Occupational Courses Correlated with Improved Education and Employment Outcomes

What is the level of evidence?

This predictor of post-school success has been labeled by NTACT at a Research Based level of evidence, based on two *a priori* correlational studies. More information on NTACT’s process for identifying effective practices is available here: NTACT’s Effective Practices.

What is the predictor?

Occupational courses are individual courses that support career awareness, allow or enable students to explore various career pathways, develop occupational specific skills through instruction, and experiences focused on their desired employment goals.

What are the essential characteristics?

1. Embed career awareness activities, career planning, and vocational assessments in all occupational courses.
2. Design curriculum for each course to include technology, 21st century skills, and employability skills for specific career/career cluster content.
3. Provide hands-on and community-based opportunities to learn occupational specific skills within each occupational course.
4. Incorporate Universal Design for Learning principles in CTE programs including cooperative education programs to provide access to students with disabilities.
5. Provide course offerings throughout the school day so scheduling conflicts do not restrict student access to occupational courses.
6. Provide occupational courses that represent a wide variety of occupational clusters to provide students course choices that match their preferences, interests, needs, and strengths.

Where is the best place to find out how to do this practice?

References used to establish this evidence base:


Reference used to define and identify characteristics of this predictor: