

National Education
Knowledge
Industry Association



H.R. 4043, Knowledge Utilization in Education Act of 2004
Proposal for a National Initiative

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TABLE OF CONTENTS

Letter from NEKIA’s Chairman and President.....	3
Executive Summary of H.R. 4043.....	4
Frequently Asked Questions about H.R. 4043.....	6
Press Release for H.R. 4043.....	9
H.R. 4043: The Knowledge Utilization in Education Act of 2004.....	11
Education Week and Education Daily Articles.....	29

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April 12, 2004

Dear Colleague:

On behalf of the members of the National Education Knowledge Industry Association, we are very pleased to provide you with this information regarding “The Knowledge Utilization in Education Act of 2004” (H.R. 4043).

The goal of this legislation, which was introduced in the U.S. House of Representatives by Rep. Rush Holt (D-NJ) on March 25, is to increase the use of research-based knowledge to boost student performance and close the achievement gap. It aims to give classroom teachers the research-based tools and strategies they need to help children succeed.

There is a clear need for this legislation. Congress has recently authorized two laws that position education research, development, dissemination, and technical assistance at the forefront of the education debate. Both the No Child Left Behind Act and the Education Sciences Reform Act make knowledge gained from education research and development the central driver of our nation’s efforts to ensure all children are successful learners. Unfortunately, while the No Child Left Behind Act requires educators to use instructional practices based on scientifically valid research, such practices are *not* widely used. Given that 25,000 public schools are not making adequate yearly progress, steps must be taken now to respond to this emerging, national “capacity crisis” and meet the demand for research-based instruction. This legislation can help solve this crisis.

We welcome the active support of the education community for this legislation. In the weeks and months ahead, we hope to work with you to advance the bill in Congress. We will call on many of your organizations for letters and statements of support.

For your information, enclosed is a copy of the bill, an executive summary, and several other supporting documents. Periodic updates will be available at www.nekia.org. Thank you for your consideration, and please let us know if you have any questions about the bill.

Wes Hoover
Chairman of the Board

Jim Kohlmoos
President and CEO



Proposal for A National Initiative for Knowledge Utilization in Education

Congress has recently authorized two laws that position education research, development, dissemination, and technical assistance at the forefront of the education debate. Both the No Child Left Behind Act (NCLB) and the Education Sciences Reform Act (ESRA) make knowledge gained from education R&D the central driver of our nation's efforts to ensure all children are successful learners. Research shows that student achievement increases when teachers utilize practices based on scientifically valid research. Unfortunately, while the No Child Left Behind Act (NCLB) requires educators to use instructional practices based on scientifically valid research, such practices are *not* widely used. Given that 24,000 public schools are not making adequate yearly progress (AYP), steps must be taken now to respond to this emerging, national "capacity crisis" and meet the demand for research-based instruction.

In response, the **National Education Knowledge Industry Association (NEKIA)** proposes a national initiative to increase the use of research-based knowledge to boost student performance and close the achievement gap. NEKIA is building Congressional support for its proposal through H.R.4043 "Knowledge Utilization in Education Act of 2004," which was introduced in the U.S. House of Representatives on March 25, 2004.

Key Activities of the Leadership Initiative

1. Grants to Promote Knowledge Utilization in Education. Grantees could be for-profit or nonprofit organizations, higher education institutions, or partnerships with expertise in education knowledge utilization. The grants could be used to:

- Help educators become more informed consumers of research-based knowledge utilization through professional development activities such as conferences, summer teacher academies, on-line seminars, and school workshops.
- Support the identification and dissemination of research-supported practices.
- Create incentives for states and districts to invest in knowledge utilization.

Knowledge Utilization: The Missing Link

Knowledge utilization refers to the dynamic and interactive processes involving research, development, dissemination, technical assistance and evaluation in which knowledge generated from research is applied to efforts to improve education practice. Among the activities that occur as part of this process are:

- The development and evaluation of practical, classroom applications of research;
- The use of research-based technical assistance, information, statistics, and professional development for policy makers and practitioners;
- Initiatives for linking research, policy, and practice; and,
- Developing the capacity for the use of research and its applications.

- Focus knowledge utilization efforts on high-need areas such as rural schools.
- Develop a corps of regionally based knowledge utilization coordinators that will work in schools to implement education practices supported by scientifically valid research.
- Target efforts to educators working with subgroups that need improvement to make AYP. These subgroups include students with limited English proficiency, students from low-income families, and children with special needs.
- Promote education entrepreneurship supported by research.
- Create fellowship programs to encourage expert capacity in knowledge utilization.
- Utilize web-based technology to enable teachers to access instructional practices grounded in scientifically valid research.
- Develop research-based strategies to improve student behavior and school climate.

2. National Leadership Office for Knowledge Utilization in Education. The office, which would be established in the U.S. Department of Education, would:

- Promote policies and investments that bring to scale educational practices based on scientifically valid research.
- Produce a biennial analysis for Congress on the state of education knowledge utilization.

3. Knowledge Utilization Partnership in Education. The Partnership would advise the National Leadership Office and advance knowledge utilization in education through a network of private and public organizations. The Partnership, which would be supported by an advisory panel, would:

- Encourage private-public venture partnerships for knowledge utilization.
- Identify needs regarding federal knowledge utilization programs.
- Serve as ambassadors to the K-12 community.

4. Interagency Task Force. The task force would promote coordination among federal departments and agencies administering knowledge utilization programs.

- The task force would review federal activities in the field of education knowledge utilization and recommend ways to improve their coordination and collaboration. The Task Force would be in effect for two years, to be renewed by the Secretary.
- The task force would be chaired by the Director of the National Office and comprised of assistant secretaries in the U.S. Department of Education; the director of the Institute for Education Sciences; the director of the National Science Foundation; the director of the National Institute for Child Health and Human Development; and other members designated by the President, the Secretary, and the Director.

Funding

The initiative would be authorized for “such sums” for each of the fiscal years 2005 through 2008.

Founded in 1997, NEKIA advances the development and use of scientifically valid research for the improvement of the academic performance of all children. Members of the association include researchers, educational developers, service providers, and a rapidly increasing number of entrepreneurs. Together these members are developing the research-based practices teachers and children need to succeed in the classroom. For more information contact: Jim Kohlmoos at Kohlmoos@neki.org or Marcia Knutson at Knutson@neki.org or call 202/518-0847.

Knowledge Utilization in Education Act

Frequently Asked Questions

Question: What is the Knowledge Utilization in Education Act?

Answer: The Knowledge Utilization in Education Act of 2004 (H.R. 4043) proposes a national initiative to increase the use of research-based knowledge in order to boost student performance and close the achievement gap. Rep. Rush Holt (D-NJ) introduced the bill in the U.S. House of Representatives on March 25, 2004. NEKIA is working closely with Rep. Holt and the bill's bipartisan cosponsors to build further support in Congress for the legislation.

Question: What is knowledge utilization?

Answer: Knowledge utilization is the *missing link* between knowledge generated from research and education practice. Knowledge utilization refers to the dynamic and interactive processes involving research, development, dissemination, technical assistance and evaluation in which knowledge generated from research is applied to efforts to improve education practice. Among the activities that occur as part of this process are:

- The development and evaluation of practical, classroom applications of research;
- The use of research-based technical assistance, information, statistics, and professional development for policy makers and practitioners;
- Initiatives for linking research, policy, and practice; and,
- Developing the capacity for the use of research and its applications.

Question: Why is the Knowledge Utilization in Education Act needed?

Answer: Research shows that student achievement increases when teachers utilize practices based on scientifically valid research. Unfortunately, while the No Child Left Behind Act (NCLB) and the Education Sciences Reform Act (ESRA) require educators to use instructional practices based on scientifically valid research, such practices are not widely used. Given that 24,000 public schools are not making adequate yearly progress (AYP), steps must be taken now to respond to this emerging, national “capacity crisis” and meet the demand for research-based instruction.

Question: What would the act do?

Answer: The act would help local schools by providing new resources so that educators can link education knowledge to classroom practice. It would authorize federal grants that can be used to:

- Help educators become more informed consumers of research-based knowledge utilization through professional development activities such as

- conferences, summer teacher academies, on-line seminars, and workshops.
- Support the identification and dissemination of research-supported practices.
 - Create incentives for states and districts to invest in knowledge utilization.
 - Focus knowledge utilization efforts on high-need areas such as rural schools.
 - Develop a corps of regionally based knowledge utilization coordinators that would work in schools to implement research-based practices.
 - Target efforts to educators working with subgroups that need improvement to make AYP. These subgroups include students with limited English proficiency, students from low-income families, and special needs children.
 - Create fellowships to encourage expert capacity in knowledge utilization.
 - Develop strategies to improve student behavior and school climate.

Question: What organizations would be eligible for the grants?

Answer: Grantees could be for-profit or nonprofit organizations, higher education institutions, or partnerships with expertise in education knowledge utilization.

Question: Are other activities authorized by the act?

Answer: The act also proposes to establish three additional national leadership activities:

1. A National Leadership Office for Knowledge Utilization in Education, which would be established in the U.S. Department of Education, would promote policies that bring to scale educational practices based on scientifically valid research. The office would produce a biennial analysis for Congress on the state of education knowledge utilization.
2. A Knowledge Utilization Partnership in Education to advance knowledge utilization through a network of private and public organizations.
3. An Interagency Task Force to promote coordination among federal departments and agencies administering knowledge utilization programs.

