



**SHEEO STATEMENT on House Bill 1, “No Child Left Behind”  
April 9, 2001**

Many of the purposes of the Eisenhower Professional Development program, funded at \$485 million in FY2001, are incorporated into the House Bill #1, the “No Child Left Behind Act” in the current Congress.

One component of the Eisenhower program, competitive grants for teacher development emphasizing math and science and administered by state higher education agencies, has been very favorably evaluated by SRI International, the American Institutes for Research, and the Fordham Foundation.\* Sixteen percent of the current Eisenhower Program (\$77.6 million in FY2001) supports this component.

The proposed No Child Left Behind Act authorizes the continuation of competitive teacher development grants through state education agencies, but does not continue to assign explicit, formal responsibility to the state higher education agencies that have developed these high quality professional development programs. Continuing that formal responsibility and expanding the resources for these grants will help accelerate the involvement of colleges and universities in strengthening teacher education and continuing professional development.

SHEEO recommends that HB #1 be amended to include a specific allocation of 5% to continue and expand competitive professional development grants administered by state higher education agencies. A minimal allocation of 3% (of the \$2.6 billion proposed in the authorization) would provide funds to continue higher education agency programs, but would not permit any growth or funds for increased costs. An allocation of 5% would enable these programs to reach many more teachers during the years of the proposed authorization.

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\* The American Institutes for Research, *Designing Effective Professional Development: Lessons from the Eisenhower Program*, Washington D.C. U.S. Department of Education, October 1999.

John R. Phillips and Marci Kanstoroom, "Title II: Does Professional Development Work?" in *New Directions: Federal Education Policy in the Twenty-first Century*, edited by Marci Kanstoroom and Chester E. Finn, Jr., The Fordham Foundation and the Manhattan Institute, March, 1999.

Michael S. Knapp, Andrew A. Zucker, Nancy E. Adelman, Mark St. John, *The Eisenhower Mathematics and Science Education Program: An Enabling Resource for Reform*, Menlo Park, CA: SRI International, February 1991.