

1 HJR259  
2 192233-1  
3 By Representative Hall  
4 RFD: Rules  
5 First Read: 27-FEB-18

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7  
8 REQUESTING ADDITIONAL FUNDING FOR EDUCATION FROM THE  
9 UNITED STATES DEPARTMENT OF EDUCATION.  
10

11 WHEREAS, we are now competing and living in a global  
12 community, and this new reality can increasingly be a benefit;  
13 and

14 WHEREAS, our public school students no longer  
15 compete only with peers in their state or even our country;  
16 and

17 WHEREAS, our nation's students are now also  
18 competing against students in countries all over the world;  
19 and

20 WHEREAS, as changes make our world much smaller, we  
21 must do everything we can to prepare our students for this new  
22 reality; and

23 WHEREAS, with collective effort and support, our  
24 students can achieve any goal placed before them, including  
25 being abundantly prepared to compete in the global economy;  
26 and

1           WHEREAS, the Every Student Succeeds Act was a  
2 bipartisan legislative effort signed into law in December  
3 2015, replacing the No Child Left Behind Act; and

4           WHEREAS, the Every Student Succeeds Act provides the  
5 states an opportunity to further shape school systems in a way  
6 that will best prepare our public school students for the  
7 future; and

8           WHEREAS, in order for successful change to  
9 transpire, additional assistance in funding may be required  
10 from the federal government; and

11           WHEREAS, in the recent past, we have seen that by  
12 states' leading policy discussions around public education and  
13 the federal government's providing needed funding, positive  
14 results in increasing student learning outcomes and  
15 preparedness can be achieved; and

16           WHEREAS, a suitable school system is effective and  
17 fair in how it prepares students within the constructs of the  
18 that particular system; and

19           WHEREAS, effectiveness in how well a particular  
20 system prepares the students in that system and the fairness  
21 with which the resources are allocated to educate students can  
22 require additional funding beyond the normal level of current  
23 federal funding; and

24           WHEREAS, an increase in these two variables will  
25 lead to better overall preparedness of all our public school  
26 students; and

1           WHEREAS, for the purpose of the preceding two  
2 clauses, fairness is defined by how equitably funding  
3 resources are allocated per pupil based on need, with an  
4 annual baseline funding amount of \$9,585 per pupil when  
5 adjusted for the comparative wage index, or within ten percent  
6 of current funding levels, whichever is greater; and

7           WHEREAS, an effective school system can be defined  
8 in different ways; and

9           WHEREAS, the National Conference of State  
10 Legislatures convened a bipartisan working group of  
11 twenty-eight veteran education-policy legislators from around  
12 the country which recently issued a report called No Time to  
13 Lose: How to Build a World-Class Education System State by  
14 State; and

15           WHEREAS, the report released findings on effective  
16 school systems around the world and, after an 18-month period  
17 of labor, the group concluded that there were some recurring  
18 components and several repeated overarching factors in these  
19 effective systems; and

20           WHEREAS, according to the report, the elements of an  
21 effective public education system are:

22           (1) "Children come to school ready to learn, and  
23 extra support is given to struggling students so that all have  
24 the opportunity to achieve high standards";

25           (2) "A world-class teaching profession supports a  
26 world-class instructional system, where every students has

1 access to highly effective teachers and is expected to  
2 succeed";

3 (3) "A highly effective, intellectually rigorous  
4 system of career and technical education is available to those  
5 preferring an applied education"; and

6 (4) "Individual reforms are connected and aligned as  
7 parts of a clearly planned and carefully designed  
8 comprehensive system"; and

9 WHEREAS, for the purpose of the preceding clause:

10 (1) An "effective school system" is defined as a  
11 public school system that sets high student learning outcomes,  
12 including academic standards, and then implements changes to  
13 achieve those high standards within the system;

14 (2) "High standards" are defined as standards that  
15 are internationally competitive; and

16 (3) "Internationally competitive" can be defined as  
17 a public school system globally ranked among the top ten with  
18 respect to the Program for International Student Assessment;  
19 now therefore,

20 BE IT RESOLVED BY THE LEGISLATURE OF ALABAMA, BOTH  
21 HOUSES THEREOF CONCURRING, That in accordance with the spirit  
22 of the Every Student Succeeds Act, which encourages states to  
23 implement adjustments to their public school systems and to  
24 help achieve higher levels of effectiveness and fairness  
25 within our school systems, through voluntary partnership, the  
26 United States Department of Education is requested to offer  
27 competitive sources of additional federal funding to the

1 states through their respective eligible entities in a second  
2 round of new, additional federal funding.

