Services
From Taiwan to Greenland to California to Alaska to Florida, our professional development and consulting services and our electronic, multi-media and print products are employed by educators, parents and policymakers.

CREDE offers:
• Research-based, classroom-tested pedagogy
• Professional development services
• A rich online and print library of reports, briefs and directories on diversity and education issues
• Support materials — articles, booklets, reports, CD-ROMs, videos

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REDE is a federally funded research and development program focused on improving the education of students whose ability to reach their potential is challenged by language or cultural barriers, race, geographic location, or poverty.

Since 1996, more than 30 CREDE-funded research projects around the country have gathered data and tested curriculum models in a wide range of settings and with diverse student populations—from classrooms with predominantly Zuni-speaking students in New Mexico to inner city schools in Florida to California elementary schools with large populations of native Spanish-speaking students.

From this work, we know who is at risk of academic failure, why, and what to do about it. The scope of our work includes defining and promoting quality preservice and inservice teacher education and supporting further research to test and refine our professional development model.

Data analyses from CREDE from 1985 to 2001 shows that most U.S. schools are dramatically under-educating minority students. By the end of high school a majority of African American and Latino students have skills in reading and math that are the same as those of most white students in 8th grade.

- At the same time that they are being underserved, language minority students are fast becoming the largest "minority" group in U.S. schools. According to U.S. Census Bureau data, by the 2030s, students whose first language is not English will make up an estimated 40 percent of school-age population.
- Few teachers receive adequate institutional support to effectively teach diverse students. Currently, 80 percent of U.S. teachers say they are not equipped to teach diverse student populations (Futrell, 2003)
- Minority and poor students are far more likely to be taught by underqualified teachers. In California, students attending schools with a large minority population (90 percent or more), are five times as likely to have an underqualified teacher as students at a school with few minorities (30 percent or less). (Center for the Future of Teaching and Learning, 2003)

Experts in the field of education for at-risk students have been conducting research for decades, much of it through support from CREDE. This research has resulted in a range of useful, scientifically based findings on the best ways to educate all of America’s students. Among them is the identification of the vital elements of excellent, effective teaching. We’ve named these elements the Five Standards for Effective Pedagogy. These standards, or principles, are effective with majority and minority students of all ages, across subject matters, curricula, cultures and language groups. They are:

- Teachers and students working together
- Developing language skills in all subjects
- Connecting lessons to students’ lives
- Engaging students with challenging lessons
- Emphasizing dialogue over lectures

The scope of CREDE-sponsored research is extensive. To make the findings as accessible and useful as possible, seven synthesis teams are extracting the key findings and practices from CREDE’s research, producing an array of materials to bring state-of the-art knowledge on diversity education into America’s classrooms. The teams will also