Question: What are the act's proposed funding levels?

Answer: The initiative would be authorized for "such sums" for each of the fiscal years 2005 through 2008.

Question: How does this proposal relate to the No Child Left Behind Act (NCLB) and the Education Sciences Reform Act (ESRA)?

Answer: The bill addresses the practical needs created by NCLB accountability provisions and builds upon the knowledge development concepts in ESRA. The

proposal is structured to complement and support both NCLB and ESRA, not amend or replace them.

Question: How does this proposal relate to standards based reform?

Answer: Knowledge utilization is the missing link in the research to practice effort and should be the next important step in the standards-based reform movement. This is the right time to move beyond the singular fixation on accountability and shift more attention and resources to practical solutions that work in the classroom.

Question: What are the long-term effects of the initiative?

Answer: The bill represents an important proactive statement about the importance of knowledge utilization in efforts to transform education into an evidence-based field. It calls for a strong and dynamic role for the federal government in helping states and localities improve learning for all students. The initiative can be used in the coming years to inform policy and practice at all levels.



March 26, 2004

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**Rep. Holt Introduces Knowledge Utilization in Education Act
*Bill is Designed to Help Close the Achievement Gap
& Provide Teachers with Research-Based Teaching Tools***

WASHINGTON – U.S. Rep. Rush Holt (D-NJ) yesterday introduced the Knowledge Utilization in Education Act of 2004 (H.R. 4043), which is designed to increase the use of research-based knowledge to boost student performance and close the achievement gap.

“The National Education Knowledge Industry Association (NEKIA) thanks Rep. Holt for introducing this legislation,” said NEKIA President Jim Kohlmoos. “NEKIA is very proud to work with Rep. Holt and the bill’s co-sponsors to advance this bill in the 108th Congress. These members of Congress clearly recognize that more must be done to ensure that research-based tools are used in America’s classrooms.”

The bill is cosponsored by Rep. George Miller (D-CA), the ranking minority member on the House Committee on Education and the Workforce; Rep. Ruben Hinojosa (D-TX); Rep. Barbara Cubin (R-WY); and Rep. Lynn Woolsey (D-CA).

Kohlmoos said that while the recently enacted No Child Left Behind Act requires educators to use instructional practices based on scientifically valid research, such practices are rarely in place.

“Given that 25,000 public schools are not making adequate yearly progress, Congress must take steps to meet the demand for research-based instruction,” he said. “Studies show that student achievement increases when teachers use practices based on scientifically valid research.”

The bill, which was developed with support from NEKIA, would help schools by providing new resources so educators can link education knowledge to classroom practice. The legislation would also launch a national leadership initiative to bolster education knowledge. There are four key elements in the bill.

1. Grants to promote knowledge utilization in education. The grants could be used to:

- Help educators become more informed consumers of research-based knowledge utilization.

- Support the identification and dissemination of research-supported practices.
- Create incentives for states and districts to invest in knowledge utilization.
- Focus knowledge utilization efforts on high-need areas such as rural schools.
- Develop a corps of regionally based knowledge utilization coordinators that will work in schools to implement education practices supported by scientifically valid research.
- Target educators working with subgroups that need improvement to make AYP. These subgroups include students with limited English proficiency, students from low-income families, and children with special needs.
- Promote education entrepreneurship supported by research.

2. A new National Leadership Office for Knowledge Utilization in Education, which would be established in the U.S. Department of Education. The leadership office would promote policies that bring to scale educational practices based on scientifically valid research. The office would produce a biennial analysis for Congress on the state of education knowledge utilization.

3. A Knowledge Utilization Partnership in Education to advance knowledge utilization through a network of private and public organizations.

4. An Interagency Task Force to promote coordination among federal departments and agencies administering knowledge utilization programs.

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H.R. 4043
The Knowledge Utilization
in Education Act of 2004

108TH CONGRESS
2D SESSION

H. R. 4043

To establish a national leadership initiative to promote and coordinate knowledge utilization in education, thereby increasing student achievement consistent with the objectives of the No Child Left Behind Act of 2001, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

MARCH 25, 2004

Mr. HOLT (for himself, Mrs. CUBIN, Mr. GEORGE MILLER of California, Ms. WOOLSEY, and Mr. HINOJOSA) introduced the following bill; which was referred to the Committee on Education and the Workforce

A BILL

To establish a national leadership initiative to promote and coordinate knowledge utilization in education, thereby increasing student achievement consistent with the objectives of the No Child Left Behind Act of 2001, and for other purposes.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Knowledge Utilization
5 in Education Act of 2004”.

