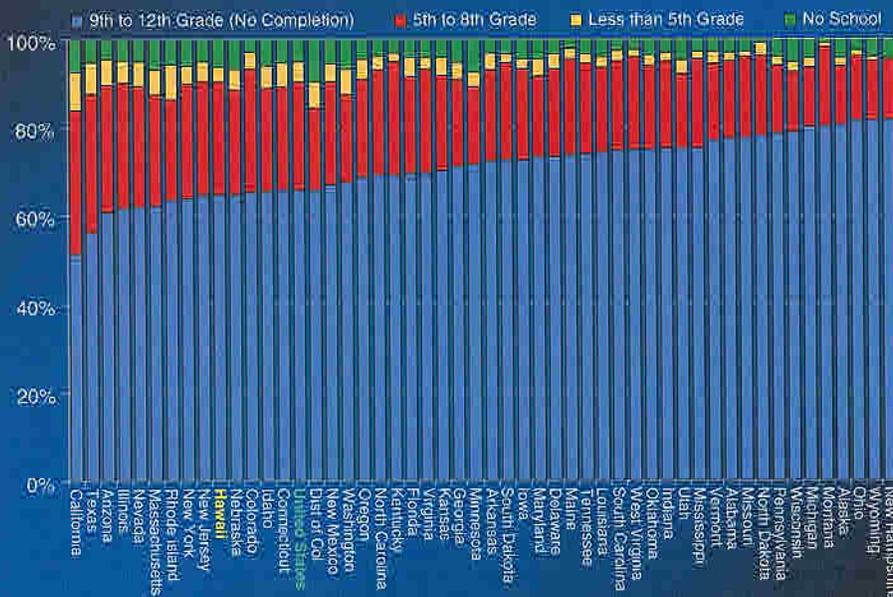
### Number of Adults Age 18-24 with Less than a High School Diploma (or Equivalent), 2005



Source: U.S. Census Bureau, 2005 ACS

61

### Distribution (Percent) of Residents Age 18-64 with Less than a High School Diploma by Grade Level Completed and State, 2005

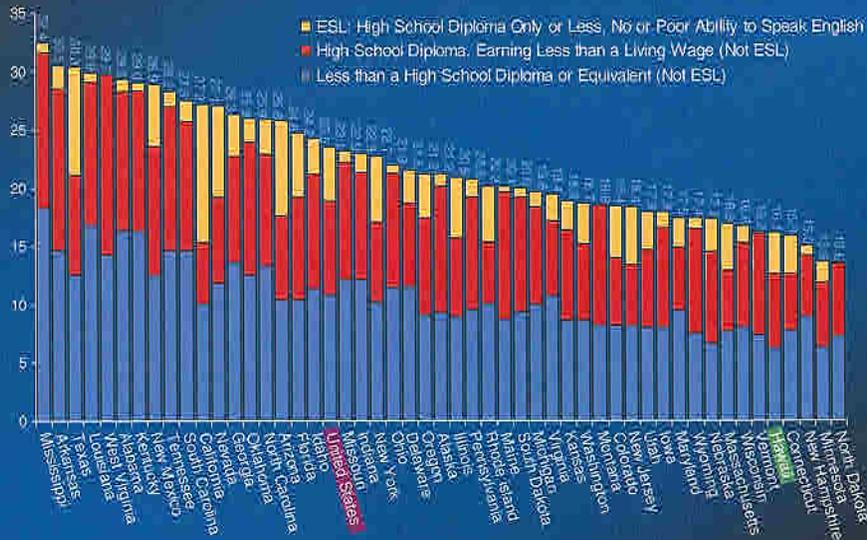


Source: U.S. Census Bureau, 2005 ACS

Note: Excludes residents age 18-24 enrolled in school

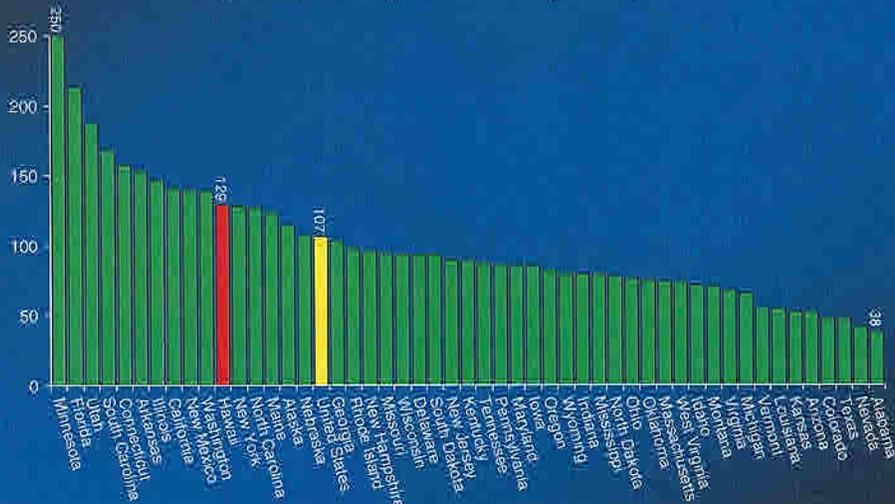
62

*Adult Education and Literacy—Target Populations as a Percentage of All Adults Age 18-64 by State, 2005*



63

*Enrollment of Residents Age 25-44 in State-Administered Adult Education Programs per 1,000 Residents Age 25-44 with Less than a High School Diploma, 2005*



64





## *Economic Future of Hawaii*

Interviews with Private and Public Sector Leaders Throughout the State Revealed a Common Belief that the Economic Future of Hawaii Depends on:

- ▶ Increasing the Number of High-Wage Jobs—  
Expanding and Diversifying the Economy
- ▶ Creating a Skilled Workforce that Can Be  
Employed in Such Jobs

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## *Some Key Facts About the State's Workforce*

- ▶ Generally High Educational Attainment—But Losing Ground
- ▶ Aging
- ▶ Workforce Participation Is not High in Spite of Low Unemployment Rates—and Varies by:
  - Region of State
  - Education Attainment Levels
- ▶ Reliant on In-Migration to Fill Positions in Key Areas and Exporting in Other Key Fields
- ▶ Fewer High School Graduates than Open Positions

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### *Summary—The Good News*

- ▶ Relatively Well Educated Workforce in Full Range of Current Employment—Underemployment??
- ▶ Relative High Salaries at All Levels of Education (but not When Adjusted for Cost of Living)
- ▶ There Are Jobs (of Some Sort) for Those Seeking Employment
- ▶ Many States Have Worse Problems than Hawaii

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### *Summary—The Bad News*

- ▶ Losing Ground RAPIDLY in Education Attainment
- ▶ Not Producing Enough Graduates to Replenish Retiring Workforce
- ▶ Hawaii Compares Unfavorably to Global Competitors

72

## *A Conclusion*

In Order for the Economic Circumstances of Hawaii and its Citizens to Be Sustained and Improved, the State Must Simultaneously Address the Twin Challenge of:

