

Our Nation Has a Great Educational Need:

- ☉ By the year 2010, one-third of the nation's children will be living in the states of California, Florida, New York, and Texas (Hodgkinson, 1992).
- ☉ One-half of the children in those four states are living in poverty and the percentage is increasing.
- ☉ Given the manner in which we have educated children of poverty in the past, these children are almost certain to leave school still illiterate and unqualified to become any more than unskilled laborers.
- ☉ Many states use the illiteracy rate of students in grade 3 to predict the size of the prisons to build.
- ☉ These high numbers of poorly educated youths will have a detrimental impact on the nation's economy and, ultimately, on our status as a world power.

It Doesn't Have to Be This Way:

- ☉ Research work conducted over the last 30 years, primarily at the University of Oregon, has demonstrated that children of poverty don't have to fail. Carefully engineered direct instruction can make a dramatic difference:
 - Elementary children from high poverty ghetto areas in the inner cities can perform above the 50th percentile (e.g., over 20 elementary schools in Houston, City Springs Elementary in inner city Baltimore)
 - Middle schools serving high poverty communities can cut their bottom quartile by one-third to one-half each year (e.g., Goethe Middle School in Sacramento, Ventura County in California).

Obstacles Impede Our Progress:

- ☉ Systems for disseminating reliable research knowledge into the field of education do not exist. As one of the liberal arts, education has traditionally referenced all recommendations to philosophy, rather than submit recommendations to hypothesis-testing first, as the applied sciences do.
- ☉ Mainstream philosophies of education strongly resist carefully engineered direct instruction. The most influential education organizations recommend what is actually "worst practice" rather than "best practice," especially for children of poverty (see *The Schools We Need and Why We Don't Have Them* by E.D.Hirsh).

Center for Applied Research in Education

The Center for Applied Research in Education is a 501 (c)(3) organization formed for the specific purpose of supporting schools serving at-risk students with the technical expertise and knowledge gained through the scientific research work of the University of Oregon. C.A.R.E's knowledge dissemination approach is to build model schools that successfully serve high-need children demonstrating what is possible. These model schools then serve as professional development centers that provide both a vision and training for other schools desiring to implement what works.

Bonnie Grossen, Executive Director

1742 NE 53rd Ct.
Hillsboro, OR 97124

Phone: 503.207.5602
Fax: 775.254.5529
Email: bgrossen@higherscores.org
Http: www.higherscores.org