

Grant Title: INSTITUTE OF EDUCATION SCIENCES - EDUCATION RESEARCH AND DEVELOPMENT CENTER PROGRAM: NATIONAL RESEARCH AND DEVELOPMENT CENTER ON KNOWLEDGE UTILIZATION (84.305C)

Funding Opportunity Number: CFDA Number: 84.305C.

Agency/Department: U.S. Department of Education, Institute of Education Sciences (IES).

Area of Research: To explore how education researchers can make their work more relevant and useful to practitioners, how the work of practitioners can inform research efforts and how practitioners can make productive decisions based on research evidence.

Release and Expiration: Release Date: April 23, 2013.

Application Deadline: September 4, 2013. Letter of Intent Due Date: June 6, 2013.

Amount: The maximum award for an R&D Center on Knowledge Utilization is \$5,000,000 (total cost = direct costs + indirect costs).

Length of Support: The maximum duration of an R&D Center on Knowledge Utilization is 5 years.

Eligible Applicants: Eligible applicants include, but are not limited to, non-profit and for-profit organizations and public and private agencies and institutions, such as colleges and universities.

Summary: The Institute seeks to create a Research and Development Center on Knowledge Utilization to explore questions of how education researchers can make their work more relevant and useful to practitioners located in State and local education agencies and in individual schools, how the work of practitioners can inform research efforts, and how practitioners can make productive decisions based on research evidence. The Institute seeks to create an R&D Center on Knowledge Utilization to conduct research that will 1) develop tools for observing and measuring research use in schools, 2) describe the conditions under which practitioners use research and factors that promote or inhibit research use in schools, and 3) identify strategies that researchers can adopt to make their work more meaningful to and impactful on education practice. The Institute also seeks to engage in leadership and outreach activities that will 4) demonstrate effective means of knowledge transfer, including interactive meetings and use of technology to foster meaningful exchange among researchers, practitioners, and other stakeholders on how research can best be used to improve school performance and student outcomes. In order for scientific research to take hold in schools, researchers may also need to adopt new ways of working. For example, partnerships between researchers and practitioners could help to break the linear relationship of research to practice and instead introduce a bidirectional model in which researchers and practitioners work together and inform one another. Researchers may also need to learn better ways of communicating. The Institute seeks to create a Research and Development (R&D) Center on Knowledge Utilization to learn whether there are steps researchers can take to make their work more relevant and useful to practitioners and to see whether there are steps State and local education agencies can take to help school leaders and teachers become more familiar with and receptive to scientific education research. There are three major components of the focused program of research for the Knowledge Utilization R&D Center: one measurement study and two descriptive studies. The purpose of the measurement study is to develop tools for observing and measuring research use in schools and school districts. The purpose of the first descriptive study is to understand the conditions under which research is used and factors that promote or inhibit research use in schools and school districts. The purpose of the second descriptive study is to identify skills or strategies that researchers can adopt to make their work more meaningful to and impactful on education practice. The Institute expects that the Center will begin with the measurement study in order to have a valid and reliable means of collecting data for the two descriptive studies. The two descriptive studies can occur simultaneously or sequentially.

Detailed Information: http://ies.ed.gov/funding/pdf/2014_84305C.pdf