- ▶ Workforce Development
- ▶ Workplace Development

And It Must Effectively Engage the Higher Education System in This Process

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## *Key Short-Term Initiatives*

- ▶ Better Align K-12 Learning Outcomes and Assessment with Higher Education Expectations—Ensure Students Leave High School Prepared for Further Education and for Work
- ▶ Significantly Increase Numbers of Adults Acquiring Workplace Literacy Skills
- ▶ Provide Higher Education Access in Areas of Greatest Need
  - Waianae
  - 'Ewa
- ▶ Improve Retention

(continued)

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### *Key Short-Term Initiatives (continued)*

- ▶ Expand Degree Production in Key Areas
  - Nursing/Allied Health
  - Teacher Education
  - Computer Science (Oriented to Engineering Applications)
  - Science Technologies
- ▶ Create and Sustain a Rapid Response Capability
- ▶ Enhance Educational Programs and Support Systems for Entrepreneurs
- ▶ Promote Technology Transfer

75

### *The Policy Environment*

*Create a Policy Environment that Encourages Pursuit of These Initiatives—Realizing that the Policy Environment You Have Yields the Results You're Getting.*

- ▶ Formally Adopt a Set of Goals that Is Agreed to by Executive and Legislative Branches and UHS—a Compact
- ▶ Develop an Agreed-Upon Set of Accountability Measures by Which Progress Toward Goal Achievement Can Be Monitored

(continued)

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## *The Policy Environment (continued)*

- ▶ Create New Funding Relationship Between the State and UHS
  - Eliminate Line Items
  - Calibrate Funding Against External Benchmarks
  - Align Investment Funds Explicitly with Items Identified in the “Compact”
- ▶ Conduct a More Detailed “Policy Audit” to Identify Policies/Procedures that Create Barriers to Pursuit of the Agreed-Upon Public Agenda

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## *An Action Agenda*

Accomplishment of the Objectives Identified Will Require Action on the Part of All Parties.

### Executive Branch

- ▶ Join with Legislature and UHS in Developing and Ratifying a Compact and Associated Accountability Measures
- ▶ Promulgate the List of Priorities to All Appropriate Executive Branch Agencies—Use the Bully Pulpit
- ▶ Support K-20 Initiatives Focused on Alignment
- ▶ Establish a Policy Leadership Focus for Adult/Workplace Literacy Education
- ▶ Submit a Higher Education Budget Aligned with Priorities

(continued)

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## *An Action Agenda (continued)*

### Legislative Branch

- ▶ Join with Executive Branch and UHS in Developing and Ratifying a Compact and Associated Accountability Measures
- ▶ Develop a New Approach to Allocation of Resources to UHS
  - Allocation Based on Core Funding and Investment in Priorities
  - Autonomy with Accountability
- ▶ Establish Expectations Concerning Delivery of:
  - Long-Range Financing Plan for Higher Education
  - A Policy Audit

(continued)

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## *An Action Agenda (continued)*

### UHS

- ▶ Join with Executive and Legislative Branches in Developing and Ratifying a Compact and Associated Accountability Measures
- ▶ Pursue the Priority Items Identified
- ▶ Take the Leadership in Proposing a Long-Range Financing Plan for Higher Education for Submission to Executive and Legislative Branches
- ▶ Take the Leadership in Conducting a Policy Audit

(continued)

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## *An Action Agenda (continued)*

### Private Sector

- ▶ "Pull" Improvements in Education Attainment/Learning
  - Require Employees Lacking Basic Skills to Engage in Workplace Literacy Training
  - Screen New Employees for Requisite Skills
  - Require High School Students Who Are Employed to Take a Rigorous (SSI) Curriculum and Make Satisfactory Academic Progress as a Condition of Employment
- ▶ Support a Publicly Funded Venture Capital Fund
- ▶ Support the Public Agenda—Push Government and Education Leaders to Adopt and Sustain the Recommendations Made for Their Action

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## **Appendix B**

### **Issues Identified in Act 283**

#### **Issue #1**

#### **How well the workforce needs of Hawaii are currently being met?**

The Working Group finds that, in general terms, the workforce needs of Hawaii are currently being met at a level that may be characterized as between “poor” and “minimally well”.

There is currently a shortage of workers with the skills needed to fill open positions at all levels needed by Hawaii’s employers. In addition to a general need for workers, there is a prominent need for teachers at all levels and healthcare workers. It is a commonly held belief that the current workforce system is essentially a “social program” that focuses on support for certain populations of the unemployed, with very little emphasis on developing a skilled workforce.

With respect to the related question of how Hawaii’s public school system has contributed to the current workforce situation, there is a perception that it is not producing the caliber of high school graduates prepared to either join the workforce or continue onto a post-secondary education. Anecdotal information is that about 10-15% of public school students are “well-prepared,” and another 20% are “modestly prepared.” Rudimentary skills that are needed include the ability to write clearly and use good grammar. Critical thinking skills are required, and many graduates do not take thinking beyond the first step—they don’t scratch the surface, i.e., if we do this, then this will happen. Basic life skills also seem to be missing, like budgeting and balancing a budget. Graduates don’t seem to understand that in the world of work, there is a contract between employer and employee, and they need to learn to meet external expectations consistently. Attitude is a big issue. Top skills required include:

- basic skills sets, including critical thinking,
- soft skills, good interpersonal skills,
- responsibility and initiative, and the understanding that those are the traits that separate those who succeed from those who are not successful, and
- being presentable.

The Working Group finds the following.

- There are a number of well-established programs that provide excellent opportunities for experiential and applied learning, such as the following:

- ▶ DOE’s Health Academies and Construction Academies
  - ▶ Kapiolani Community College’s Culinary Program
  - ▶ Honolulu Community College’s Construction Program
- A number of the programs in place for the purpose of preparing students for the workforce are not held as a priority and have been further compromised by NCLB-related requirements.
  - Certain important initiatives to better prepare students for the workforce (because they make education relevant to workforce needs) are largely left to the initiative of individual high school principals and teachers.
  - Pressures on Hawaii to be competitive in a global economy and diversify its economy beyond legacy industries require better incorporation of business needs into the public education system.
  - A common comment is that workers need to improve their communication skills, both written and oral. There is a need to provide additional help to students with English as a second language.
  - A common comment is that workers are lacking in “soft skills”, basic math and communication skills (including public speaking and business writing), and critical thinking and judgment.

## Issue #2

### How prepared the State is to meet the workforce needs of the future?

The Working Group finds that, in general terms, Hawaii’s level of preparedness to meet its future<sup>a</sup> workforce needs may be rated between “poorly prepared” and “minimally well prepared”.

The workforce development, economic development, and education systems in place that have resulted in the current workforce situation are not changing fast enough to keep pace with technological and international advances. Absent immediate corrective actions, there is no basis for concluding that the workforce needs of the future will be better met than they are now. Further, due to the pace at which the global economies are evolving, the State will be far less prepared to meet the workforce needs of the future. The pace at which technology is advancing demands quicker implementation of programs that are flexible enough to adapt to the next iteration on a timely basis. We need to stop doing things that are not economically viable.