6 **SEC. 2. FINDINGS.**

7 The Congress finds as follows:

1 (1) Knowledge utilization allows information
2 generated by scientifically valid research to be avail-
3 able to, and usable by, educators in the classroom.

4 (2) Limited knowledge utilization has impeded
5 the progress of schools in increasing academic
6 achievement of students.

7 (3) Research shows that student achievement
8 increases when education practices based on scientif-
9 ically valid research are used by classroom teachers.

10 (4) To facilitate the coordination and use of re-
11 search-based practices by classroom teachers, effec-
12 tive knowledge utilization is essential, including the
13 development and use of products and strategies
14 based on scientifically valid research.

15 (5) The active involvement of teachers, prin-
16 cipals, district administrators, and chief State school
17 officers in knowledge utilization activities is essential
18 to the effective application of research-based knowl-
19 edge to policy and practice.

20 (6) Although the No Child Left Behind Act of
21 2001 (which amended the Elementary and Sec-
22 ondary Education Act of 1965 (20 U.S.C. 6301 et
23 seq.)) requires educators to use instructional prac-
24 tices and innovations supported by scientifically valid
25 research, such practices and innovations are in short

1 supply and not widely available and coordinated for
2 use in classrooms.

3 (7) Given that a significant percentage of public
4 schools in the United States are not making ade-
5 quate yearly progress under the No Child Left Be-
6 hind Act of 2001, steps must be taken to coordinate
7 the use of knowledge utilization by classroom edu-
8 cators.

9 (8) Particular subgroups of students are not
10 making adequate yearly progress, as defined by the
11 No Child Left Behind Act of 2001, including eco-
12 nomically disadvantaged students, students from
13 major racial and ethnic groups, students with dis-
14 abilities, and students with limited English pro-
15 ficiency. Such students require targeted efforts to
16 ensure that they are receiving instruction supported
17 by scientifically valid research.

18 (9) More instructional activities and practices
19 supported by scientifically valid research need to be
20 developed to meet the current and expected demands
21 of educators in schools.

22 (10) Although existing federal research, devel-
23 opment, dissemination, and technical assistance pro-
24 grams have been proven to be effective, these pro-
25 grams need to be brought to national scale and co-

1 ordinated through a national, knowledge utilization
2 initiative.

3 (11) Effective knowledge utilization in edu-
4 cation brings together the professional wisdom of
5 practitioners and the best available empirical evi-
6 dence generated through scientifically valid research.

7 (12) Too often exemplary innovations in teach-
8 ing, curriculum, and assessment are demonstrated to
9 be effective, but have minimal impact because they
10 are not brought to scale.

11 (13) Educational practices that are supported
12 by scientifically valid research need to be brought to
13 greater scale in school districts across the country in
14 order to have broad influence on student achieve-
15 ment.

16 (14) National leadership is needed to provide
17 targeted initiatives, collaboration, and coordination
18 of knowledge utilization programs to ensure that
19 classroom educators have access to, and utilize prac-
20 tices supported by, scientifically valid research.

21 (15) A national leadership office intended to co-
22 ordinate Department of Education programs and
23 promote knowledge utilization in education will fa-
24 cilitate the effective implementation of the No Child
25 Left Behind Act of 2001.

1 **SEC. 3. NATIONAL LEADERSHIP OFFICE FOR KNOWLEDGE**
2 **UTILIZATION IN EDUCATION.**

3 (a) ESTABLISHMENT.—There shall be in the Depart-
4 ment of Education the National Leadership Office for
5 Knowledge Utilization in Education (in this section re-
6 ferred to as the “Office”), to be headed by a Director ap-
7 pointed under subsection (c).

8 (b) DUTIES.—The duties of the Office shall be the
9 following:

10 (1) Promoting the use of scientifically valid re-
11 search in education practice and innovation.

12 (2) Providing leadership to the Nation in devel-
13 oping and promoting policies, practices, and invest-
14 ments that result in the provision of instruction sup-
15 ported by scientifically valid research to elementary
16 and secondary school students.

17 (3) Developing and promoting policies, prac-
18 tices, and investments that result in bringing to
19 scale successful educational practices that are based
20 on scientifically valid research.

21 (4) Informing the public about the significance
22 of using scientifically valid research in education.

23 (5) Encouraging the use of new technologies in
24 appropriate knowledge utilization efforts.

25 (6) Supporting the effective coordination of cur-
26 rent federally supported knowledge utilization pro-

1 grams, including regional educational laboratories,
2 research and development centers, technical assist-
3 ance centers and consortia, national clearinghouses,
4 and other entities involved in research, development,
5 dissemination, technical assistance, and evaluation.

