

1 **EDU 2012-01 Support of STEM (Science Technology Engineering and Mathematics) Education**

2  
3 Whereas, the state of Hawai'i face economic and technological challenges such as global climate  
4 change, tumultuous global energy markets, and accelerating technological change; and

5  
6 Whereas, Science, Technology, Engineering, and Mathematics (STEM) skills will be necessary to meet  
7 these challenges with manageable economic, environmental, and cultural impacts; and

8  
9 Whereas, The National Science Foundation estimated that 80% of all jobs created in the next decade will  
10 require some form of math, science, or engineering skill, so that STEM education is integral to preparing  
11 students for a prosperous future; and

12  
13 Whereas, Providing engaging and rigorous STEM-related education lays the foundation for participation  
14 in a technology-dependent workforce, and prepares the citizenry for making the economic, political, and  
15 technical decisions required to successfully meet the challenges of the 21<sup>st</sup> century; and

16  
17 Whereas, Student participation in activities such as the Hawai'i State Science and Engineering Fair,  
18 Science Olympiad, FIRST (For Inspiration and Recognition of Science and Technology) Robotics, and the  
19 Botball competitions inspires the students, teaches skills and teamwork, and help prepare students for  
20 success in the 21-st century economy; now, therefore, be it

21  
22 Resolved, that the Democratic Party of Hawai'i supports incorporating Science, Technology, Engineering  
23 and Mathematics-related activities in the public school curricula; and be it further

24  
25 Ordered, that copies of this resolution be transmitted to the Democratic members of the Hawai'i State  
26 Legislature, the Governor of the State of Hawai'i.

27

1 **EDU 2012-02 Support for Education through Access to Local Library Services in Underserved Areas of**  
2 **the State, Rescinding & Replacing OC Resolution 2010-06**

3  
4 Whereas, An informed citizenry is the foundation of democracy, and new technologies in information  
5 services have made that need more critical, and

6  
7 Whereas, Since as a part of the contribution of the founding fathers, Benjamin Franklin created the first  
8 public library, public libraries which are open to all people, regardless of age, gender, race, social  
9 condition, and religion, have since that time been a major component for informing the public in all  
10 aspects of the information spectrum, and

11  
12 Whereas, The Hawai'i State library system is mandated to supply the people of Hawaii with access to  
13 informational, educational, recreational, and cultural materials, and

14  
15 Whereas, The Hawai'i library system has been heavily impacted by both increased population in  
16 underserved areas and the increasingly heavy expenses of updating and supporting current informational  
17 technologies, and

18  
19 Whereas, Continual budgetary constraints over many years, have resulted in a 20% vacancy rate in  
20 staffing and the closure of libraries, both permanently and for long periods, and

21  
22 Whereas, Adequate resources to correct this situation and to supply the people of Hawaii with the library  
23 and information services necessary to maintain the basic standards of service to which they are entitled,  
24 are not available under the present system of funding, and

25  
26 Whereas, This creates an inequity of service to the people of the state; now therefore be it

27  
28 *Resolved.* That the Democratic Party of Hawai'i rescind Resolution 2010-06, and replace it with the  
29 following: be it

30  
31 *Resolved,* That the Democratic Party of Hawai'i request that the Governor of the State of Hawai'i create a  
32 task force composed of public and private, philanthropic, commercial, governmental, and  
33 nongovernmental organizations, as needed, with representatives from both geographic and cultural  
34 communities to explore what library services are needed in the way of facilities, staffing, materials, and  
35 technologies, under-served communities will require, and what resources can be developed to meet  
36 these needs; and finally be it

37  
38 *Ordered,* That this resolution be brought to the attention of the Governor and the appropriate state pre  
39 convention resolution committees.