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<sup>a</sup> For the purposes of this report, “future” is defined to be any future period of time that can be influenced by the recommendations proposed by the Working Group.

Hawaii must produce graduates with basic STEM competencies, and increase the number of students going onto college and graduating within four years. It needs students to pursue careers in STEM, with participation in internships and mentorships as an integral part of their education to better prepare them for future job demands.

Please see this report's Overview (beginning on page 3) for further discussion of this issue.

### **Issue #3**

#### **What recommendations can be made to improve Hawaii's educational system to fulfill the workforce needs of the future?**

Generally, the Working Group concluded that the business community's expectations need to be clarified; businesses do not understand the major role they have in the education process, and they must "step to the plate". Without experiential and applied learning, students may not come to understand the world of work and may be unable to relate to the demands placed upon them as adults.

The Working Group's seven sets of findings and recommendations address this issue, beginning on page 7 of this report.

### **Issue #4**

#### **What is the current relationship between the public schools and emerging industries?**

The Working Group concludes that the current relationship between the public schools and emerging industries can be characterized as between "beginning to work together" to "not yet developed".

There are elements currently in place that can help further develop this relationship, including programs such as:

- Programs funded by Act 111, SLH 2007<sup>b</sup>; the Hawaii Excellence Through Science and Technology ("HI-EST") Academy pilot program, the Fostering Inspiration and Relevance Through Science and Technology ("FIRST") Pre-Academy program, Robotics and Research Experiences for Teachers programs, and professional development program for science and mathematics teachers.

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<sup>b</sup> SB885 SD2 HD3 CD1

- Starting with four pilot schools in Maui County, the Women in Technology Program established “Project EAST” STEM education funded by the U.S. Department of Labor, county and private-sector mentoring and partnership initiatives. These programs have been highly successful in all aspects and have expanded to Kauai, Hawaii Island, and Oahu (pending). In 2006, a statewide initiative known as 3Ts was established to ensure statewide rollout, funded by Act 281 in 2007 for expansion in Oahu schools.
- Hawaii Science and Technology Council’s website
- Hawaii’s Career Pathways program
- DOE’s Academies (Health, Construction)
- UH Community Colleges’ programs (e.g., CISCO, culinary, hospitality, construction)

**Issue #5**

**What percentage of high school students participate in any form of vocational or professional training outside of the school setting?**

It is the perception of the Working Group that a minimal number of high school students (less than 10%) participate in any form of vocational or professional training outside of the school setting. Lacking a comprehensive longitudinal tracking system, as proposed in Recommendation # 3, other than anecdotal information, the Working Group was unable to obtain a more definitive estimate.

**Issue #6**

**What aspects of high school curriculum, standards, and assessment strategies have a direct relationship to the State's future workforce needs?**

The DOE reports that the priority development for standards and benchmarks of the Hawaii Career Pathways Program is based on workforce development needs and growth industries in Hawaii. Growth industry forums have been held to determine the focus for programs of study within Career Pathways.

Career Pathways are broad groupings of career specialties/occupations that have common skills and knowledge. Career Pathways move from a core area of business and industry-

validated standards common to the occupations within the Career Pathway to more focused clusters and concentrations of work-related functions to specific occupational requirements.

Hawaii has six Career Pathways:

- 1) Arts and Communication
- 2) Business
- 3) Health Services
- 4) Natural Resources
- 5) Industrial and Engineering Technology
- 6) Public and Human Services

A Course of Study in Hawaii's Career Pathways spans a minimum of two years at the secondary level and extends to post-secondary education. It integrates State academic standards (Hawaii Content and Performance Standards), career and workplace skills, and specific business and industry-validated standards. It incorporates work-based learning where feasible and appropriate. The purpose of the Course of Study in Career Pathways is to prepare students for further education and/or employment and covers career fields that require less than a four-year degree as a prerequisite for entry. Students completing a Course of Study would have mastered all specific Career Pathway Core, Cluster, and Concentration standards. In school year 2005-06, there were 1,442 students who completed the two-year sequence of Career Pathway courses and related academic courses.

### **Issue #7**

#### **What are the challenges or impediments to creating a more direct relationship between schools and economy-driving industries of the State?**

Challenges/impediments to a more direct relationship between Hawaii's public education system and economy-driving industries include the following.

- 1) There is a lack of understanding of the importance of linking workforce needs and education. There is also a lack of appreciation for the value of incorporating "real world" experience into formal education. Workforce relevance makes education meaningful to students and may reduce drop out rates and raise standards of living later in life.
- 2) NCLB priorities are overwhelming the existing public education system, with limited resources available for other activities. No one asserts that creating a more direct link between schools and economy-driving industries is not important.
- 3) There is a lack of coordination between schools and businesses. The most productive and successful relations are between specific programs/initiatives and businesses/industries. Businesses do not want to be deluged with requests; they must be selective about their involvement with the education process.

Certain community colleges and colleges (like UH's Honolulu Community College and the College of Tropical Agriculture and Human Resources) are more effective and more focused on workforce needs than others.

- 4) In the UH System, professors and faculty members should welcome industry involvement in curriculum. Curriculum is often faculty driven. It needs to be driven by changing technology and evolving business needs, not a professor or faculty member's area of expertise.
- 5) There is a need to synchronize what students are studying and available job opportunities. There is a need to realign course work and work-related extra-curricular activities and industry needs.

Other challenges and barriers are discussed throughout the Working Group's Findings and Recommendations.

#### **Issue #8**

**How might autonomous schools-within-schools, magnet schools, specialized schools, and charter schools be better used to create more direct links between high schools and economy-driving industries of the State?**

Please see the Working Group's Findings and Recommendations #3 – Create a Series of Optional Learning Paths and Assessment (Tracking) System, beginning on page 15.

**Issue #9**

**How might the size of public schools, the distribution of discretionary funding, the decentralized authority of school community councils or charter school local school boards, and other organizational reforms be better used to satisfy the workforce development needs of the information and technology age?**

The Working Group addresses this issue in its Findings/Recommendation #4 – Develop System of Financial Performance Incentives, beginning on page 18.

In addition, the work of the Online Task Force established by Act 275, SLH 2007<sup>c</sup> provides a plan to expand opportunities for online learning to enhance the learning experiences of students across the state. The Act directed that the plan include technological options for learners, with 24/7 access to learning opportunities. The Task Force's report is due to the Legislature on December 27, 2007.

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<sup>c</sup> HB 598 HD1 SD1 CD1

## Appendix C Commonly Used Terms

**Applied Learning ...** The concept of “applied learning” is often equated to “hands on” or practical learning experiences. It is learning that requires youth to use skills and develop competencies expected in the world of work (time management, use of technology, problem solving, creative thinking, professional communication, learning skills, and collaborative work skills.)

