



NATIONAL COUNCIL OF
TEACHERS OF MATHEMATICS

August 23, 2017

The Honorable Roy Blunt
The Honorable Patty Murray
Labor, Health and Human Services and Education Appropriations Subcommittee
Senate Appropriations Committee
U.S. Senate
Washington, DC 20510

Dear Chairman Blunt and Ranking Member Murray:

On behalf of the National Council of Teachers of Mathematics (NCTM), I'm writing to urge you to adequately fund the programs in the FY 2018 Labor, Health and Human Services and Education Appropriations bill that are so important to K-12 mathematics classroom teachers and mathematics teacher educators on college and university campuses nationwide. The Supporting Effective Instruction State Grants Program (Title II, Part A, of the Every Student Succeeds Act (ESSA)), the Student Support and Academic Enrichment Grants (SSAEG) program (Title IV, Part A of ESSA), and the Teacher Quality Partnerships grants (Title II of the Higher Education Act) are crucial investments in the teachers and resources required to prepare today's students for success in postsecondary study and the workforce. They warrant adequate federal investment.

Founded in 1920, NCTM is the world's largest mathematics education organization, with 50,000 members and more than 230 Affiliates throughout the United States and Canada. NCTM supports and advocates for the highest-quality mathematics teaching and learning for each and every student. To that end, its members, mathematics educators, and those who prepare mathematics educators rely on several Department of Education programs and efforts. Federal support for teacher preparation programs, professional development for classroom teachers, assistance for those studying mathematics education and the research and other public resources that foster the improved teaching and learning of mathematics are invaluable to the field.

You and your colleagues must reject the proposal from the White House and the House of Representatives to eliminate \$2.1 billion in funding for the Supporting Effective Instruction Grants and—at a minimum—invest in the program at last year's level. Similarly, we urge you to increase investments in the SSAEG program which, as envisioned by the authors and bipartisan supporters of ESSA, has great promise if it is funded at a level much closer to its authorization of \$1.65 billion, and certainly significantly higher than the \$400 million it received in FY 2017. Further, as colleges



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and universities prepare teachers who will enter K-12 classrooms in coming years, the Teacher Quality Partnerships support innovation in the field; it must see at least level funding of \$43 million in this year's spending bill. There are other federal programs that are crucial to mathematics teachers, the schools where they teach, and the universities that prepare them, but these three investments are top of mind for our members.

Time and again, research has shown that the effectiveness of a teacher is the single most important school-based factor in student achievement. The FY 2018 White House budget request and the FY 2018 spending proposal for the Department of Education approved by the U.S. House of Representatives ignore this fact and undermine the implementation of the Every Student Succeeds Act. We urge you to chart a different course for the teaching and learning of mathematics as you make federal spending decisions.

If you or your staff have any questions regarding these programs or NCTM views and legislative priorities, please do not hesitate to contact Della Cronin (DCronin@wpllc.net, [202] 349-2322) or NCTM Executive Director Ken Krehbiel (kkrehbiel@nctm.org).

Sincerely,

A handwritten signature in black ink that reads "Matt Larson". The signature is fluid and cursive, with a long horizontal line extending to the right.

Matt Larson
President