6 (7) Administering the partnership established
7 pursuant to subsection (e).

8 (8) Producing the biennial report required by
9 subsection (f).

10 (9) Using the expertise of existing knowledge
11 utilization programs to assist in the implementation
12 of this section.

13 (c) DIRECTOR; STAFF.—

14 (1) APPOINTMENT.—The Secretary of Edu-
15 cation shall appoint the Director of the Office.

16 (2) QUALIFICATIONS.—The Director of the Of-
17 fice shall be selected from among individuals who
18 are experts in—

19 (A) knowledge utilization, including pro-
20 moting the effective implementation of the re-
21 sults of research in the classroom; and

22 (B) managing large institutions or con-
23 sortia that conduct a broad array of research
24 applications.

1 (3) DUTIES.—The Director of the Office
2 shall—

3 (A) report directly to the Secretary;

4 (B) be responsible for the duties of the Of-
5 fice described in subsection (b); and

6 (C) perform such additional functions as
7 the Secretary may prescribe.

8 (4) COMPENSATION.—Section 5315 of title 5,
9 United States Code, relating to level IV of the Exec-
10 utive Schedule, is amended by adding at the end of
11 the list in such section the following new item:

12 “Director of the National Leadership Office for
13 Knowledge Utilization in Education.”.

14 (5) STAFF.—The Director of the Office may se-
15 lect, appoint, and employ such officers and employ-
16 ees as may be necessary to carry out the functions
17 of the Office, subject to the provisions of title 5,
18 United States Code, governing appointments in the
19 competitive service, and the provisions of chapter 51
20 and subchapter III of chapter 53 of such title, relat-
21 ing to classification and General Schedule pay rates.

22 (d) INTERAGENCY TASK FORCE.—

23 (1) ESTABLISHMENT.—To promote coordina-
24 tion and cooperation among Federal departments
25 and agencies administering knowledge utilization

1 programs and activities, the Director of the Office
2 shall convene the Interagency Task Force on Knowl-
3 edge Utilization in Education (in this subsection re-
4 ferred to as the “Task Force”).

5 (2) DUTIES.—The Task Force shall—

6 (A) identify and review Federal programs,
7 activities, and projects with respect to knowl-
8 edge utilization in education (including any
9 plans for such programs, activities, and
10 projects); and

11 (B) prepare, for inclusion in the biennial
12 report under subsection (f), recommendations
13 on ways to improve the coordination and col-
14 laboration of such programs, activities, and
15 projects.

16 (3) MEMBERSHIP.—The Task Force shall be
17 composed of the following members:

18 (A) The Director of the Institute of Edu-
19 cation Sciences.

20 (B) The Director of the National Institute
21 of Child Health and Human Development.

22 (C) The Director of the National Science
23 Foundation.

24 (D) The Director of the Office.

1 (E) Such Assistant Secretaries and other
2 officials from the Department of Education as
3 the Secretary may designate.

4 (F) Such other members as the President,
5 the Secretary, or the Director of the Office may
6 invite.

7 (4) CHAIRPERSON.—The Director of the Office
8 shall serve as the Chairperson of the Task Force.

9 (5) TERMINATION.—The Task Force shall ter-
10minate 2 years after the date of the enactment of
11this Act, subject to renewal at the discretion of the
12Director of the Office.

13 (e) KNOWLEDGE UTILIZATION PARTNERSHIP IN
14 EDUCATION.—

15 (1) ESTABLISHMENT.—The Director of the Of-
16fice shall establish a network of private and public
17entities throughout the Nation, to be known as the
18Knowledge Utilization Partnership in Education (in
19this subsection referred to as the “Partnership”).

20 (2) PURPOSE.—The purpose of the Partnership
21is to promote and advance knowledge utilization in
22education in conjunction with private and public or-
23ganizations and entities throughout the Nation.

24 (3) DUTIES.—The Partnership shall—

1 (A) encourage private-public venture part-
2 nerships for knowledge utilization;

3 (B) identify needs in relation to knowledge
4 utilization programs, activities, and projects
5 supported by the Federal Government;

6 (C) provide general advice to the Office;
7 and

8 (D) provide ambassadors to the elementary
9 and secondary education community to encour-
10 age the adoption of education practices sup-
11 ported by scientifically valid research.

12 (4) ADVISORY PANEL.—

13 (A) ESTABLISHMENT.—The Director of
14 the Office may establish a Partnership Advisory
15 Panel (in this paragraph referred to as the
16 “Panel”).