**Contextual Learning ...** Contextual learning occurs only when students (learners) process new information or knowledge in such a way that it makes sense to them in their own frames of reference (their own inner worlds of memory, experience, and response). This approach to learning and teaching assumes that the mind naturally seeks meaning in context, that is, in relation to the person's current environment, and that it does so by searching for relationships that make sense and appear useful.

**Experiential Learning ...** Experiential Learning may be described as the process of making meaning from direct experience or simply as learning by doing.

**Future .....** For the purposes of this report, “future” is defined to be any future period of time that can be influenced by the recommendations proposed by the Working Group.

**Kentucky Education Reform<sup>d</sup> ...** The centerpiece of Kentucky's education reform effort is its vision of what students should know and be able to do as a result of their school experience. Every aspect of the reform movement is designed to promote student attainment of these goals and to measure our progress in helping them to do so.

Rather than delineating academic expectations by specific academic subjects, Kentucky has identified six learning goals that relate to productive engagement with society (e.g., use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives). Goals are divided by elementary, middle, and high school.

1. Students are able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.
2. Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities,

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<sup>d</sup> Goals 3 and 4 are included in Kentucky statute as learning goals, but they are not included in the state's academic assessment program. For more information, please see: <http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Academic+Expectations/>

social studies, practical living studies, and vocational studies to what they will encounter throughout their lives.

3. Students shall develop their abilities to become self-sufficient individuals.
4. Students shall develop their abilities to become responsible members of a family, work group, or community, including demonstrating effectiveness in community service.
5. Students shall develop their abilities to think and solve problems in school situations and in a variety of situations they will encounter in life.
6. Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources.

Soft Skills ..... Soft skills refer to the cluster of personality traits, social graces, facility with language, personal habits, friendliness, and optimism that mark people to varying degrees. Soft skills complement “hard skills”, which are the technical requirements of a job.

Some examples of soft skills:

- Personal Qualities:
- responsibility,
  - self-esteem,
  - sociability,
  - self-management, and
  - integrity/honesty.

- Interpersonal Skills:
- participates as a member of the team,
  - teaches others,
  - serves client / customers,
  - exercises leadership,
  - negotiates, and
  - works with cultural diversity.

SCANS ..... The Secretary's Commission on Achieving Necessary Skills (“SCANS”) was appointed in 1990 by Elizabeth Hanford Dole, the Secretary of the United States Department of Labor. The commission was made up of twenty-five concerned businessmen and -women from varying locations. The SCANS' job was to examine the demands of the future workplace. The SCANS eventually developed a system of skills "that high-performance workplaces require and that high-performance schools should produce." It

consists of five basic competencies that are built on a three-part foundation, which define what an effective worker should know and have skill in.

## **WORKPLACE KNOW-HOW**

The know-how identified by SCANS is made up of five competencies and a three-part foundation of skills and personal qualities that are needed for solid job performance. These include:

**COMPETENCIES** – effective workers can productively use:

- **Resources** – allocating time, money, material, space, and staff;
- **Interpersonal Skills** – working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds;
- **Information** – acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information;
- **Systems** – understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems;
- **Technology** – selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.

**THE FOUNDATION** – competence requires:

- **Basic Skills** – reading, writing, arithmetic and mathematics, speaking, and listening;
- **Thinking Skills** – thinking creatively, making decisions, solving problems, seeing things in the mind’s eye, knowing how to learn, and reasoning;
- **Personal Qualities** – individual responsibility, self-esteem, sociability, self-management, and integrity.

SCANS Documents available at <http://wdr.doleta.gov/SCANS/> include the following:

- What Work Requires of Schools
- Blueprint for Action: Building Community Coalitions
- Learning A Living
- Identifying and Describing the Skills Required by Work
- Identifying Necessary Job Skills
- Teaching the SCANS Competencies
- Government As A High Performance Employer

**Appendix D**  
**Kentucky, California, Florida Statutes**  
**Attendance and Punctuality**

Kentucky Title XIII – Education  
Chapter 159.00 – Compulsory Attendance<sup>e</sup>

Please see attached, beginning at page 90

California Title I – General Education Code Provisions  
Part 27 – Pupils  
Chapter 2 – Compulsory Education Law  
Article 5 – Truants  
Article 6 – Violations  
EC Section 48260.5; EC Section 48293 (a), (b), (c)<sup>f</sup>

Please see attached, beginning at page 94

Florida Title XLVIII – K-20 Education Code  
Chapter 1003 – Public K-12 Education  
Part II – School Attendance<sup>g</sup>

Please see attached, beginning at page 102

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<sup>e</sup> <http://www.lrc.ky.gov/KRS/159-00/CHAPTER.HTM>

<sup>f</sup> <http://www.leginfo.ca.gov/cgi-bin/calawquery?codesection=edc&codebody=&hits=20>

<sup>g</sup> [http://www.leg.state.fl.us/statutes/index.cfm?App\\_mode=Display\\_Statute&URL}=Ch1003/part02.htm&StatuteYear=2007&Title=%2D%3E2007%2D%3EChapter%201003%2D%3EPart%20II](http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL}=Ch1003/part02.htm&StatuteYear=2007&Title=%2D%3E2007%2D%3EChapter%201003%2D%3EPart%20II)

**159.051 Loss of license or permit by student for dropping out of school or for academic deficiency.**

- (1) When a student age sixteen (16) or seventeen (17) drops out of school or is declared to be academically deficient, the school administrator or his designee shall notify the superintendent of schools of the district in which the student is a resident or is enrolled. The reports shall be made at the end of each semester but may be made earlier in the semester for accumulated absences. A student shall be deemed to have dropped out of school when he has nine (9) or more unexcused absences in the preceding semester. Any absences due to suspension shall be unexcused absences. A student shall be deemed to be academically deficient when he has not received passing grades in at least four (4) courses, or the equivalent of four (4) courses, in the preceding semester. The local school board shall adopt a policy to reflect a similar standard for academic deficiency for students in alternative, special education, or part-time programs.
- (2) Within ten (10) days after receiving the notification, the superintendent shall report the student's name and Social Security number to the Transportation Cabinet. As soon as possible thereafter, the cabinet shall notify the student that his operator's license, intermediate license, permit, or privilege to operate a motor vehicle has been revoked or denied and shall inform the student of his right to a hearing before the District Court of appropriate venue to show cause as to the reasons his license, permit, or privilege should be reinstated. Within fifteen (15) days after this notice is sent, the custodial parent, legal guardian, or next friend of the student may request an ex parte hearing before the District Court. The student shall not be charged District Court filing fees. The notification shall inform the student that he is not required to have legal counsel.
- (3) In order for the student to have his license reinstated, the court shall be satisfied that:
  - (a) The license is needed to meet family obligations or family economic considerations which, if unsatisfied, would create an undue hardship; or
  - (b) The student is the only licensed driver in the household; or
  - (c) The student is not considered a dropout or academically deficient pursuant to this section.

