

# **Ed465 063 - Helping Disadvantaged Youth Succeed in School: Second-Year Findings from a Longitudinal Study of Cte-Based Whole-School Reforms**



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## **Reviews**

*This ebook is very gripping and fascinating. Sure, it is engage in, nevertheless an amazing and interesting literature. It is extremely difficult to leave it before concluding, once you begin to read the book.*

*(Ms. Ora Buckridge)*

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BiblioGov. Paperback. Book Condition: New. This item is printed on demand. Paperback. 60 pages. Dimensions: 9.7in. x 7.4in. x 0.1in. A 5-year longitudinal study was designed to examine diverse and promising programs to integrate career and technical education (CTE) with whole-school reforms in schools serving predominantly disadvantaged students. A literature review focused on conceptual underpinnings: disadvantaged youth; transition points; whole-school reform; and CTE. Longitudinal descriptions were provided of CTE-enhanced whole-school reforms with strong track records of improving educational chances of concentrated groups of highly disadvantaged students: Perkins 111, High Schools That Work, career academies, career pathways, and urban learning centers. Second-year findings were based on qualitative data gathered to date. Progress of 3 cohorts of students--seventh, ninth, and eleventh grade--was followed as they proceeded through 10 schools at 3 sites. Findings indicated all three high schools had integrated CTE and academic education; faculty at high schools participated in many professional development activities; all high schools used computers--for student assessment and reporting requirements, teaching students about computers, instruction, and remediation; all middle schools were involved in some reform effort; strong leadership was a crucial factor in effecting change across all high schools; and administrators and faculty. This item ships from La Vergne, TN. Paperback.



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