17 (B) MEMBERSHIP.—The Director shall se-
18 lect the members of the Panel from among indi-
19 viduals who represent entities participating in
20 the Partnership and have expertise in knowl-
21 edge utilization.

22 (C) DUTIES.—The duties of the Panel
23 shall be the following:

24 (i) To provide advice to the Director
25 regarding the opportunities and challenges

1 of promoting knowledge utilization activi-
2 ties at the local, State, and Federal levels
3 through the Partnership.

4 (ii) To offer suggestions to the Direc-
5 tor for promoting knowledge utilization
6 policies and strategies in the future
7 through the Partnership.

8 (f) BIENNIAL REPORT.—

9 (1) IN GENERAL.—The Director of the Office
10 shall—

11 (A) conduct a biennial analysis of the state
12 of knowledge utilization in education practice
13 and innovation; and

14 (B) submit a report on the results of each
15 such analysis to the Committee on Education
16 and the Workforce of the House of Representa-
17 tives and the Committee on Health, Education,
18 Labor, and Pensions of the Senate.

19 (2) CONTENTS.—Each report submitted under
20 this subsection shall—

21 (A) include an assessment of efforts to in-
22 crease the use of education practices supported
23 by scientifically valid research;

24 (B) include the recommendations of the
25 Interagency Task Force on Knowledge Utiliza-

1 tion in Education prepared pursuant to sub-
2 section (d)(2); and

3 (C) recommend changes in policies to fur-
4 ther promote progress in knowledge utilization.

5 (3) INITIAL REPORT.—The Director of the Of-
6 fice shall submit the first report under this sub-
7 section not later than 2 years after the date of the
8 enactment of this Act.

9 **SEC. 4. GRANTS TO PROMOTE KNOWLEDGE UTILIZATION IN**
10 **EDUCATION.**

11 (a) PROGRAM AUTHORIZED.—The Secretary of Edu-
12 cation shall make competitive grants to, and enter into
13 contracts with, eligible entities to support projects that
14 promote knowledge utilization in education.

15 (b) USE OF FUNDS.—The Secretary may not make
16 a grant to an eligible entity under this section unless the
17 entity agrees to use the grant for 1 or more of the fol-
18 lowing:

19 (1) Helping educators become more informed
20 consumers of research-based knowledge utilization
21 programs and services through sustained profes-
22 sional development activities, including annual con-
23 ferences, summer teacher academies, on-line semi-
24 nars, and school-based workshops.

1 (2) Creating incentives for States and districts
2 to expand and coordinate their investments in
3 knowledge utilization initiatives.

4 (3) Focusing special knowledge utilization ef-
5 forts on high-need, low-capacity areas such as rural
6 schools.

7 (4) Developing a national corps of regionally
8 based research-to-practice coordinators to work in
9 schools on the effective implementation, utilization,
10 and dissemination of education practices supported
11 by scientifically valid research.

12 (5) Targeting efforts to classroom educators
13 working with subgroups whose test scores indicate
14 that they need improvement under the adequate
15 yearly progress calculation required by section
16 1111(b)(2) of the Elementary and Secondary Edu-
17 cation Act of 1965 (20 U.S.C. 6311(b)(2)), includ-
18 ing economically disadvantaged students, students
19 from major racial and ethnic groups, students with
20 disabilities, and students with limited English pro-
21 ficiency.

22 (6) Conducting research on knowledge utiliza-
23 tion.

24 (7) Coordinating and enhancing existing feder-
25 ally supported knowledge utilization programs, in-

1 including regional educational laboratories, research
2 and development centers, technical assistance cen-
3 ters and consortia, national clearinghouses, and
4 other entities involved in research, development, dis-
5 semination, technical assistance, and evaluation.

6 (8) Supporting efforts to identify and dissemi-
7 nate promising practices in the implementation of
8 education innovation that are supported by scientif-
9 ically valid research.

10 (9) Promoting entrepreneurship in developing
11 new solutions, innovations, and choices in education
12 for consumers that are supported by scientifically
13 valid research.

14 (10) Establishing fellowship programs to en-
15 courage expert capacity in knowledge utilization.

16 (11) Using Internet-based technology to enable
17 classroom teachers to access, in all content areas, in-
18 structional practice and innovation that are ground-
19 ed in scientifically valid research.

20 (12) Developing means and methods for making
21 the information from the What Works Clearinghouse
22 and other clearinghouses available to, and accessible
23 by, classroom teachers.

24 (13) Developing strategies to support the use of
25 scientifically valid research by classroom teachers

1 and school administrators in managing and improv-
2 ing student behavior and school climate.

3 (c) APPLICATIONS.—To seek a grant or a contract
4 under this section, an eligible entity shall submit an appli-
5 cation to the Secretary at such time and in such manner
6 as the Secretary may reasonably require.