If the student satisfies the court, the court shall notify the cabinet to reinstate the student's license at no cost. The student, if aggrieved by a decision of the court issued pursuant to this section, may appeal the decision within thirty (30) days to the Circuit Court of appropriate venue. A student who is being schooled at home shall be considered to be enrolled in school.

- (4) A student who has had his license revoked under the provisions of this section may reapply for his driver's license as early as the end of the semester during which he enrolls in school and successfully completes the educational requirements. A student may also reapply for his driver's license at the end of a summer school semester which results in the student having passed at least four (4) courses, or the equivalent of four (4) courses, during the successive spring and summer semesters,

and the courses meet the educational requirements for graduation. He shall provide proof issued by his school within the preceding sixty (60) days that he is enrolled and is not academically deficient.

**Effective:** June 26, 2007

**History:** Amended 2007 Ky. Acts ch. 36, sec. 1, effective June 26, 2007. -- Amended 1994 Ky. Acts ch. 503, sec. 1, effective July 15, 1994. -- Created 1990 Ky. Acts ch. 234, sec. 1, effective July 13, 1990.

**Legislative Research Commission Note (6/26/2007).** Under the authority of KRS 7.136(1), the Reviser of Statutes in codification has changed the internal numbering system of subsection (3) of this statute. The words in the text were not changed.

**159.150 Definitions of truant and habitual truant -- Attendance record requirements -- Adoption of truancy policies by local school boards.**

- (1) Any student who has attained the age of six (6) years, but has not reached his or her eighteenth birthday, who has been absent from school without valid excuse for three (3) or more days, or tardy without valid excuse on three (3) or more days, is a truant.
- (2) Any student enrolled in a public school who has attained the age of eighteen (18) years, but has not reached his or her twenty-first birthday, who has been absent from school without valid excuse for three (3) or more days, or tardy without valid excuse on three (3) or more days, is a truant.
- (3) Any student who has been reported as a truant two (2) or more times is an habitual truant.
- (4) For the purposes of establishing a student's status as a truant, the student's attendance record is cumulative for an entire school year. If a student transfers from one (1) Kentucky public school to another during a school year, the receiving school shall incorporate the attendance information provided under KRS 159.170 in the student's official attendance record.
- (5) A local board of education may adopt reasonable policies that:
  - (a) Require students to comply with compulsory attendance laws;
  - (b) Require truants and habitual truants to make up unexcused absences; and
  - (c) Impose sanctions for noncompliance.

**Effective:** June 26, 2007

**History:** Amended 2007 Ky. Acts ch. 122, sec. 1, effective June 26, 2007. -- Amended 2005 Ky. Acts ch. 172, sec. 1, effective June 20, 2005. -- Amended 1998 Ky. Acts ch. 611, sec. 2, effective July 15, 1998. -- Repealed and reenacted 1990 Ky. Acts ch. 476, Pt. V, sec. 413, effective July 13, 1990. -- Amended 1982 Ky. Acts ch. 33, sec. 1, effective July 15, 1982. -- Recodified 1942 Ky. Acts ch. 208, sec. 1, effective October 1, 1942, from Ky. Stat. sec. 4434-14.

**159.180 Parents responsible for children's violations.**

Every parent, guardian, or custodian of a child residing in any school district in this state is legally responsible for any violation of KRS 159.010 to 159.170 by the child. Before any proceedings are instituted against the parent, guardian, or custodian for violation of KRS 159.010 to 159.170, a written notice of the violation shall be served on the person by the director of pupil personnel, and one (1) day shall be given for the termination of the violation. After such notice, if the violation is continued or if the provisions of KRS 159.010 to 159.170 are again violated during the school term by the child, no further notice shall be necessary and the parent or guardian shall be punishable as provided in KRS 159.990. A notice by certified mail, return receipt requested, or by personal service by the director of pupil personnel shall be a legal notice.

**Effective:** July 13, 1990

**History:** Repealed and reenacted 1990 Ky. Acts ch. 476, Pt. V, sec. 415, effective July 13, 1990. -- Amended 1980 Ky. Acts ch. 114, sec. 23, effective July 15, 1980. -- Amended 1974 Ky. Acts ch. 315, sec. 16. -- Amended 1966 Ky. Acts ch. 89, sec. 4. - - Amended 1958 Ky. Acts ch. 126, sec. 16. -- Recodified 1942 Ky. Acts ch. 208, sec. 1, effective October 1, 1942, from Ky. Stat. sec. 4434-17.

## EDUCATION CODE

### SECTION 48260-48273

48260. (a) Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without valid excuse three full days in one school year or tardy or absent for more than any 30-minute period during the schoolday without a valid excuse on three occasions in one school year, or any combination thereof, is a truant and shall be reported to the attendance supervisor or to the superintendent of the school district.

(b) Notwithstanding subdivision (a), it is the intent of the Legislature that school districts shall not change the method of attendance accounting provided for in existing law and shall not be required to employ period-by-period attendance accounting.

48260.5. Upon a pupil's initial classification as a truant, the school district shall notify the pupil's parent or guardian, by first-class mail or other reasonable means, of the following:

(a) That the pupil is truant.

(b) That the parent or guardian is obligated to compel the attendance of the pupil at school.

(c) That parents or guardians who fail to meet this obligation may be guilty of an infraction and subject to prosecution pursuant to Article 6 (commencing with Section 48290) of Chapter 2 of Part 27.

(d) That alternative educational programs are available in the district.

(e) That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the pupil's truancy.

(f) That the pupil may be subject to prosecution under Section 48264.

(g) That the pupil may be subject to suspension, restriction, or delay of the pupil's driving privilege pursuant to Section 13202.7 of the Vehicle Code.

(h) That it is recommended that the parent or guardian accompany the pupil to school and attend classes with the pupil for one day.

48260.6. (a) In any county which has not established a county school attendance review board pursuant to Section 48321, the school district may notify the district attorney or the probation officer, or both, of the county in which the school district is located, by first-class mail or other reasonable means, of the following if the district attorney or the probation officer has elected to participate in the truancy mediation program described in subdivision (d):

(1) The name of each pupil who has been classified as a truant.

(2) The name and address of the parent or guardian of each pupil who has been classified as a truant.

(b) The school district may also notify the district attorney or the probation officer, or both, as to whether the pupil continues to be classified as a truant after the parents have been notified pursuant to subdivision (a) of Section 48260.5.

(c) In any county which has not established a county school attendance review board, the district attorney or the probation

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officer of the county in which the school district is located may notify the parents or guardians of every truant, by first-class mail or other reasonable means, that they may be subject to prosecution pursuant to Article 6 (commencing with Section 48290) of Chapter 2 of Part 27 for failure to compel the attendance of the pupil at school.