40

1 **EDU 2012-03 Pell Grants**

2  
3 Whereas, Beginning in the early 1980s, according to the Census, the college “premium” – the difference  
4 in annual earnings of a high school graduate and a college graduate – rose from 50 percent to  
5 approximately 80 percent. In 2007, workers with a high school degree made an average of \$31,286  
6 compared to \$57,181, 82.8 percent more, for those with a bachelor’s degree; and  
7

8 Whereas; According to Sean Reardon, a professor of education and sociology at Stanford, writing in “The  
9 Widening Academic Achievement Gap between the Rich and the Poor: New Evidence and Possible  
10 Explanations:” At the same time that family income has become more predictive of children’s academic  
11 achievement, so have educational attainment and cognitive skills become more predictive of adults’  
12 earnings and the combination of these trends creates a feedback mechanism that may decrease  
13 intergenerational mobility, and as the children of the rich do better in school, and those who do better in  
14 school are more likely to become rich, we risk producing an even more unequal and economically  
15 polarized society; and  
16

17 Whereas; As the value of a college degree has nearly doubled, in terms of future earnings, the  
18 percentage of low income college students actually graduating by age 24 has grown by only 2.1 points,  
19 from 6.2 percent in 1970 to 8.3 percent in 2009, and among students from families in the highest income  
20 quartile, the graduation rate by age 24 has surged by 42.2 percentage points, doubling from 40.2 percent  
21 to 82.4 percent over the last four decades; and  
22

23 Whereas; the value of Pell Grants – the basic form of federal scholarship aid to poor students – has  
24 steadily declined as tuition costs have grown at a much faster rate than inflation. In 1979-80, the  
25 maximum Pell Grant covered 99 percent of the cost of a community college, 77 percent at a public four-  
26 year college and 36 percent at a private four-year college, and By 2010-11, these percentages had  
27 dropped to 62, 36 and 15 percent respectively, according to "Education Week"; now, therefore, be it  
28

29 *Resolved*, That the Democratic Party of Hawai`i urge Congress in general and our congressional  
30 representatives in particular to support an increase in Pell grants to cover at least three quarters of the  
31 cost of a four year college education; and be it further  
32

33 *Ordered*, That copies of this resolution be transmitted to the Democratic members of the Hawai`i State  
34 Legislature, the members of the Hawai`i Congressional delegation, and the appropriate State pre-  
35 convention resolutions committee.  
36

1 **EDU 2012-04 Support Hawai'i's Kids**

2  
3 WHEREAS, with our children and grand-children lie our hopes and dreams of an improved future for them  
4 and our island community; and

5  
6 WHEAREAS, a good education is essential for our keiki to achieve their hopes and dreams in the global  
7 community of the 21st century; and

8  
9 WHEREAS, time spent in the classroom with professional instructors is an essential component of the  
10 education of our islands' youth; and

11  
12 WHEREAS, at the expense of our children's and grandchildren's education, "Furlough Fridays"  
13 have been used as a way to balance Hawai'i's budget; and

14  
15 WHEREAS, many parents work long hours and do not have the time and/or money to provide  
16 adequate supervision on "Furlough Fridays"; now, therefore,

17  
18 BE IT RESOLVED, that the Democratic Party of Hawai'i not allow our youth's education to be  
19 used as a pawn in budgetary negotiations, and that the improvement of our young people's  
20 education be a top priority.

21  
22 BE IT FINALLY RESOLVED that a copy of this resolution be forwarded to state legislators, the  
23 Board of Education and the governor.

1 **EDU 2012-05 Resolution supporting a Hawai'i Dream Act for undocumented Hawai'i high school**  
2 **students to pay resident tuition rate at the University of Hawai'i**  
3

4 Whereas, students who do not hold a lawful immigration status encounter extreme hardship attending  
5 public institutions of higher education in the State, as they must pay a nonresident tuition and fee  
6 differential and are not eligible for financial assistance; and  
7

8 Whereas, many of these students have lived in Hawai'i for the majority of their lives; have thrived socially  
9 and academically; and  
10

11 Whereas, permitting these students to access higher education with the same benefits as resident  
12 citizens is in the public interest as it will allow them to fully realize their potential as productive and  
13 contributing members of our community; and  
14

15 Whereas, undocumented immigrants paid \$50.6 million in Hawaii state and local taxes in 2010 according  
16 to data from the Institute for Taxation and Economic Policy; and  
17

18 Whereas, twelve other states in the nation (including California, New Mexico, New York and Texas) have  
19 passed legislation to grant undocumented students resident rate tuition on meeting conditions similar to  
20 the national Dream Act proposal;  
21

22 Whereas, President Obama and the Hawai'i Congressional delegation support the Dream Act which has  
23 not been passed to date by the Congress; and  
24

25 Whereas, the federal government and the state have already invested in them because they are enrolled  
26 in Hawai'i schools (1982 US) Supreme Court in Plyeler v. Doe ruled that states cannot deny  
27 undocumented children a K-12 education; and  
28

