

The Uses of Research in Policy & Practice

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WILLIAM T. GRANT FOUNDATION
Supporting research to improve the lives of young people

Overview



1. Why study the uses of research?
2. Conceptual framework
3. Early findings & lessons

William T. Grant Foundation

to inform policy and practice

Supporting Research 
to Improve the Lives of Youth

Research



Research to Practice

- ✓ Improve Quality of Research
- ✓ Improve Communication, Dissemination, Marketing
- ✓ Increase Adoption of Evidence-based Programs



Practice



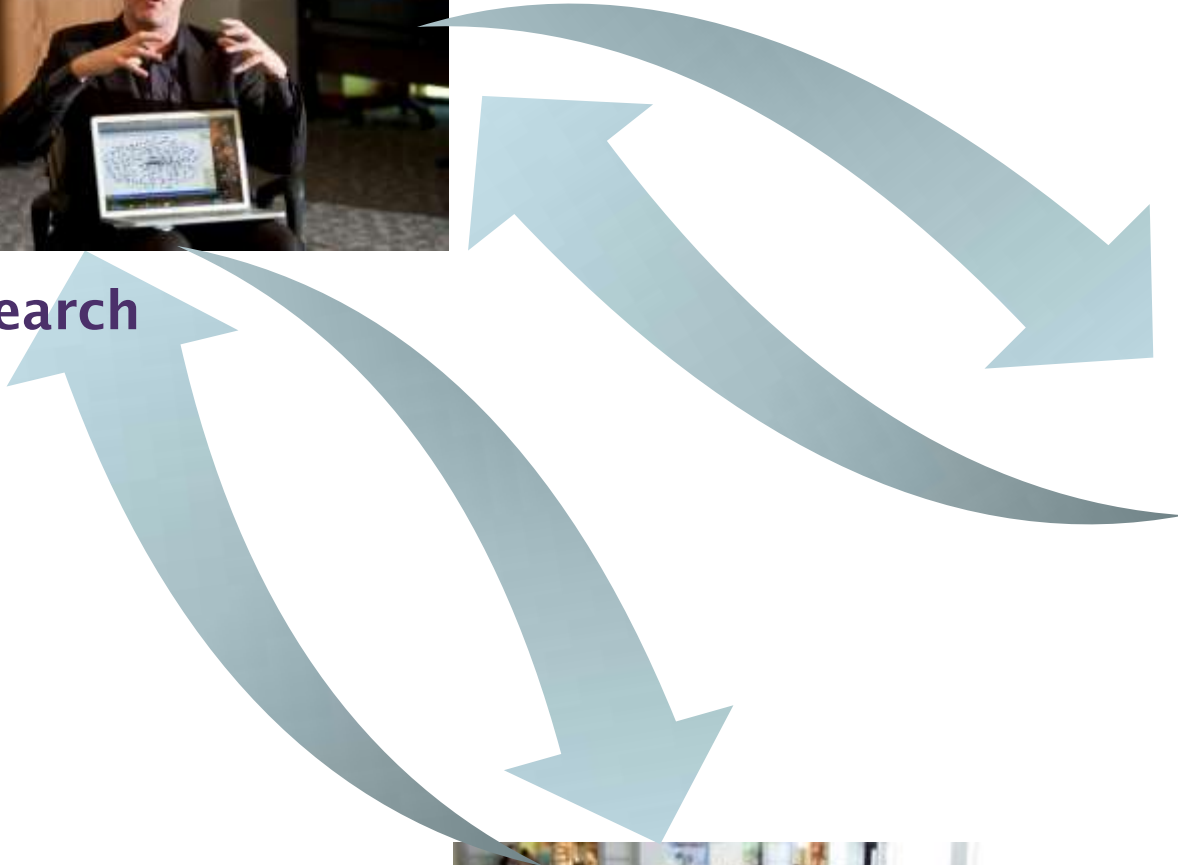
Research



Policy



Practice



User Perspectives





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young people

**Organizational
Context**

**Political and Policy
Contexts**

Define

Acquire

Interpret

Use Research

Relationships

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between research and
regulation.

Relatively little research
is, studying what affected
use of research evidence
on this topic will increase
its use in policy and prac

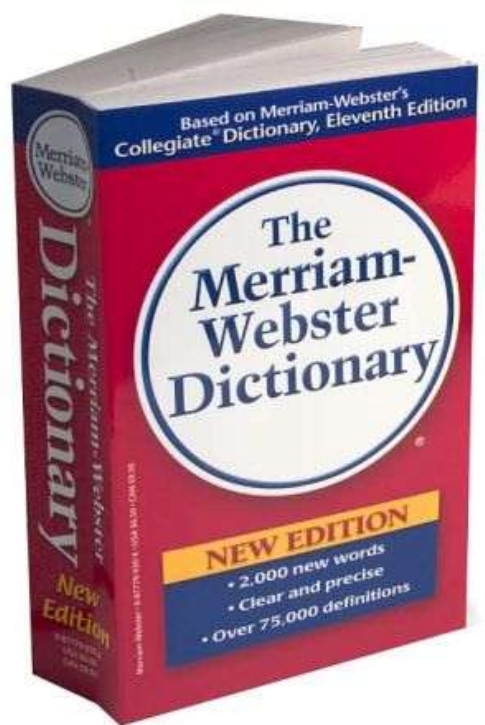
To date, we have funded mo
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years of work.

