
THE GENERAL ASSEMBLY OF PENNSYLVANIA

SENATE RESOLUTION

No. 228 Session of
2017

INTRODUCED BY EICHELBERGER, DINNIMAN, GORDNER, ARGALL, SCHWANK,
WHITE, RAFFERTY, VULAKOVICH, MENSCH, LEACH, AUMENT, FOLMER,
BOSCOLA, HAYWOOD, RESCHENTHALER, WAGNER AND FONTANA,
OCTOBER 19, 2017

REFERRED TO EDUCATION, OCTOBER 19, 2017

A CONCURRENT RESOLUTION

1 Establishing a Global Education Task Force.

2 WHEREAS, It is in the power of the General Assembly granted
3 by the Constitution of Pennsylvania to direct education policy
4 for the system of public education to serve the needs of this
5 Commonwealth; and

6 WHEREAS, Education in Pennsylvania and throughout the United
7 States, particularly in grades K-12, has long been driven by
8 standardized testing that favors some portions of the curriculum
9 and ignores others completely; and

10 WHEREAS, Evidence shows that standardized testing currently
11 driving education in the United States does not measure whether
12 a student is ready to compete in the global marketplace; and

13 WHEREAS, The term "global competence" has been defined as:

14 (1) the acquisition of in-depth knowledge and
15 understanding of international issues;

16 (2) an appreciation of and ability to learn and work

1 with people from diverse linguistic and cultural backgrounds;
2 and
3 (3) skills to function productively in an interdependent
4 world economy;

5 and

6 WHEREAS, Global competence of students in this Commonwealth
7 can have a direct impact on Pennsylvania's economy and benefit
8 the residents of Pennsylvania; and

9 WHEREAS, The General Assembly desires to encourage the
10 expansion and growth of global competence in this Commonwealth;
11 therefore be it

12 RESOLVED (the House of Representatives concurring), That a
13 Global Education Task Force be established consisting of the
14 following members:

15 (1) the Secretary of Community and Economic Development
16 or a designee;

17 (2) the Secretary of Education or a designee;

18 (3) the Secretary of Labor and Industry or a designee;

19 (4) the chairperson and minority chairperson of the
20 Education Committee of the Senate or their designees;

21 (5) the chairperson and minority chairperson of the
22 Education Committee of the House of Representatives or their
23 designees;

24 (6) four individuals who shall represent international
25 business companies headquartered in this Commonwealth,
26 appointed as follows:

27 (i) one individual appointed by the chairperson of
28 the Education Committee of the Senate;

29 (ii) one individual appointed by the minority
30 chairperson of the Education Committee of the Senate;

1 (iii) one individual appointed by the chairperson of
2 the Education Committee of the House of Representatives;
3 and

4 (iv) one individual appointed by the minority
5 chairperson of the Education Committee of the House of
6 Representatives;

7 (7) an individual who shall represent the interests of
8 the agricultural industries of this Commonwealth, appointed
9 by the Secretary of Agriculture;

10 (8) a representative of the Department of Education,
11 appointed by the Secretary of Education, to represent the
12 interests of the Office of Elementary and Secondary Education
13 and the Office of Postsecondary and Higher Education;

14 (9) a member of the State Board of Education, appointed
15 by the chairperson of the State Board of Education;

16 (10) the Chancellor of the State System of Higher
17 Education or a designee;

18 (11) the following individuals appointed by the
19 Pennsylvania Council for International Education:

20 (i) a representative of this Commonwealth's four
21 State-related institutions or a designee actively
22 involved in global education;

23 (ii) a teacher who has been actively involved in
24 global education in a public school which is not a
25 charter school;

26 (iii) a representative of higher education;

27 (iv) a representative of grades K-12;

28 (v) a representative of the interests of
29 international education organizations who is
30 knowledgeable of the delivery mechanisms available; and

1 (vi) a student of a higher education international
2 study program;

3 (12) an individual who has been actively involved in
4 global education and who shall represent school board
5 members, appointed by the Pennsylvania School Boards
6 Association;

7 (13) a representative of the interests of career and
8 technical education entities who has been actively involved
9 in global education, appointed by the Pennsylvania
10 Association of Career and Technical Administrators;

11 (14) a representative of the interests of public charter
12 schools who has been actively involved in global education,
13 appointed by the Pennsylvania Coalition of Public Charter
14 Schools; and

15 (15) a K-12 school superintendent who has been actively
16 involved in global education, appointed by the Pennsylvania
17 Association of School Administrators;

18 and be it further

19 RESOLVED, That the task force review and make any
20 recommendations regarding the following:

21 (1) the definition of the term "global competence" to
22 assure that the definition:

23 (i) is standardized throughout this Commonwealth for
24 global education and global competence relating to
25 education in this Commonwealth; and

26 (ii) aligns with the goals of the Commonwealth,
27 including the role of global competence in the classroom
28 and school curriculum and the requirements for students
29 to succeed and thrive in an internationally competitive
30 work force;