29 Whereas, most undocumented students cannot pay the higher non-resident tuition and payment of  
30 resident tuition rate will allow them to contribute to the cost of their education and allow them to become  
31 educated members of the workforce and taxpayers; and  
32

33 Whereas, under the federal Immigration and Nationality Act, states have the authority to grant state and  
34 local public benefits to residents who do not have lawful immigration status; and  
35

36 *Resolved*, that the Hawai'i Democratic Party affirm its support and requests the Governor, Legislature and  
37 the University of Hawai'i to support a policy that extends eligibility to undocumented students for financial  
38 aid to the extent allowable by federal law, university programs and resident rate tuition on meeting certain  
39 conditions (e.g. attended a high school in Hawai'i for three years, graduated from a Hawai'i high school or  
40 attained the equivalent; registered or attends a UH campus; and files an affidavit with the university that  
41 the student has filed or shall file an application to legalize their immigration status) and  
42

43 *Resolved*, that copies of this resolution be sent to Hawai'i Congressional delegation; the Governor;  
44 Senate President; House Speaker; UH President and Chair of the Board of Regents.

1 **OC 2012-07 Bullying in the Schools**

2  
3 Whereas, The State's Democratic Party Platform states, "Recognizing that education is a key component  
4 to our island's economic opportunities and successes, we pledge to pursue excellence in public education  
5 through a publicly funded school system. Our public educational system is one of our most valuable  
6 resources to prepare our children to become responsible citizens and to provide the means for them to  
7 succeed in their career choices"; and

8  
9 Whereas, Preparing children to become responsible citizens and to succeed is often done through  
10 example as the State promotes the pursuit of excellence through a publicly funded school system; and  
11 Whereas, Public schools serve as safety net in identifying among other things, child abuse, malnutrition,  
12 learning disorders, mental illness; and

13  
14 Whereas, Government funds public education because an educated electorate is essential is to a thriving  
15 democracy; and

16  
17 Whereas, The Department of Education (DOE) has failed to act on Chapter 19, a policy in place for  
18 decades; and

19  
20 Whereas, The DOE leaves what we know to be a potentially life-threatening situation up to the discretion  
21 of the principal with no system-wide support, guidance, policies or procedures and no feedback as to  
22 whether the policy is being enforced; and

23  
24 Whereas, Children cannot be expected to learn, a higher-order function, when they fear for their safety, a  
25 primal function; and

26  
27 Whereas, DOE should bear the responsibility for enforcing its policy; and

28  
29 Whereas, Studies and anecdotal evidence indicate that bullying is systemic throughout the DOE: students  
30 bully students, teachers bully students, students bully teachers, teachers bully other teachers; and

31  
32 Whereas, For decades too many parents have felt forced to place their children in private schools or  
33 teach their children at home, because DOE fails to provide an environment conducive to learning; and

34  
35 Whereas, DOE's failure to address bullying leaves the state wide open for suit, particularly since the  
36 public and the media have repeatedly brought bullying to DOE's attention; now, therefore, be it

37  
38 *Resolved*, That the Democratic Party of Hawai`i strongly urge the DOE to enforce Chapter 19 through  
39 system-wide education, reporting and monitoring; and urge that the DOE take corrective action as  
40 appropriate where bullying is reported; and be it further

41  
42 *Ordered*, That copies of this resolution be transmitted to the State Central Committee, the Governor,  
43 members of the Hawai'i Senate and Hawai'i House of Representatives.

44

1 **EDU 2012 Request that Hawaii residents who are retirees and Older citizens be given tuition reductions**  
2 **when auditing courses at University of Hawaii campuses**  
3

4 Whereas, many states in the United States encourage retirees and older citizens of their states to be  
5 involved in higher education by auditing classes at state universities; and  
6

7 Whereas, these states encourage their citizens to participate by offering reduced or no tuition charges for  
8 such auditing and use of other facilities such as the library; and  
9

10 Whereas, these states find that this is good policy for it benefits younger students to gain the perspective  
11 of those who have had much experience and it benefits the retirees and older citizens to feel they are  
12 valuable contributors to society by sharing their years of experience with younger students; and  
13

14 Whereas, they also find that it benefits the older citizens to remain healthy longer as they continue to  
15 learn and to keep their minds active and alert; and  
16

17 Whereas, the university of Hawaii currently charges full tuition for all auditors regardless of age or  
18 purpose; now, therefore, be it  
19

20 *Resolved*, That the Democratic Party of Hawaii calls on the appropriate body; legislature, governor, U of  
21 H officials, others; to change the law and policy as needed so that retirees and older citizens may audit  
22 classes and at the same time use appropriate facilities such as libraries, with no or nominal tuition  
23 charges being assessed; and be it  
24

25 *Resolved*, That this resolution shall be sent to all Hawaii State Legislators, Governor Neal Abercrombie,  
26 and to all U of H Regents and Administrators.

