This review of research on co-curricular activities identifies career, life-style, and educational outcomes of various programs.

The authors describe the effects and advantages of CTSOs on student achievement, course selection, and leadership skills.

This article describes how two New Jersey schools used data from interim assessments to improve students’ scores.

This report provides ideas about quality CTE programs from an SREB High Schools That Work study.

From a review of the research, SREB identified minimum pedagogy skills needed by career/technical teachers.

Based on student surveys, SREB identified skills that were emphasized by CTE programs in schools that had higher achievement than other schools that did not emphasize those skills.

This report describes the characteristics of effective Career and Technical programs from the SREB High Schools that Work study.

This article describes the importance of the "Career Academy National Standards of Practice in 2004." These standards were created by an informal consortium of career academy organizations
based on previous research that showed Career Academies improve education and labor market outcomes.


Based on research and personal experience, the authors offer specific recommendations to teachers on how to deliver effective feedback to students.


This is a report on a school district and university that collaborated to improve formative assessment practices.


This is a second report on a longitudinal study of career-based comprehensive school reform in middle and high school and community college feeder sites with diverse programs of work-based learning.


This report shares findings of a longitudinal study of the long-term effects on school retention and post-secondary readiness of diverse career-based comprehensive school reform programs in three middle and high schools.


This is a report on the effects of CTE-enhanced whole school reform on three high schools serving disadvantaged youth.


This article describes the benefits of journal writing in CTE, and discusses methods for assessing journal entries.


This review of research showed that service learning that is directed toward citizenship, social problems, and public agencies; and that is integrated and explicated with academic curriculum can have positive effects on students’ civic attitudes, community engagement, and school performance.


Jerald, C. D. (2009). Defining a 21st century education. Alexandria, VA: Center for Public Education. Retrieved from http://www.centerforpubliceducation.org/atf/cf/%7B00a4f2e8-f5da-4421-aa25-3919c06b542b%7D/21ST%20CENTURY%5B1%5DJERALD.PDF In an extensive review of research, Jerald identified three types of learning that are becoming increasingly important for students to succeed in work, post-secondary education, and life.


This report is on findings from a large-scale, multi-site, random assignment research design on career academies.


*From a review of previous initiatives, Lewis recommends that CTE teachers be given opportunities to work with colleagues, examine CTE curricula to identify embedded academic content, and develop their own Programs of Study.*


*From a review of the literature, workplace readiness criteria are described and recommendations made regarding expanding these criteria to include social skills, mental health, and career planning.*


*The authors describe a qualitative analytical process for discovering and defining underlying, assumed, and prerequisite Automotive Service Technology Foundational Skills (ASTFS). They also discuss the curricular and assessment alignment processes for teaching and assessing those skills.*


*Based on literature, current trends, and legislation, the author has identified accepted equity-based and learning-based principles of CTE.*


*These educational researchers explain how critical pedagogy for understanding and creation of knowledge and work conditions, rather than functional pedagogy for a specific job, is necessary for the modern world.*


*This report identifies the characteristics of quality CTE courses and instruction indicated by the Center’s research from 2000 to 2007.*

A quasi-experimental nonequivalent control group design was used to determine the effect of implementing content area reading strategies (CARS) on comprehension and reading of secondary agricultural science students.


This literature review indicates vocational education teachers can facilitate English as a second language because literacy skills emerge from the vocational classroom discourse or occupational settings.


Based on research, this book explains the relationships among formative assessment, instruction, and student learning in four functional levels.


From the literature, the authors identified desirable instructional uses of data. They then surveyed a random sample of CTE teachers about how they use assessment data.


The author shares strategies identified by CTE teachers that are useful in easing language barriers when working with diverse student populations.


From literature and focus groups, the authors identified required competencies of agricultural science teachers.