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

By James R. Stone

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:

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