



NCTM CAPITOL HILL DAY 2023 TALKING POINTS

To improve mathematics learning outcomes for students, the country's schools need adequate and robust resources to overcome the challenges that have emerged after the COVID-19 pandemic. Federal education funding, especially for ESEA Title I, Title II and Title IV, makes up a large portion of the resources mathematics educators need for success. With the shortage of educators across the nation, the recruitment, development, and retention of teachers of mathematics and mathematics leaders, at every level, is more important today than ever. ESEA Title II, Part A: Teacher and Principal Training and Recruitment provides state agencies and local school districts essential federal investments for this purpose.

Anchor: Time and again, research demonstrates that **the quality of the teacher in the classroom is the most important factor in successful learning.** Success on this count requires support from federal policymakers. NCTM asks that federal lawmakers do the following:

SUPPORT ACCESS TO HIGH-QUALITY MATHEMATICS EDUCATION FOR ALL STUDENTS.

Background: Investments in Title I of the Elementary and Secondary Education Act (ESEA) are crucial to ensuring that students in every school have qualified teachers in their classrooms and the resources that support successful learning. The same is true for the professional development experiences that Title II of ESEA supports.

ASK: Reject the funding levels proposed in the House's FY 2024 Labor, Health and Human Services and Education (LHHS) bill, including a proposed 80% cut to Title I and the elimination of funding for Title II of ESEA and the Teacher Quality Partnership that invests in teacher preparation. Support the funding levels proposed in the Senate's bipartisan LHHS bill.

SUPPORT ACCESS FOR EVERY STUDENT TO ON-GRADE-LEVEL MATHEMATICS CONTENT AND LEARNING.

Background: It is no secret that the country's youth is struggling in mathematics achievement. NCTM and its members are in classrooms, early childhood education, afterschool, summer and mentoring programs, as well as professional development programs, trying to get every student to on grade-level learning. Investments in professional development, afterschool, early childhood education and programs that are fundamental to public education are crucial to these efforts.

ASK: Reject House calls to cut Head Start and other crucial programs and support adequate funding for Titles I and II of ESEA, the 21st Century Community Learning Center program, and Title IV, Part A of ESEA, the Student Support and Academic Enrichment Grant Program in the FY 2024 LHHS bill. Again, support the Senate's bipartisan LHHS bill.

SUPPORT INCREASED PROFESSIONAL LEARNING SPECIFIC TO MATHEMATICS.

Background: The 2015 ESEA reauthorization eliminated the Math Science Partnership (MSP) program—a program that invested specifically in mathematics and science educators. Previous versions of the law included similar programs. The national alarm surrounding mathematics achievement, and the importance of the subject to success in today's workforce, as well as daily life warrants reconsideration of the law's programs.

ASK: When Congress turns to reauthorization of ESEA, consider the merits of establishing a professional development program specifically for mathematics educators. In addition, if you haven't already, please support the Educators for America Act (HR 2992/S1341).