innovation and creative reform in CTE absorbed at the core. For the 21st century, forward-thinking men and women in many communities across the United States have been changing the educational changes unfurling in our economy and began the difficult work of re-tooling, and sometimes reforming, how we prepare young people for occupation in the new global workforce. Our challenge as we enter a new century is bringing our innovators to scale—helping all schools in all communities rise to the new standards of excellence that are being set by these pioneers.

### College and Career Transitions Initiative

Launched by the U.S. Department of Education in Fall 2002, the College and Career Transitions Initiative (CCTI) will identify effective strategies, programs, and models, and curricula that ease transfer from high school to postsecondary technical programs in the fields of construction, health technology, information technology, health care, tourism, hospitality and public safety, and teacher education.

CCTI is supporting 35 community college/high school partnerships that will develop academically rigorous programs of study that connect course offerings at the secondary level with increasingly advanced academic and technical skills necessary for success at the postsecondary level. Projects must implement the following elements:

- A coherent sequence of high-level academic and technical skill development courses in high school that includes dual credit technical skill development courses.
- Rigorous academic instruction that is based on state standards.
- Sustained and intensive professional development for teachers and college instructors.
- Academic and career related remedial and other student services.
- Creative delivery strategies, such as distance learning and computer assisted applications, and
- Articulation between associate and bachelor degree programs.

More information about the initiative is available at: [http://www.hsgac.org/ncp/projects/ccti](http://www.hsgac.org/ncp/projects/ccti)

### Endnotes

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### Setting and Helping CTE Students to Meet Higher Expectations

To succeed in our economy, all high school students, regardless of where they are on their pathways, should acquire a high level of academic knowledge and skills, and have opportunities for demanding and redefining the American workplace. Unlike a jobs a half-century ago, most of today’s jobs that pay family-supporting wages and offer opportunities for advancement demand strong academic and technical skills, technological proficiency, and further education and training beyond high school. Polytechnics, school and college administrators, educators, and employers across the nation are rising to these challenges and charting new courses for career and technical education. They are forging new pathways to success for young people interested in technical careers. This paper was produced under U.S. Department of Education Contract No. ED 99 CO 0163 with DTI Associates, Inc. No official endorsement by the U.S. Department of Education of any product, commodity, service or enterprise mentioned in this paper is intended or should be inferred.

### Issues Papers

#### Preparing America’s Future: The High School Initiative

For much of the 20th century, vocational education in American high schools had a clear objective: preparing students for entry-level jobs in occupations that did not require additional education or training beyond high school. The largest high school programs were agriculture, business, commercial, vocational, and trade careers which included, among other fields, automotive, construction trades, food services, and cosmetology. These programs were designed nearly totally for students who did not plan to go to college. Acceleration programs for “vocational” students were generally low, and the math, science, and English courses to which they were assigned were typically less rigorous than those provided for their college bound peers.

This strategy prevailed for some time, but now there has been a dramatic movement away from the traditional vocational education for less skilled and a set of narrow, specific technical skills which could fare relatively well in the economy if they possessed a solid work ethic. Jobs requiring low- and medium-level skills were plentiful and provided sufficient wages to support a family.

This is no longer true. Technology and global economic competition are combining to demand new skills and re-frame the American workplace. Unlike a jobs a half-century ago, most of today’s jobs that pay family-supporting wages and offer opportunities for advancement demand strong academic and technical skills, technological proficiency, and further education and training beyond high school. Polytechnics, school and college administrators, educators, and employers across the nation are rising to these challenges and charting new courses for career and technical education. They are forging new pathways to success for young people interested in technical careers. Setting and helping CTE students to meet higher expectations. Moreover, in such a dynamic economy training opportunities they will need to advance in their careers. In such a dynamic economy, young people who lack ongoing and intensive training will be less able to advance in their careers.

Certainly, there are jobs available for young people who choose not to pay the job market immediately after high school. However, without strong academic skills they may have difficulty accessing higher-paying careers or other training opportunities they will need to advance in their careers. In such a dynamic economy, young people who lack ongoing and intensive training will be less able to advance in their careers. Setting and helping CTE students to meet higher expectations.

To succeed in our economy, all high school students, regardless of where they are on their pathways, should acquire a high level of academic knowledge and skills, and have opportunities for demanding and redefining the American workplace. Unlike a jobs a half-century ago, most of today’s jobs that pay family-supporting wages and offer opportunities for advancement demand strong academic and technical skills, technological proficiency, and further education and training beyond high school. Polytechnics, school and college administrators, educators, and employers across the nation are rising to these challenges and charting new courses for career and technical education. They are forging new pathways to success for young people interested in technical careers.

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Talent Development High School. Talent Development is one of several national school reform strategies in the United States, with a foundation they will need for a lifetime of study, leave high school with the solid academic skills.

Chances for college, students take the COMPASS math and reading placement test during their junior year, and technical skills. Only 15 percent of Tech-Prep students. Only 15 percent of Tech-Prep students. Only 15 percent of Tech-Prep students. Only 15 percent of Tech-Prep students. Only 15 percent of Tech-Prep students. Only 15 percent of Tech-Prep students.

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