



Vocational Education 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 five different *a priori* correlational studies and one exploratory correlational studies. *More information on NTACT's process for identifying effective practices is available here: [NTACT's Effective Practices](#).*

What is the predictor?

Vocational education is a sequence of courses that prepares students for a specific job or career at various levels from trade or craft positions to technical, business, or professional careers.

What are the essential characteristics?

1. Provide a sequence of entry level and advanced integrated academic and vocational courses designed to improve students' reasoning and problem-solving skills, academic knowledge, work attitudes, specific occupational and/or technical skills, and general skills needed for employment. *
2. Provide a combination of in-school and community-based academic, competency-based applied, and hands-on learning experiences in the career pathways based on the local labor market.
3. Provide connection to postsecondary education and/or employment through site visits and connections with support services (e.g., vocational rehabilitation, disability support services).
4. Provide opportunities to earn certificates in certain career areas (e.g., Certified Nursing Assistant, Welding, Food Handlers Certification).
5. Develop business partnerships to ensure a relevant curriculum.
6. Provide career counseling and guidance to assist students in career planning and development aligned with the students' preferences, interests, needs, and skills.
7. Provide instruction in career development through volunteer work, job shadowing, work-study, apprenticeships, or internships.
8. Provide accommodation and supports in Career Technical Education (CTE) courses to ensure student access and mastery of content.

9. Provide instruction in soft skills (e.g., problem solving, communicating with authority figures, responding to feedback, promptness) and occupational specific skills (e.g., clerical, machine operation).
10. Measure achievement in soft skills (e.g., problem solving, communicating with authority figures, responding to feedback, promptness) and occupational specific skills (e.g., clerical, machine operation).

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

The Division on Career Development and Transition of the Council for Exceptional Children developed a Fast Fact on Vocational Education available here:

https://higherlogicdownload.s3.amazonaws.com/SPED/34aee1c1-7ded-4d59-af82-da4af08d5fc4/UploadedImages/DCDT-Fast-Fact_Vocational-Education_Delphi_Final.pdf

References used to establish this evidence base:

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Career Development and Transition for Exceptional Individuals.
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Reference used to define and identify characteristics of this predictor:

Rowe, D. A., Alverson, C. Y., Unruh, D. K., Fowler, C. H., Kellems, R., & Test, D. W. (2014). A Delphi study to operationalize evidence-based predictors in secondary transition. *Career Development and Transition for Exceptional Individuals*, 38, 113-126.

This Description was developed by The National Technical Assistance Center on Transition (NTACT), Charlotte, NC, funded by Cooperative Agreement Number H326E140004 with the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS). This document has been reviewed and approved by the OSERS. Opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Department of Education. OSEP Project Officer: Dr. Selete Avoke. RSA Project Officer: Kristen Rhinehart-Fernandez. This product is public domain. Authorization to reproduce it in whole or in part is granted. While permission to reprint this publication is not necessary, the citation should be: National Technical Assistance Center on Transition (2015). *Vocational Education Predictor Description*.