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DEFINING & INTERPRETING RESEARCH



What is an *evidence-based practice*?

Practices that :

- Have been studied
- Have been applied to different populations
- Come with extensive training manuals or curricula
- Have been around for a long time
- Have been monitored and tracked carefully
- Require rigorous training and fidelity to curriculum
- Have published outcome data
- Are found on lists of EBPs
- Change a client's behavior and way of thinking
- Have been supported by own studies and already implemented

Palinkas

How do they evaluate research?

- “Local” research
- Implementation

Trust & Credibility

“You know, you can find research to support anything. The problems we have in our society today.... People are now using research to say that all the problems are the teacher, and if you can correct the teacher, all our problems go away, which is ridiculous.... The point is research can be slanted to support many different viewpoints. It doesn't mean it's correct.”

Daly & Finnigan

Trust & Credibility

“At the end of the day, you’re both going to be able to find studies that counter the other ones.”

Asen & Gurke



ACQUIRING RESEARCH

A photograph of two women shaking hands in a professional setting. The woman on the left is wearing a white short-sleeved dress and holding a dark folder. The woman on the right is wearing a red blazer and holding a light blue folder. The background is a blurred office environment.

Relationships

Peers

Intermediaries

Conceptual

Instrumental

Political

USING RESEARCH

Imposed

Process

Early Lessons

Understand your users

Relationships

Interpretation

Uses are varied



Supporting research to **improve** the lives of young people

The Foundation supports high-quality empirical studies designed to improve youth settings and increase our understanding of how those settings work. We are also focused on understanding how and under what conditions research evidence is used to influence policy and practice that affect youth.

[About Us](#)

[Funding Opportunities](#)

[Our Grantees](#)

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Featured Grant

Major Update to Optimal Design Software

We are pleased to announce an important new tool for researchers and funders who commission evaluation studies. Optimal Design with Empirical Information (OD+) is a major extension of the original Optimal Design software; it was created by Professor Stephen Raudenbush, Dr. Howard Bloom, and their colleagues, using a grant from the Foundation.

[Learn More](#) →

Funding Opportunities

Upcoming Deadline for Research Grants

Letters of inquiry for our funding opportunities for research grants are due on April 3, 2012, at 3:00 p.m. EST. We are accepting proposals for both our investigator-initiated grants and the RFP for Understanding the Acquisition, Interpretation, and Use of Research Evidence in Policy and Practice.

[Learn about Investigator-Initiated Grants](#) → | [Learn about the RFP](#) →

Recent News

March 12, 2012
Foundation Welcomes New Board

March 12, 2012
Grantees Win SRA Book Award

December 06, 2011
Fall 2011 New Grants Awarded

December 06, 2011
Fall 2011 Youth Service Improvement Grants Announced →

- ▶ [Framework for Studying Settings](#)
- ▶ [Measures of Social Settings](#)
- ▶ [Design and Analysis of Group-Randomized Trials](#)
- ▶ [Consultation Service and Optimal Design](#)
- ▶ [Studying the Use of Research Evidence](#)
- ▶ [Grantee Forms](#)

Other



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References

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- Asen, R., Gurke, D., Solomon, R., Connors, P., Gumm, E. (2011). "The research says": Definitions and uses of a key policy term in federal law and local school board deliberations. *Argumentation and Advocacy*, 47(4), 195–213.
- Daly, A., & Finnigan, K. (2011). *Defining, acquiring, and using research evidence: early findings from underperforming districts and schools*. Paper presented at the William T. Grant Foundation Workshop, Washington, D.C.
- Daly, A., & Finnigan, K. (in press). Exploring the space between: Social networks, trust, and urban school district leaders. *Journal of School Leadership*.
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- Palinkas, L.A., Holloway, I. W., Rice, E., Fuentes, D., Wu, Q., & Chamberlain, P. (2011). Social networks and implementation of evidence-based practices in public youth-serving systems: A mixed methods study. *Implementation Science*, 6(113). Retrieved April 26, 2012 from <http://www.implementationscience.com/content/6/1/113>.

Suggested Resource



Nutley, S., Walter, I., & Davies, H. T. O. (2007). *Using Evidence: How research can inform public services*. Bristol: Policy Press.

Tseng, V. (in press). The uses of research in policy and practice. *SRCD Social Policy Report*.