

NATIONAL EDUCATION KNOWLEDGE  
INDUSTRY ASSOCIATION



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

**Jim Kohlmoos  
Marcia Knutson  
National Education Knowledge Industry Association  
1718 Connecticut Avenue, NW  
Washington, DC 20009  
202 518-0847**

# National Education Knowledge Industry Association

1718 Connecticut Avenue, NW Suite 700  
Washington, DC 20009  
(202) 518-0847

March 29, 2004

Dear Colleagues,

On behalf of the members of the National Education Knowledge Industry Association, we are very pleased to announce H.R. 4043, the Knowledge Utilization in Education Act of 2004.

This bill is welcome news to the nation's children and teachers. The goal of this legislation 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 their children succeed. *It will take the knowledge generated from education research and move it directly into the nation's classrooms.*

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 capacity crisis. Research shows that student achievement increases when teachers utilize practices based on scientifically valid research. This legislation aims to harness the nation's education knowledge infrastructure for the benefit of children and teachers.

We welcome the active support of the entire education community in moving forward with this vital knowledge utilization initiative in education.

Wes Hoover  
Chairman of the Board

Jim Kohlmoos  
President and CEO

# National Education Knowledge Industry Association

## 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. 4030 "Knowledge Utilization in Education Act of 2004" which was introduced in the US 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.
- 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.

### **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.

- 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@nekia.org](mailto:Kohlmoos@nekia.org) or Marcia Knutson at [Knutson@nekia.org](mailto:Knutson@nekia.org) or call 202/518-0847.**

## **Knowledge Utilization in Education Act** *Frequently Asked Questions*

### **Question: What is the Knowledge Utilization in Education Act?**

**Answer:** NEKIA's proposed Knowledge Utilization in Education Act will launch a national initiative to increase the use of research-based knowledge in order to boost student performance and close the achievement gap. The National Education Knowledge Industry Association (NEKIA) is building Congressional support for its proposal and aims to have the Knowledge Utilization in Education Act introduced in 2004.

### **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.