

HR 9 - AS INTRODUCED

2025 SESSION

25-0470

02/11

HOUSE RESOLUTION

9

A RESOLUTION urging the department of education to emphasize STEM education in public schools.

SPONSORS: Rep. W. Thomas, Hills. 12; Rep. N. Germana, Ches. 15

COMMITTEE: Education Policy and Administration

ANALYSIS

This house resolution urges the department of education to emphasize STEM education in New Hampshire public schools.

STATE OF NEW HAMPSHIRE

In the Year of Our Lord Two Thousand Twenty Five

A RESOLUTION urging the department of education to emphasize STEM education in public schools.

1 Whereas, in New Hampshire, there is a limited number of high schools offering classes dedicated
2 to robotics, programming, engineering, or upper-level mathematics. These subjects are very
3 important and should be introduced at an earlier educational stage, especially considering the recent
4 availability of robotics engineering programs in over 100 colleges. The current lack of attention paid
5 to these subjects in public schools is problematic.

6 Whereas, the demand for majors in robotics and engineering is projected to increase significantly
7 in the coming years. Schools that do not offer specialized classes in these areas are missing a
8 valuable opportunity to prepare students for a thriving job market. With these classes, students will
9 have the opportunity to decide what they are passionate about and what career path they want to
10 pursue. The growth rate for these fields is anticipated to surpass the average growth rate of
11 approximately 4 percent.

12 Whereas, robotics engineering positions are experiencing significant growth, with demand
13 projected to increase by 9 percent between 2020 and 2030, outpacing the average growth rate for all
14 occupations. This surge can be attributed to several factors, including the expanding use of robotic
15 machinery across various industries such as production and medicine. In today's fast-paced
16 technological landscape, robotics serves many practical purposes through the research, design, and
17 construction of innovative robots. Currently, approximately 170,000 robotics engineers are employed
18 in the United States, reflecting the field's rapid expansion and its critical role in our economy.

19 Whereas, specific robotics-related majors are anticipated to experience notable growth in the
20 coming years. Software engineering, for instance, has seen a remarkable increase of 24 percent
21 between 2016 and 2024, driven by the widespread use of software in everyday appliances. As new
22 applications and technologies emerge, the demand for software engineers will continue to rise.
23 Similarly, electrical engineering is projected to grow by 9 percent between 2023 and 2033, mostly
24 due to the increasing need for professionals who can repair electronic devices and infrastructure.
25 Mechanical engineering is also expected to see an 11 percent growth during the same period, as the
26 demand for automation and the development of new products necessitate more engineers to design
27 and maintain these innovations.

28 Whereas, several technology-related jobs are predicted to be in high demand by 2025. Full-stack
29 developers, who work on both front-end and back-end development, are expected to be crucial as
30 organizations seek versatile talent. Application developers will be essential for creating applications
31 across desktop, web, and mobile platforms, while mobile developers will focus specifically on

HR 9 - AS INTRODUCED

- Page 2 -

1 applications for mobile devices. Additionally, systems engineers will play a vital role in designing,
2 integrating, and managing complex systems throughout their life cycle. Data and business analysts
3 will also be in demand, as they collect, process, and analyze data to assist businesses in making
4 strategic decisions. The overall expected growth rate for web development jobs is 8 percent, driven
5 by the continued expansion of e-commerce.

6 Whereas, expanding the accessibility of STEM education early on offers a head start to students
7 already interested in these fields while also sparking interest in those who may not yet be aware of
8 these career paths. By introducing these subjects in high school, students can explore careers in
9 high-growth fields—like robotics engineering, software development, and applied mathematics—
10 while still in a supportive learning environment.

11 Whereas, with more STEM-focused courses, students can make informed decisions about their
12 future careers and take foundational courses for college, giving them a competitive edge.
13 Additionally, more high school graduates with STEM skills will help to strengthen local and national
14 workforces, creating a pipeline of talent ready to innovate in robotics, engineering, data analytics,
15 and beyond. Introducing these subjects not only addresses a gap in the current curriculum but also
16 fosters a culture of curiosity and problem-solving essential to tomorrow's workforce.

17 Whereas, this expansion in STEM education would enable New Hampshire schools to adapt to
18 the evolving demands of the tech-driven economy and empower students to explore a wealth of
19 career opportunities, creating a better-prepared, tech-savvy generation; now, therefore, be it

20 Resolved by the House of Representatives:

21 That the general court and by extension the department of education advocate for the
22 installation of STEM curricula within New Hampshire public high schools. Such curriculums
23 include dedicated courses in robotics, advanced programming, engineering, and higher-level
24 mathematics. The purpose of this initiative shall be to develop robust classes in each of the
25 aforementioned areas, ensuring students not only meet basic standards but gain the exposure
26 needed to build genuine interest and expertise in the previously mentioned fields. Introducing
27 specialized courses earlier in students' academic careers would prepare them to excel in college-level
28 STEM programs and equip them with essential skills to succeed in the evolving workforce.