1 (2) the recommended use of different methods of
2 assessment of global competence aligned to the currently
3 available standards in this Commonwealth;

4 (3) tools aligned to and embedded in current academic
5 standards in this Commonwealth that are available to measure
6 global competence skills with career oriented results and an
7 engaged citizenry;

8 (4) a delivery mechanism that encompasses learning
9 opportunities that meet global competence goals and utilizes
10 best practices for Pennsylvania students to become
11 economically competitive global-ready graduates;

12 (5) the appropriate conduit for the delivery mechanism;

13 (6) barriers to providing an education for Pennsylvania
14 students to succeed in an increasingly complex global
15 economy;

16 (7) work force development best practices to ensure
17 economically competitive global-ready graduates;

18 (8) the customization, addition or expansion of
19 Commonwealth global education programs aligned to and
20 embedded in State academic standards, after identifying the
21 best practices already occurring in schools;

22 (9) the adoption of models for school entities and
23 institutions of higher education which incorporate best
24 practices to be used as guidelines and implemented, aligned
25 to and embedded in academic standards of this Commonwealth as
26 they relate to local global education goals, programs and
27 initiatives within schools;

28 (10) the development of a collaborative plan to close
29 the global education gap and ensure that students are global-
30 ready graduates, including recommendations on the assessment

1 tools aligned to and embedded in academic standards of this
2 Commonwealth, the delivery mechanism and the conduit best
3 suited for the delivery mechanism ensuring global competency;

4 (11) work force development practices to ensure that
5 Pennsylvania students in grades K-12 become economically
6 competitive, global-ready graduates;

7 (12) the availability of courses and cooperative efforts
8 already in existence that could qualify as global education
9 competency indicators, including, but not limited to:

10 (i) advanced placement opportunities;

11 (ii) international baccalaureate programs and global
12 education programs and initiatives;

13 (iii) career and certification courses taught in
14 high schools that could qualify as global education
15 programs or competency indicators; and

16 (iv) hybrid learning opportunities listed in which
17 students can earn global education high school or college
18 credit in a combination of classroom activity, online
19 learning, college campus course work and workplace
20 experiences which could qualify as global education
21 programs or higher education programs or course work to
22 satisfy the requirements for a certificate or degree
23 involving global education;

24 (13) courses to be offered when customizing, adding or
25 expanding options already in place for global competence
26 education, including how courses will be selected, delivered
27 and assessed in a global competence initiative;

28 (14) factors and policies for awarding college credit
29 for secondary global education course work and programs
30 developing global competence;

1 (15) examples of best practices for individually defined
2 K-12 and postsecondary global education programs, including a
3 cost projection to sustain or replicate the best practices;

4 (16) methods for funding model global education programs
5 in this Commonwealth and for the promotion and expansion of
6 global education;

7 (17) the advantages and disadvantages of regionalizing
8 global education initiatives;

9 (18) the advantages and disadvantages that a customized
10 global education program would have for school entities,
11 including barriers which students could encounter;

12 (19) issues that might arise for postsecondary education
13 institutions and faculty members regarding the customization,
14 addition or expansion of global education;

15 (20) practices to maximize accessibility to expanded
16 global education;

17 (21) the development of a proposed plan incorporating
18 the essential factors for delivering, customizing, assessing
19 and measuring global proficiency; and

20 (22) any necessary changes to State statutes in light of
21 the findings or recommendations of the task force;

22 and be it further

23 RESOLVED, That the task force may hold public hearings in
24 different regions of this Commonwealth; and be it further

25 RESOLVED, That all meetings and public hearings of the task
26 force shall be deemed public meetings for the purpose of 65
27 Pa.C.S. Ch. 7; and be it further

28 RESOLVED, That the members of the task force and designated
29 experts utilized may not receive compensation for their services
30 but shall be reimbursed for all necessary travel and other

1 reasonable expenses incurred in connection with the performance
2 of their duties as members of the task force or designated
3 experts; and be it further

4 RESOLVED, That the General Assembly provide administrative
5 support, meeting space and other assistance required by the task
6 force to carry out the duties under this resolution; and be it
7 further

8 RESOLVED, That the Department of Education shall provide the
9 task force with data, research and other information upon
10 request by the task force; and be it further

11 RESOLVED, That not later than 18 months after the adoption of
12 this resolution the task force issue a report of its findings
13 and recommendations to:

- 14 (1) the Governor;
- 15 (2) the Secretary of Education;
- 16 (3) the State Board of Education;
- 17 (4) the President pro tempore of the Senate;
- 18 (5) the Majority Leader and Minority Leader of the
19 Senate;
- 20 (6) the Education Committee of the Senate;
- 21 (7) the Speaker of the House of Representatives;
- 22 (8) the Majority Leader and the Minority Leader of the
23 House of Representatives; and
- 24 (9) the Education Committee of the House of
25 Representatives.