7 (d) ELIGIBLE ENTITIES.—In this section, the term
8 “eligible entity”—

9 (1) means a private or public, for-profit or non-
10 profit organization, institution, agency, institution of
11 higher education, or partnership of such entities,
12 that has demonstrated expertise in knowledge utili-
13 zation in education; and

14 (2) includes existing federally supported knowl-
15 edge utilization programs, such as regional edu-
16 cational laboratories, research and development cen-
17 ters, technical assistance centers and consortia, na-
18 tional clearinghouses, and other entities involved in
19 research, development, dissemination, technical as-
20 sistance, and evaluation.

21 **SEC. 5. DEFINITIONS.**

22 In this Act:

23 (1) APPLIED RESEARCH.—The term “applied
24 research” has the meaning given to that term in sec-

1 tion 102 of the Education Sciences Reform Act of
2 2002 (20 U.S.C. 9501).

3 (2) KNOWLEDGE UTILIZATION.—The term
4 “knowledge utilization”—

5 (A) means the interactive processes involv-
6 ing research, development, dissemination, tech-
7 nical assistance, and evaluation in which re-
8 search-based knowledge is applied to improving
9 instructional practice; and

10 (B) includes such activities essential to
11 school improvement as—

12 (i) development and evaluation of
13 practical applications of research, such as
14 procedures, policies, practices, programs,
15 materials, and training;

16 (ii) the use of research-based technical
17 assistance and professional development
18 for policymakers, practitioners, and other
19 stakeholders;

20 (iii) collection and dissemination of in-
21 formation, data, and statistics;

22 (iv) initiatives for building linkages
23 among research, policy, and practice; and

1 (v) an infrastructure for increasing
2 capacity for the use of research and its ap-
3 plications.

4 (3) OFFICE.—The term “Office” means the
5 National Leadership Office for Knowledge Utiliza-
6 tion in Education established by section 3.

7 (4) SCIENTIFICALLY VALID RESEARCH.—The
8 term “scientifically valid research” has the meaning
9 given to that term in section 102 of the Education
10 Sciences Reform Act of 2002 (20 U.S.C. 9501).

11 (5) SECRETARY.—The term “Secretary” means
12 the Secretary of Education.

13 **SEC. 6. AUTHORIZATION OF APPROPRIATIONS.**

14 There are authorized to be appropriated such sums
15 as may be necessary to carry out this Act for each of fiscal
16 years 2005 through 2008.

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**Articles from
Education Week and
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Bill Would Link Research, Classroom Practice

By Debra Viadero
Education Week

With bipartisan support, a Democratic representative from New Jersey has introduced a measure aimed at constructing a stronger bridge between educational research and classroom practice.

If approved, the proposal—called the Knowledge Utilization in Education Act— would provide yet-to-be-determined sums of money for grants designed both to whet and to feed educators' appetites for what experts in the field are calling "usable" educational research. ("[Scholars Aim to Connect Studies to Schools' Needs](#)," March 19, 2003.)

The grants would go, for example, to support consumer- oriented research conferences for teachers and administrators, to establish regional "knowledge utilization" coordinators to help schools implement research findings, and to create incentives for states and districts to put research-proven strategies to work in schools.

To oversee and promote those efforts, the bill would also establish an "office for knowledge utilization" in the Department of Education and an interagency task force that would coordinate education research-and-dissemination efforts across the federal government.



**Rep. Rush D.
Holt**

Rep. Rush D. Holt, D-N.J., the bill's sponsor, said he views the bill as a complement to the federal No Child Left Behind Act.

"While the No Child Left Behind Act requires educators to use instructional practices based on research, such practices are not widely used," Rep. Holt said in introducing the measure on March 25.

"Given that students in 25,000 public schools may not be making adequate yearly progress," he continued, referring to a central measure of success under the 2-year-old law, "steps must be taken now to meet the demand for research-based instruction."

Mr. Holt's co-sponsors on the bill are Reps. George Miller and Lynne Woolsey, both Democrats from California; Rep. Ruben Hinojosa, D-Texas; and Rep. Barbara Cubin, R-Wis.

'Missing Link'

The bill, HR 4030, is also getting strong backing from the National Education Knowledge Industry Association, a Washington-based trade group better known as NEKIA. It represents many of the federally supported research laboratories, technical-assistance centers, and clearinghouses that currently provide similar services across the country.

James W. Kohlmoos, the group's president, said the proposal addresses the "missing link" between the federal government's recent calls for schools to use scientifically based research and actual practice in the field.

