

COMMITTEE FOR MATHEMATICS ACHIEVEMENT

A committee legislated by the Kentucky General Assembly

Members of the Kentucky Legislature,

The Committee for Mathematics Achievement is a legislated committee of 26 members including teachers, post-secondary faculty, and representatives from other educational institutions with responsibility for providing advice and guidance to policymakers in the development of statewide policies.

The Committee for Mathematics Achievement (CMA) has partnered with the Kentucky Center for Mathematics (KCM) since its inception in 2006. The CMA views the potential defunding of KCM as detrimental to the state of Mathematics education in Kentucky, to the success and learning of Kentucky children, and to Kentucky's capacity to have workforce prepared for the Science, Engineering, Math, and Technology jobs of the 21st Century. The resolution below has been adopted by the CMA. The attached document provides additional details on KCM's positive impact on Kentucky children including improvements in proficiency growth and novice reduction that greatly surpass the state average.

The Committee for Mathematics Achievement hereby declares its continued support for the work of KCM as essential to the development and realization of a coherent, systemic mathematics education vision for all Kentucky children. The Committee for Mathematics Achievement urges legislators to support Kentucky children and return funds for the KCM to the state budget.

Resolution in Support of Funding the Kentucky Center for Mathematics

Whereas, The Kentucky Center for Mathematics has successful history of, and is currently engaged in:

- Providing the high quality professional learning and continuing onsite coaching that are vital for teachers' ability to assure that Kentucky children realize their potential in school and in the workforce;
- Curating and offering support and educational resources to Kentucky teachers, parents, administrators and students;
- Positively impacting schools and students in 119 Kentucky counties;
- Assuring that thousands of Kentucky children learn the quantitative skills they need for success in school and in the workplace; and
- Collecting data and publishing results to provide taxpayers with transparent view of the results and to continuously work to improve on those results;

And, whereas the closure of the Kentucky Center for Mathematics would:

- Adversely and immediately impact the learning experiences of Kentucky students, especially those who require the most support,
- Eliminate necessary and vital support for Kentucky teachers, parents, and students;
- Disrupt current coaching, support, and professional development for teachers and schools; and
- Erase a decade's development of institutional knowledge and connections;

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Ryan Davis, Chair

Edna Schack, Vice Chair