

1 **Resolution Worksheet**  
2 **Minnesota Conference of the United Church of Christ**

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4 **Title of Resolution:** A Resolution Supporting Full Funding of English Language Learner and  
5 Special Education Services in Public Education  
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7 **Date Resolution Submitted:** 03/09/2023  
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9 **Name of Submitting Body:**

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30 **Summary Statement of Intent of the Resolution:**

31 This resolution is to support full funding for English Language Learner and Special Education in  
32 Public Education. Historically, these services have been consistently underfunded by federal and  
33 state government, causing local school districts to fund the gap, resulting in educational  
34 inequities. We wish to encourage efforts to increase funding and increase educational equity.  
35 Further, we intend to raise awareness and provide members of the Minnesota Conference of the  
36 United Church of Christ with information that can be used for the development of talking points  
37 about these issues.  
38

39 **Background and Supporting Statement:**

40 Equity in all publicly funded schools has evolved through the growing understanding that  
41 integrity in education requires that schools have resources to serve all students as appropriate to  
42 their needs. Understanding this imperative has continued to be informed by our parents in our  
43 pilgrim faith tradition; including John Robinson, whose message that “there is more truth and

44 light to break forth from God’s holy word” has guided our progressive approach to meeting  
45 educational needs. That message is foundational to the liberal education commitment in the  
46 traditions of leading educational institutions established by our churches and passed onto public  
47 institutions that have been greatly influenced and shaped by this faith understanding.

48  
49 John the Apostle began his gospel by stating “In the beginning was the word,” using the Greek  
50 term logos. From this can be drawn the connection between our faith tradition and liberal  
51 education. Logos means word. It also means reason. In ancient Greek, it presented the idea that  
52 humans were rational and capable of education. Out of this grew the concept that “in being made  
53 reasonable” humans could reach the fullness of being in the image of God.

54  
55 Being in the image of the “Reason of God,” persons are called to be free, rational beings. The  
56 concept of liberal education develops out of freedom because its name comes from liberty. Out  
57 of this liberty came the drive for equity, which calls for all endeavors, including the public  
58 funding of education having the resources needed to accomplish the educational mission.

59  
60 Educational integrity requires that providing equitable educational resources in funds spent for  
61 students, for teachers and facilities raises up all students to become free citizens, their minds and  
62 hearts formed in the fulness of their potential, able to think for themselves, to pursue the truth  
63 and grow in wisdom (I Corinthians 1:24) that is enabling all young people to more fully live out  
64 the glory of being in the image of God and the Truth of Personhood (John 14:6).

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66 **Resolution:**

67 See attached

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69 **Additional Resources:**

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71 American University (September 2020) *Inequality in Public School Funding: Key Issues &*  
72 *Solutions for Closing the Gap*. Retrieved from [Inequality in Public School Funding | American](#)  
73 [University](#)

74  
75 Century Foundation (2021) *Century Foundation’s Top Policy Priorities for 2021*. Retrieved from  
76 [The Century Foundation’s Top Policy Priorities for 2021 \(tcf.org\)](#)

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78 Century Foundation (July 2020) *Closing America’s Education Funding Gaps*. Retrieved from  
79 [Closing America’s Education Funding Gaps \(tcf.org\)](#)

80  
81 McCann, C (2014) *Federal Funding for Students With Disabilities: The Evolution of Federal*  
82 *Special Education Finance in the United States*. Retrieved from [ERIC - ED556326 - Federal Funding](#)  
83 [for Students with Disabilities: The Evolution of Federal Special Education Finance in the United States.](#)  
84 [New America Education Policy Brief, New America, 2014](#)

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86 **A Resolution Supporting Full Funding of English Language Learner and Special**  
87 **Education Services in Public Education**  
88

89 Whereas federal/state special education service requirements have been consistently underfunded  
90 in public schools, requiring local school districts to fill the funding gap.

91 Whereas when Congress enacted the Individuals with Disabilities Education Act (IDEA) in  
92 1975, it was estimated that students with disabilities on average required twice as much  
93 education funding as their non-disabled peers and Congress pledged to fund up to 40% of the  
94 additional cost (McCann 2014).

95 Whereas, in the 45 years since, the federal government has not funded special education at a  
96 level close to that goal. In Fiscal Year 2020, federal funding through IDEA Part B-611 was  
97 nearly \$12.8 billion or approximately 13% of the estimated additional cost.

98 Whereas Title III has not from its beginning or since resulted in sufficient funding to provide  
99 adequate education for English Language learners,

100 Whereas the number of English Language learners has continued to grow, making the level of  
101 Title III funding even less adequate. (The Century Foundation, 2021).

102 Whereas the United States federal, state, and local governments are underfunding our public  
103 schools by nearly \$150 billion annually (The Century Foundation “Closing America’s Education  
104 Funding Gaps” July 22, 2020).

105 Whereas the United Church of Christ will support federal/state legislation

106 (1) Supporting efforts for evidence based effective use of Title I (schools with high percentage of  
107 children from families with low incomes) funds as well as increasing Title I funds,

108 (2) Increasing Title III (ELL) funding to appropriate levels,

109 (3) Supporting efforts to increase IDEA (Special Education) funding at the state and federal  
110 levels so that it reduces need of local funding, which is inequitable, and at the same time,  
111 redesigning funding systems so they are more outcome-driven, flexible and equitable,

112 (4) Increasing per-pupil federal and state funding so that it is sufficient for educational services  
113 and opportunities,

114 (5) Supporting a more equitable funding stream rather than depending on local taxes as the  
115 major education funding source.

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119 **Therefore, be it resolved that the Minnesota Conference of the United Church of Christ at**  
120 **its 2023 Annual Meeting**

- 121 • Affirms support of our public education systems and public-school education.
- 122 • Supports increased and more equitable federal/state funding of English Learner Language  
123 and Special Education services for public schools.
- 124 • Supports the Minnesota UCC Conference and congregations in forming relationships  
125 with education reform advocates.
- 126 • Supports the Minnesota UCC Conference and congregations in joining advocacy  
127 delegations with local/state/federal elected officials.
- 128 • Supports mobilizing Minnesota UCC congregations for actions, marches, interfaith  
129 services, and other local or national activities on this issue.

130 We ask Conference Minister and Associates, clergy, and lay members of the United Church of  
131 Christ congregations in Minnesota to use this resolution for the development of speaking points  
132 in public arenas where such matters are being dealt with, including the United States Congress,  
133 Minnesota State Legislature, local school boards, Parent-Teacher Associations, Ministerial  
134 Associations, and in informal setting as appropriate.

135 **Funding:** Funding for the implementation of the resolution will be made in accordance with the  
136 overall mandates of the affected entities and the funds available.

137 **Implementation:** The Conference Minister, in consultation with appropriate ministries or other  
138 entities within the Minnesota Conference UCC will determine the implementing body.

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