In education, as in medicine and business, experts in recent years have begun pushing for better ways to build, develop, and disseminate research-proven knowledge that practitioners will use.

That was in part the purpose behind the Strategic Education Research Partnership, an independent organization being formed by the National Research Council, an arm of the National Academies of Science. With a goal of raising \$500 million to \$700 million in start-up funds, the group aims to forge a research-and-development compact among states to collaborate on an agenda for credible research that educators would find useful and to sustain long-term studies in those areas. (["Research Group Taps Director; Sets Agenda on Studies,"](#) Dec. 10, 2003.)

Mr. Kohlmoos said the proposed measure would add to that state-based effort by strengthening federal efforts to make better use of research knowledge. His organization is lobbying for the introduction of a bipartisan, companion measure in the Senate later this spring.

The chances are viewed as slim, though, that either bill will pass during this session of Congress.

"This really is the time to plant the seeds and to get the conversation moving," Mr. Kohlmoos added, "and then to focus in the next session on cultivating and growing it and getting ready for some action."

["Perspectives on Knowledge Utilization in Education,"](#) a research paper by Paul Hood, posted by [WestEd](#), attempts to explain why knowledge utilization has become so important and describes the key summaries of knowledge-utilization literature. (Requires [Adobe's Acrobat Reader](#).)

Read ["The Emerging Era of Knowledge Utilization: The Impact of NCLB & the Education Sciences Reform Act on Our Field,"](#) January 2003, from the [National Education Knowledge Industry Association](#). (Requires [Adobe's Acrobat Reader](#).)

Experts: Research Not Penetrating Classroom (Cont. from p. 1)

Center on Education Policy. For them, scientifically based research is “some noise that’s up here in the atmosphere that they’re hearing now and then,” he said.

Grover “Russ” Whitehurst, director of the Education Department’s Institute of Education Sciences (IES), claimed that research simply needs time to sink in. “We’re not in two years going to get to the point where the typical classroom teacher is checking in with the What Works Clearinghouse to find out what they should do tomorrow,” he said. “But ... eventually, classroom practice will be affected by good research.”

But others said a lack of “capacity”—the institutions, knowledge and resources necessary for any large-scale endeavor—has hampered the effort to transform education into a field governed by research, much like medicine.

Dissemination of the research is particularly difficult. “It’s not as if the holy truth is on the mountain and all we have to do is take it down,” Jennings said.

To that end, lawmakers intend to introduce legislation soon that aims to bring research into practice (*see story, right*).

Politics, For Better Or Worse

The panel also explored the nexus between politics and research, often touching on an influential but controversial federal report backing phonics (ED, April 14, 2000).

Based on interviews conducted over the past year (ED, Jan. 27) Jennings claimed that teachers are suspicious of the government’s attempts to inject science into education because they view it as “a trick to push phonics,” he said.

A Democratic veteran of Capitol Hill, Jennings noted that past laws have been undone by a perception of ideology. Unless NCLB and the Education Sciences Reform Act are implemented in a fair and consistent manner, “you might as well just forget about it, [and] rip the words out of the law,” he warned.

To avoid the appearance of partisanship, Jennings recommended that ED ensure balanced review panels, publish data publicly and include different groups in any potentially controversial research.

‘Knowledge Utilization Act’ In Works

Hoping to tackle the “missing link” in the drive to transform education into an enterprise driven by research, lawmakers will soon introduce a bill that aims to ensure scientifically based practices are put into widespread use.

The No Child Left Behind Act and the Education Sciences Reform Act have improved the objectivity and reliability of education research, but too often that research isn’t getting into the hands of teachers, according to James Kohlmoos, president of the National Education Knowledge Industry Association (*see story, p. 1*).

The “Knowledge Utilization Act” would address that gap by authorizing grants to promote the use of education research, establishing a new office at the U.S. Education Department, forging partnerships to disseminate research and establishing an interagency task force.

The bill has already attracted several potential cosponsors, including Reps. Ron Kind, D-Wis., and Roger Wicker, R-Miss., and Sens. Mike Enzi, R-Wyo., and Jack Reed, D-R.I., according to a spokesman.

—M.C.

But Whitehurst said such ideas infect black-and-white matters of science with “political calculus,” and mark a “retreat from the enterprise of scientifically based research.” Education research is, by statute, nonpartisan, he said, noting that IES is manned by career staff who are “more likely to vote Democratic than Republican, just because they are academics.”

Unlike medicine, education is inextricable from politics, according to Lagemann, the Harvard dean: “Education policies are always implicitly, if not explicitly, about what kind of society we want to live in, and that is inherently political,” she said.

And in some arenas—such as setting priorities for research—political considerations are “entirely appropriate,” Towne said.

(more on p. 4)