(d) If the district attorney or the probation officer, or both, are notified by a school district that a child continues to be classified as a truant after the parents or guardians have been notified pursuant to subdivision (a) of Section 48260.5, the district attorney or the probation officer in any county which has not established a county school attendance review board may request the parents or guardians and the child to attend a meeting in the district attorney's office or at the probation department pursuant to Section 601.3 of the Welfare and Institutions Code to discuss the possible legal consequences of the child's truancy. Notice of the meeting shall be given pursuant to Section 601.3 of the Welfare and Institutions Code.

48261. Any pupil who has once been reported as a truant and who is again absent from school without valid excuse one or more days, or tardy on one or more days, shall again be reported as a truant to the attendance supervisor or the superintendent of the district.

48262. Any pupil is deemed an habitual truant who has been reported as a truant three or more times per school year, provided that no pupil shall be deemed an habitual truant unless an appropriate district officer or employee has made a conscientious effort to hold at least one conference with a parent or guardian of the pupil and the pupil himself, after the filing of either of the reports required by Section 48260 or Section 48261.

48263. If any minor pupil in any district of a county is an habitual truant, or is irregular in attendance at school, as defined in this article, or is habitually insubordinate or disorderly during attendance at school, the pupil may be referred to a school attendance review board or to the probation department for services if the probation department has elected to receive these referrals. The supervisor of attendance, or any other persons the governing board of the school district or county may designate, making the referral shall notify the minor and parents or guardians of the minor, in writing, of the name and address of the board or probation department to which the matter has been referred and of the reason for the referral. The notice shall indicate that the pupil and parents or guardians of the pupil will be required, along with the referring person, to meet with the school attendance review board or probation officer to consider a proper disposition of the referral.

If the school attendance review board or probation officer determines that available community services can resolve the problem of the truant or insubordinate pupil, then the board or probation officer shall direct the pupil or the pupil's parents or guardians, or both, to make use of those community services. The school attendance review board or probation officer may require, at any time that it determines proper, the pupil or parents or guardians of the pupil, or both, to furnish satisfactory evidence of participation in the available community services.

If the school attendance review board or probation officer

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determines that available community services cannot resolve the problem of the truant or insubordinate pupil or if the pupil or the parents or guardians of the pupil, or both, have failed to respond to directives of the school attendance review board or probation officer or to services provided, the school attendance review board may, pursuant to Section 48263.5, notify the district attorney or the probation officer, or both, of the county in which the school district is located, or the probation officer may, pursuant to Section 48263.5, notify the district attorney, if the district attorney or the probation officer has elected to participate in the truancy mediation program described in that section. If the district attorney or the probation office has not elected to participate in the truancy mediation program described in Section 48263.5, the school attendance review board or probation officer may direct the county superintendent of schools to, and, thereupon, the county superintendent of schools shall, request a petition on behalf of the pupil in the juvenile court of the county. Upon presentation of a petition on behalf of a pupil, the juvenile court of the county shall hear all evidence relating to the petition. The school attendance review board or the probation officer shall submit to the juvenile court documentation of efforts to secure attendance as well as its recommendations on what action the juvenile court shall take in order to bring about a proper disposition of the case.

In any county which has not established a school attendance review board, if the school district determines that available community resources cannot resolve the problem of the truant or insubordinate pupil, or if the pupil or the pupil's parents or guardians, or both, have failed to respond to the directives of the school district or the services provided, the school district, pursuant to Section 48260.6, may notify the district attorney or the probation officer, or both, of the county in which the school district is located, if the district attorney or the probation officer has elected to participate in the truancy mediation program described in Section 48260.6.

48263.5. (a) In any county which has established a county school attendance review board pursuant to Section 48321, the school attendance review board may notify the district attorney or the probation officer, or both, of the county in which the school district is located, or the probation officer may notify the district attorney, by first-class mail or other reasonable means, of the following if the district attorney or the probation officer has elected to participate in the truancy mediation program described in subdivision (b):

(1) The name of each pupil who has been classified as a truant and concerning whom the school attendance review board or the probation officer has determined:

(A) That available community services cannot resolve the truancy or insubordination problem.

(B) That the pupil or the parents or guardians of the pupil, or both, have failed to respond to directives of the school attendance review board or probation officer or to services provided.

(2) The name and address of the parent or guardian of each pupil described in paragraph (1).

(b) Upon receipt of notification provided pursuant to subdivision (a), the district attorney or the probation officer may notify the parents or guardians of each pupil concerning whom notification has been received, by first-class mail or other reasonable means, that they may be subject to prosecution pursuant to Article 6 (commencing with Section 48290) of Chapter 2 of Part 27 for failure to compel the attendance of the pupil at school. The district attorney or the probation officer may also request the parents or guardians and the

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child to attend a meeting in the district attorney's office or at the probation department pursuant to Section 601.3 of the Welfare and Institutions Code to discuss the possible legal consequences of the child's truancy. Notice of the meeting shall be given pursuant to Section 601.3 of the Welfare and Institutions Code.

48264. The attendance supervisor or his or her designee, a peace officer, a school administrator or his or her designee, or a probation officer may arrest or assume temporary custody, during school hours, of any minor subject to compulsory full-time education or to compulsory continuation education found away from his or her home and who is absent from school without valid excuse within the county, city, or city and county, or school district.

48264.5. Any minor who is required to be reported as a truant pursuant to Section 48260 or 48261 may be required to attend makeup classes conducted on one day of a weekend pursuant to subdivision (c) of Section 37223 and is subject to the following:

(a) The first time a truancy report is required, the pupil may be personally given a written warning by any peace officer specified in Section 830.1 of the Penal Code. A record of the written warning may be kept at the school for a period of not less than two years, or until the pupil graduates, or transfers, from that school. If the pupil transfers, the record may be forwarded to any school receiving the pupil's school records. A record of the written warning may be maintained by the law enforcement agency in accordance with that law enforcement agency's policies and procedures.

(b) The second time a truancy report is required within the same school year, the pupil may be assigned by the school to an afterschool or weekend study program located within the same county as the pupil's school. If the pupil fails to successfully complete the assigned study program, the pupil shall be subject to subdivision (c).

(c) The third time a truancy report is required within the same school year, the pupil shall be classified a habitual truant, as defined in Section 48262, and may be referred to, and required to attend, an attendance review board or a truancy mediation program pursuant to Section 48263 or pursuant to Section 601.3 of the Welfare and Institutions Code. If the district does not have a truancy mediation program, the pupil may be required to attend a comparable program deemed acceptable by the school district's attendance supervisor. If the pupil does not successfully complete the truancy mediation program or other similar program, the pupil shall be subject to subdivision (d).

(d) The fourth time a truancy is required to be reported within the same school year, the pupil shall be within the jurisdiction of the juvenile court which may adjudge the pupil to be a ward of the court pursuant to Section 601 of the Welfare and Institutions Code. If the pupil is adjudged a ward of the court, the pupil shall be required to do one or more of the following:

(1) Performance at court-approved community services sponsored by either a public or private nonprofit agency for not less than 20 hours but not more than 40 hours over a period not to exceed 90 days, during a time other than the pupil's hours of school attendance or employment. The probation officer shall report to the court the failure of the pupil to comply with this paragraph.