1 **EDU 2012 RESOLUTION CALLING FOR RESPECT FOR PUBLIC SCHOOL TEACHERS AND THEIR**  
2 **COLLECTIVE BARGAINING RIGHTS**

3  
4 Whereas, the State Administrative and Legislative bodies express support for the ideals of increasing student  
5 learning and the improvement of public education outcomes, a goal most teachers dedicate themselves to  
6 daily and throughout their professional lives; and  
7

8 Whereas, the current competitive nature mandated and implemented through Department of Education  
9 policies on both the federal and state levels treats classroom teachers – a career field primarily filled with  
10 women -- in an adversarial manner; and  
11

12 Whereas, reliable studies throughout the years prove parental involvement in their children’s education is the  
13 primary indicator of student success K-12; and  
14

15 Whereas, schools represent children’s entry level into the world beyond their homes which in practice means  
16 public school teachers are charged not only with the responsibility of academic enlightenment but making  
17 sure of the safety, physical and emotional health, and socialization of children from all levels of society; and  
18

19 Whereas, public school teachers, especially those in the elementary and middle school levels, are on the front  
20 line of our country’s war on poverty, homelessness, lack of comprehensive health care, violence and all other  
21 forms of abuse, with no control over any of these factors; and  
22

23 Whereas, national statistics show the income gap in the United States to be widening at an ever-increasing  
24 level, with the lower income profile beset with high unemployment and record-breaking numbers of  
25 foreclosures and bankruptcies; and  
26

27 Whereas, public school teachers have been held accountable for their individual work performances for  
28 decades through PEP-T and other administrative assessments; and a growing number of Hawaii’s public  
29 school teachers are National Board Certified Teachers; and  
30

31 Whereas, “teachers are not opposed to an evaluation system that is fair, valid and reliable,” they also feel  
32 such accountability needs to extend to the students, their parents or caregivers, and the administrators of the  
33 Department of Education, on the school, state and federal levels; now, therefore, be it  
34

35 *Resolved*, That the members of the Democratic Party of Hawaii express their concern for teachers, and  
36 demand a positive approach in the State Administration and Legislature to teachers’ collective bargaining  
37 rights, assuring good-faith bargaining with teachers on all levels.



1 **EDU 2012-09 University of Hawai'i Community Colleges Enrollment Growth Funding**  
2

3 Whereas, The enrollment growth funding model is designed to provide University of Hawai'i Community  
4 College (UHCC) campuses with the resources needed to meet student demand for instruction and  
5 respond to the State's changing workforce needs; and  
6

7 Whereas, The UHCCs would be unable to respond to increased demands for new classes solely with the  
8 additional tuition collected from new students as tuition is kept low to promote open access; and  
9

10 Whereas, The State Legislature established the enrollment growth fund to provide the cost differential  
11 needed to fund new class offerings to accommodate increased student demand, and;

12 Whereas the UHCC has experienced unprecedented growth since FY 2007, expanding overall enrollment  
13 by approximately 10,000 students or 33%; and  
14

15 Whereas, The UHCC was able to accommodate student demand for classes during the most severe  
16 years of recent unemployment from 2008 onward when community colleges nationwide were turning  
17 students away due to severe budget austerities; and  
18

19 Whereas, The enrollment growth fund has been an instrumental factor in this expansion of instructional  
20 services to students particularly when it has been most needed; now, therefore, be it  
21

22 *Resolved*, That the Democratic Party of Hawai'i supports continuance of the Enrollment Growth Funding  
23 Initiative in support of the University of Hawai'i Community Colleges; and be it further  
24

25 *Ordered*, That copies of this resolution be transmitted to the Governor, Democratic members of the State  
26 Legislature, the University of Hawai'i Board of Regents, and the President of the University of Hawai'i.  
27