3 BE IT FURTHER RESOLVED, that through voluntary  
4 partnership, the United States Department of Education is  
5 requested to provide additional funding to those states  
6 currently under an annual baseline funding amount of \$9,585  
7 per pupil when adjusted for the comparative wage index.

8 BE IT FURTHER RESOLVED, that because certain states  
9 are currently internationally competitive, or are approaching  
10 international competitiveness, as a first round of new,  
11 additional federal funding assistance, through voluntary  
12 partnership, the United States Department of Education is  
13 requested to immediately award federal funding to the states  
14 with the highest National Assessment of Educational Progress  
15 assessment scores; provided that the cumulative score in  
16 reading and math is above 473 in fourth grade, 563 in eighth  
17 grade, and 450 in twelfth grade; provided further that these  
18 states are willing to share information on the specifics of  
19 their public school systems' educational reforms and current  
20 practices with the United States Department of Education and  
21 other states' eligible entities.

22 BE IT FURTHER RESOLVED, that although these types of  
23 adjustments require collective effort, teachers are the  
24 largest contributing factor to student success and  
25 preparedness; therefore, through voluntary partnership, the  
26 United States Department of Education is requested to pay each  
27 full-time national board certified public school teacher a

1 \$5,000 annual bonus payment; provided that certain criteria  
2 are met.

3 BE IT FURTHER RESOLVED, that such criteria include,  
4 but not be limited to, the requirement that 50 percent of  
5 students per class meet or exceed grade-level proficiency by  
6 obtaining subject-matter proficiency equal to or exceeding  
7 that of the rate of incremental change to 235 points in  
8 fourth-grade reading, to 251 points in fourth-grade math, to  
9 274 points in eighth-grade reading, to 279 points in  
10 eighth-grade math, to 293 points in twelfth-grade reading, and  
11 to 161 points in twelfth-grade math in the National Assessment  
12 of Educational Progress scores; and, with respect to the  
13 Program for International Student Assessment, every three  
14 years beginning in the next assessment cycle, to a score of  
15 527 in reading, a score of 514 in math, and a score of 527 in  
16 science for public school students who are fifteen years of  
17 age; provided that the same or similar assessment methodology  
18 for the National Assessment of Educational Progress be used  
19 for the remaining grade levels, excluding every third year for  
20 public school students who are fifteen years of age, starting  
21 in the next Program for International Student Assessment  
22 cycle.

23 BE IT FURTHER RESOLVED, that the rate of change  
24 increases at an equally divisible rate each year for a period  
25 of ten consecutive years from the current point level, also  
26 defined as the starting point level; this requirement may not  
27 be the sole requirement to receive the bonus payment; and the

1 primary bargaining unit's exclusive representative, the local  
2 counterpart, and the employer must formally agree on any  
3 remaining requirements and that such bonus payments must be  
4 awarded to each full-time national board certified public  
5 school teacher who meets the total requirements.

6 BE IT FURTHER RESOLVED, that if the states and the  
7 federal government work together, the states, which have a  
8 significant responsibility in preparing public school students  
9 for the future success of self, state, and country, can better  
10 ensure that these students are internationally competitive and  
11 truly prepared for the future, because the states and our  
12 country depend on it.

13 BE IT FURTHER RESOLVED, that copies of this  
14 resolution be transmitted to the President of the United  
15 States, Secretary of the United States Department of  
16 Education, the Governor of each state, the director or other  
17 head of each state's Board of Education, and the Chief State  
18 School Officer of each state.