(2) Payment of a fine by the pupil of not more than one hundred dollars (\$100) for which a parent or guardian of the pupil may be jointly liable.

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(3) Attendance of a court-approved truancy prevention program.

(4) Suspension or revocation of driving privileges pursuant to Section 13202.7 of the Vehicle Code. This subdivision shall apply only to a pupil who has attended a school attendance review board program, a program operated by a probation department acting as a school attendance review board, or a truancy mediation program pursuant to subdivision (c).

48265. Any person arresting or assuming temporary custody of a minor pursuant to Section 48264 shall forthwith deliver the minor either to the parent, guardian, or other person having control, or charge of the minor, or to the school from which the minor is absent, or to a nonsecure youth service or community center designated by the school or district for counseling prior to returning such minor to his home or school, or to a school counselor or pupil services and attendance officer located at a police station for the purpose of obtaining immediate counseling from the counselor or officer prior to returning or being returned to his home or school, or, if the minor is found to have been declared an habitual truant, he shall cause the minor to be brought before the probation officer of the county having jurisdiction over minors.

48266. Any person taking action pursuant to Sections 48264 and 48265 shall report the matter, and the disposition made by him of the minor to the school authorities of the city, or city and county, or school district and to the minor's parent or guardian.

48267. Any pupil who has once been adjudged an habitual truant or habitually insubordinate or disorderly during attendance at school by the juvenile court of the county, or has been found to be a person described in Section 602 and as a condition of probation is required to attend a school program approved by a probation officer, who is reported as a truant from school one or more days or tardy on one or more days without valid excuse, in the same school year or in a succeeding year, or habitually insubordinate, or disorderly during attendance at school, shall be brought to the attention of the juvenile court and the pupil's probation or parole officer within 10 days of the reported violation.

Notwithstanding Section 827 of the Welfare and Institutions Code, written notice that a minor enrolled in a public school in grades 7 to 12, inclusive, has been found by a court to be a person described in Section 602 and as a condition of probation is required to attend a school program approved by a probation officer shall be provided by the juvenile court, within seven days of the entry of the dispositional order, to the superintendent of the school district of attendance, which information shall be expeditiously transmitted to the principal or to one person designated by the principal of the school that the minor is attending. The principal or the principal's designee shall not disclose this information to any other person except as otherwise required by law.

48268. The court, in addition to any judgment it may make regarding the pupil, may render judgment that the parent, guardian, or person having the control or charge of the pupil shall deliver him at the beginning of each schoolday, for the remainder of the school term, at

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the school from which he is a truant, or in which he has been insubordinate or disorderly during attendance, or to a school designated by school authorities.

48269. If the parent, guardian, or other person having control or charge of the child, within three days after the rendition of the judgment executes a bond to the governing board of the school district in the sum of two hundred dollars (\$200), conditioned that the child will, during the remainder of the current school year, regularly attend some public or private school in the city, or city and county, or school district, and not be insubordinate or disorderly during attendance, then the court may make an order suspending the execution of the judgment so long as the condition of the bond is complied with. The bond shall be filed with the secretary of the board of education, or clerk of the board of trustees. All money paid or collected on the bond shall be paid into the county treasury as provided in Section 41001.

48273. The governing board of each school district shall adopt rules and regulations to require the appropriate officers and employees of the district to gather and transmit to the county superintendent of schools the number and types of referrals to school attendance review boards and of requests for petitions to the juvenile court pursuant to Section 48263.

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## EDUCATION CODE

### SECTION 48290-48296

48290. The governing board of any school district, shall, on the complaint of any person, make full and impartial investigation of all charges against any parent, guardian, or other person having control or charge of any child, for violation of any of the provisions of this chapter.

48291. If it appears upon investigation that any parent, guardian, or other person having control or charge of any child has violated any of the provisions of this chapter, the secretary of the board of education, except as provided in Section 48292, or the clerk of the board of trustees, shall refer such person to a school attendance review board. In the event that any such parent, guardian, or other person continually and willfully fails to respond to directives of the school attendance review board or services provided, the school attendance review board shall direct the school district to make and file in the proper court a criminal complaint against the parent, guardian, or other person, charging the violation, and shall see that the charge is prosecuted by the proper authority. In the event that a criminal complaint is not prosecuted by the proper authority as recommended, the official making the determination not to prosecute shall provide the school attendance review board with a written explanation for the decision not to prosecute.

48292. In counties, cities, and cities and counties, and in school districts having an attendance supervisor, the attendance supervisor shall make and file the complaint provided for by this article and shall see that the charge is prosecuted by the proper authorities.

48293. (a) Any parent, guardian, or other person having control or charge of any pupil who fails to comply with this chapter, unless excused or exempted therefrom, is guilty of an infraction and shall be punished as follows:

(1) Upon a first conviction, by a fine of not more than one hundred dollars (\$100).

(2) Upon a second conviction, by a fine of not more than two hundred fifty dollars (\$250).

(3) Upon a third or subsequent conviction, if the person has willfully refused to comply with this section, by a fine of not more than five hundred dollars (\$500). In lieu of imposing the fines prescribed in paragraphs (1), (2), and (3), the court may order the person to be placed in a parent education and counseling program.

(b) A judgment that a person convicted of an infraction be punished as prescribed in subdivision (a) may also provide for the payment of the fine within a specified time or in specified installments, or for participation in the program. A judgment granting a defendant time to pay the fine or prescribing the days of attendance in a program shall order that if the defendant fails to pay the fine, or any installment thereof, on the date that it is due, or fails to attend a program on a prescribed date, he or she shall appear in court on that date for further proceedings. Willful violation of the order is punishable as contempt.

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(c) The court may also order that the person convicted of the violation of subdivision (a) immediately enroll or reenroll the pupil in the appropriate school or educational program and provide proof of enrollment to the court. Willful violation of an order under this subdivision is punishable as civil contempt with a fine of up to one thousand dollars (\$1,000). An order of contempt under this subdivision shall not include imprisonment.

48294. All fines paid as penalties for the violation of any of the provisions of this chapter shall, when collected or received, be paid over by the court or officer receiving them to the treasurer of the city, county, or city and county, in which the offense was committed, to be placed to the credit of the school fund of the school district in which the offense was committed. Such moneys shall be used to support the activities of the school attendance review board prescribed by Section 48291 and the parent education and counseling program prescribed by Section 48293.

48295. Any judge of the superior court, in the county in which the school district is located, or in which the offense is committed, has jurisdiction of offenses committed under this article. A juvenile court has jurisdiction of a violation of Section 48293 as provided by Section 601.4 of the Welfare and Institutions Code.

