

**Written Testimony to House Committee on Appropriations,
Subcommittee on Science, State, Justice, and Commerce and Related Agencies
National Science Foundation
Education and Human Resources Directorate**

April 8, 2005

Submitted by

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On behalf of the 100,000 members of the National Council of Teachers of Mathematics (NCTM) and the 55,000 members of the National Science Teachers Association (NSTA), we urge you to fund FY2006 K-12 programs at the National Science Foundation Education and Human Resources Directorate (EHR) at the FY2004 level of \$944 million. Specifically, this would be funding the NSF's Elementary, Secondary and Informal Education (ESIE) programs at \$206 million and its Math and Science Partnerships (MSP) at \$139 million.

Strengthening science and math education is a core mission of the NSF. The NSF invests in the people, ideas, and tools necessary to develop an educational infrastructure that fosters breakthrough innovations, inventions, and improvements in math and science education at all levels. These innovations ensure that students have greater access to good teaching, better-designed materials and assessments, and high-quality out-of-school learning experiences.

For over 50 years NSF has relied on research-based scientific principles and experts from both the science and education fields to take promising new ideas into K–12 science and math classrooms. NSF's highly regarded peer review system enlists leading scientists, mathematicians, engineers, and academicians to improve K–12 STEM education programs. The peer review system—unique to the NSF—is at the center of this education improvement infrastructure

The proposed NSF funding in the Administration's FY2006 budget request would result in a 12 percent loss for EHR programs, a 22 percent loss for ESIE programs, and a 24 percent decline in funding for the Math and Science Partnerships. These cuts would adversely affect critical K–12 STEM programs in curriculum development, pre-service and in-service teacher education; the informal science infrastructure, and uses of technology to enhance K–12 instruction and create systemic reform.

NCTM and NSTA are also troubled by the President's FY2006 budget proposal to cut the NSF Math and Science Partnerships (MSPs) to \$60 million. Successful Math and Science Partnerships funded by the NSF serve as models that are replicated by the state math and science partnerships authorized under the No Child Left Behind Act in order to

improve student achievement in mathematics and science. These programs are not duplicative; in fact, without one program, the other program is significantly weakened.

Research, education, the technical workforce, scientific discovery, innovation, and economic growth are intertwined. To remain competitive on the global stage, we must ensure that each remains vigorous and healthy. That requires sustained investments and informed policies. If NSF ceases to fulfill its educational mission of stimulating innovations and building capacity, then there will be a critical shortage of both high-quality education research and highly skilled workers. A reduction in NSF science and math education funding would lead to irreversible losses in the nation's improvement infrastructure, with no way to recover what is lost.

For these reasons, the NSTA and NCTM ask you to reject the Administration's proposal for double-digit cuts to the National Science Foundation's K-12 math and science education programs in the FY2006 NSF Education and Human Resources Directorate budget. Please restore funding for programs under the NSF EHR Directorate to FY2004 levels of \$944 million for the EHR Directorate, \$206 million for Elementary, Secondary and Informal Education (ESIE), and \$139 million for the NSF Math and Science Partnerships.