1 **EDU 2012-10 University of Hawai'i Community Colleges Outcomes Funding Resolution**  
2

3 Whereas, The outcomes funding model is directly linked to the University of Hawai'i Community Colleges'  
4 (UHCC) established strategic outcomes; and  
5

6 Whereas, The measures adopted are directly from the strategic plan and the targets are the specific  
7 targets identified in the strategic outcomes adopted by the University in 2008; and  
8

9 Whereas, The outcomes incorporated into the formula include the following:

- 10 • Degrees and certificates awarded
- 11 • Degrees and certificates awarded to Native Hawaiian students
- 12 • Degrees and certificates awarded to students in Science, Technology, Engineering, and Math  
13 (STEM) fields
- 14 • Number of low-income students participating in the Federal Pell program
- 15 • Number of transfers from the community colleges to the baccalaureate campuses; and  
16

17 Whereas, Campuses can only achieve their full outcomes funding if they meet or exceed the targeted  
18 outcomes for each of the measures; and  
19

20 Whereas, This funding model enhances UHCC progress toward achievement of the *Hawai'i Graduation*  
21 *Initiative*, as well as the *P thru 20* graduation targets; and  
22

23 Whereas, This funding model supports UHCC progress toward the *Achieving the Dream* targets to  
24 expand post-secondary access, persistence and graduation rates of native Hawaiian students; and  
25

26 Whereas, This funding model encourages UHCC output of graduates in STEM disciplines to support the  
27 State's workforce needs; and  
28

29 Whereas, This funding model incentivizes UHCC's to adopt best practices and policies to stimulate  
30 contributory factors producing the five foregoing key outcomes; now, therefore, be it  
31

32 *Resolved*, that the Democratic Party of Hawai'i supports an Outcomes Funding model to augment the  
33 budgets and incentivize crucial institutional outcomes among the University of Hawai'i Community  
34 Colleges; and be it further  
35

36 *Ordered*, that copies of this resolution be transmitted to the Governor, Democratic members of the State  
37 Legislature, the University of Hawai'i Board of Regents, and the President of the University of Hawai'i.

1 **EDU 2012-11 Supporting Early Childhood Education (Birth-Age 8) and Early Childhood Teacher**  
2 **Education**

3  
4 Whereas, all of Hawai'i's young children should have access to quality early childhood education that  
5 allows them to learn and achieve their full potentials;

6  
7 Whereas, all children deserve access to educationally and culturally appropriate programs;

8  
9 Whereas, research has shown investment in early childhood programs improves school achievement and  
10 results in substantial savings of money that would otherwise need to be spent on crime and other societal  
11 problems (Belfield, 2008);

12  
13 Whereas, funding for junior kindergarten programs in Hawai'i will end after the 2013-2014 school year,  
14 and the age for kindergarten attendance will increase in 2014-15;

15  
16 Whereas, Hawai'i' is one of only 11 states that lacks state-funded preschool (National Institute for Early  
17 Education Research);

18  
19 Whereas, many young children in Hawai'i are served in programs where licensing requirements minimally  
20 prepare practitioners to educate young children under the age of five;

21  
22 *Resolved*, the Democratic Party of Hawai'i (DPH) urges the Legislature to fully fund universal early  
23 childhood education programs for preschool-aged children, with a range of settings including but not  
24 limited to center-based, family-child interaction, home visitation, home-based, and community-based child  
25 care programs;

26  
27 *Resolved*, the DPH urges the Legislature to require early childhood educators have specific licensure or a  
28 system of professional recognition specific to the age of children practitioners serve;

29  
30 *Resolved*, the DPH urges the Legislature to provide adequate compensation for early childhood  
31 educators comparable with that of public school teachers with comparable qualifications;

32  
33 *Resolved*, the DPH urges the Legislature to provide tuition reimbursements, scholarships and other  
34 incentives for early childhood educators to become highly qualified to provide developmentally  
35 appropriate education and care for young children;

36  
37 *Resolved*, the DPH urges the Legislature to increase support for university and college programs that  
38 prepare and provide degrees to early childhood educators; and

39  
40 *Ordered*, that copies of this resolution be transmitted to the State Board of Education, the Superintendent,  
41 the Legislature, the Governor, the Lieutenant Governor, and the Hawai'i Association for the Education of  
42 Young Children.

43