48296. No fees shall be charged or received by any court or officer in any proceeding under this chapter.

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Select Year: 2007

## The 2007 Florida Statutes

Title XLVIII  
K-20 EDUCATION CODE

Chapter 1003  
PUBLIC K-12 EDUCATION

[View Entire Chapter](#)

**1003.26 Enforcement of school attendance.**--The Legislature finds that poor academic performance is associated with nonattendance and that school districts must take an active role in promoting and enforcing attendance as a means of improving student performance. It is the policy of the state that each district school superintendent be responsible for enforcing school attendance of all students subject to the compulsory school age in the school district and supporting enforcement of school attendance by local law enforcement agencies. The responsibility includes recommending policies and procedures to the district school board that require public schools to respond in a timely manner to every unexcused absence, and every absence for which the reason is unknown, of students enrolled in the schools. District school board policies shall require the parent of a student to justify each absence of the student, and that justification will be evaluated based on adopted district school board policies that define excused and unexcused absences. The policies must provide that public schools track excused and unexcused absences and contact the home in the case of an unexcused absence from school, or an absence from school for which the reason is unknown, to prevent the development of patterns of nonattendance. The Legislature finds that early intervention in school attendance is the most effective way of producing good attendance habits that will lead to improved student learning and achievement. Each public school shall implement the following steps to promote and enforce regular school attendance:

(1) CONTACT, REFER, AND ENFORCE.--

(a) Upon each unexcused absence, or absence for which the reason is unknown, the school principal or his or her designee shall contact the student's parent to determine the reason for the absence. If the absence is an excused absence, as defined by district school board policy, the school shall provide opportunities for the student to make up assigned work and not receive an academic penalty unless the work is not made up within a reasonable time.

(b) If a student has had at least five unexcused absences, or absences for which the reasons are unknown, within a calendar month or 10 unexcused absences, or absences for which the reasons are unknown, within a 90-calendar-day period, the student's primary teacher shall report to the school principal or his or her designee that the student may be exhibiting a pattern of nonattendance. The principal shall, unless there is clear evidence that the absences are not a pattern of nonattendance, refer the case to the school's child study team to determine if early patterns of truancy are developing. If the child study team finds that a pattern of nonattendance is developing, whether the absences are excused or not, a meeting with the parent must be scheduled to identify potential remedies, and the principal shall notify the district school superintendent and the school district contact for home education programs that the referred student is exhibiting a pattern of nonattendance.

(c) If an initial meeting does not resolve the problem, the child study team shall implement the following:

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1. Frequent attempts at communication between the teacher and the family.
2. Evaluation for alternative education programs.
3. Attendance contracts.

The child study team may, but is not required to, implement other interventions, including referral to other agencies for family services or recommendation for filing a truancy petition pursuant to s. 984.151.

(d) The child study team shall be diligent in facilitating intervention services and shall report the case to the district school superintendent only when all reasonable efforts to resolve the nonattendance behavior are exhausted.

(e) If the parent refuses to participate in the remedial strategies because he or she believes that those strategies are unnecessary or inappropriate, the parent may appeal to the district school board. The district school board may provide a hearing officer, and the hearing officer shall make a recommendation for final action to the district school board. If the district school board's final determination is that the strategies of the child study team are appropriate, and the parent still refuses to participate or cooperate, the district school superintendent may seek criminal prosecution for noncompliance with compulsory school attendance.

(f)1. If the parent of a child who has been identified as exhibiting a pattern of nonattendance enrolls the child in a home education program pursuant to chapter 1002, the district school superintendent shall provide the parent a copy of s. 1002.41 and the accountability requirements of this paragraph. The district school superintendent shall also refer the parent to a home education review committee composed of the district contact for home education programs and at least two home educators selected by the parent from a district list of all home educators who have conducted a home education program for at least 3 years and who have indicated a willingness to serve on the committee. The home education review committee shall review the portfolio of the student, as defined by s. 1002.41, every 30 days during the district's regular school terms until the committee is satisfied that the home education program is in compliance with s. 1002.41(1)(b). The first portfolio review must occur within the first 30 calendar days of the establishment of the program. The provisions of subparagraph 2. do not apply once the committee determines the home education program is in compliance with s. 1002.41(1)(b).

2. If the parent fails to provide a portfolio to the committee, the committee shall notify the district school superintendent. The district school superintendent shall then terminate the home education program and require the parent to enroll the child in an attendance option that meets the definition of "regular school attendance" under s. 1003.01(13)(a), (b), (c), or (e), within 3 days. Upon termination of a home education program pursuant to this subparagraph, the parent shall not be eligible to reenroll the child in a home education program for 180 calendar days. Failure of a parent to enroll the child in an attendance option as required by this subparagraph after termination of the home education program pursuant to this subparagraph shall constitute noncompliance with the compulsory attendance requirements of s. 1003.21 and may result in criminal prosecution under s. 1003.27(2). Nothing contained herein shall restrict the ability of the district school superintendent, or the ability of his or her designee, to review the portfolio pursuant to s. 1002.41(1)(b).

(g) If a student subject to compulsory school attendance will not comply with attempts to enforce school attendance, the parent or the district school superintendent or his or her designee shall refer the case to the case staffing committee pursuant to s. 984.12, and the district school superintendent or his or her designee may

file a truancy petition pursuant to the procedures in s. 984.151.

(2) GIVE WRITTEN NOTICE.--

(a) Under the direction of the district school superintendent, a designated school representative shall give written notice that requires enrollment or attendance within 3 days after the date of notice, in person or by return-receipt mail, to the parent when no valid reason is found for a student's nonenrollment in school. If the notice and requirement are ignored, the designated school representative shall report the case to the district school superintendent, and may refer the case to the case staffing committee, established pursuant to s. 984.12. The district school superintendent shall take such steps as are necessary to bring criminal prosecution against the parent.

(b) Subsequent to the activities required under subsection (1), the district school superintendent or his or her designee shall give written notice in person or by return-receipt mail to the parent that criminal prosecution is being sought for nonattendance. The district school superintendent may file a truancy petition, as defined in s. 984.03, following the procedures outlined in s. 984.151.

(3) RETURN STUDENT TO PARENT.--A designated school representative may visit the home or place of residence of a student and any other place in which he or she is likely to find any student who is required to attend school when the student is not enrolled or is absent from school during school hours without an excuse, and, when the student is found, shall return the student to his or her parent or to the principal or teacher in charge of the school, or to the private tutor from whom absent, or to the juvenile assessment center or other location established by the district school board to receive students who are absent from school. Upon receipt of the student, the parent shall be immediately notified.

(4) REPORT TO APPROPRIATE AUTHORITY.--A designated school representative shall report to the appropriate authority designated by law to receive such notices, all violations of the Child Labor Law that may come to his or her knowledge.

(5) RIGHT TO INSPECT.--A designated school representative shall have the right of access to, and inspection of, establishments where minors may be employed or detained only for the purpose of ascertaining whether students of compulsory school age are actually employed there and are actually working there regularly. The designated school representative shall, if he or she finds unsatisfactory working conditions or violations of the Child Labor Law, report his or her findings to the appropriate authority.

History.--s. 121, ch. 2002-387; s. 5, ch. 2006-301.