



## ***Career Awareness 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 Promising level of evidence, based on one *a priori* correlational study and one exploratory correlational study. *More information on NTACT's process for identifying effective practices is available here: [NTACT's Effective Practices](#).*

### **What is the predictor?**

Career Awareness is learning about opportunities, education, and skills needed in various occupational pathways to choose a career that matches one's strengths and interests.

### **What are the essential characteristics?**

1. Provide school-wide comprehensive and systematic opportunities to learn about various careers via job shadowing, internships, guest speakers, industry tours, Career Technical Education classes, or career fairs.
2. Identify skills and qualifications required for occupations aligned with core content areas.
3. Embed career awareness in the general curriculum to teach about occupations related to the core content areas.
4. Make explicit connections between academic skills and how those skills are used in various careers throughout all general education classes.
5. Provide systematic, age appropriate student assessment of career awareness (e.g., interest inventories, aptitude tests) for students to learn about their preferences and aptitudes for various types of career.
6. Provide instruction in how to obtain a job in chosen career path.

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

There are resources regarding student exploration of careers in the Transition Planning Inventories and Career Development Measures of the Age-Appropriate Transition Assessment Toolkit here:

[http://www.transitionta.org/system/files/resourcetrees/transitionplanning/TransitionAssessmentToolkit .pdf](http://www.transitionta.org/system/files/resourcetrees/transitionplanning/TransitionAssessmentToolkit.pdf).

Additionally the Guidance for Career Development Activities/ Work-Based Learning Experiences located here: <http://www.transitionta.org/postschool> under Additional Resources.

Finally, the National Collaborative on Workforce and Disability for Youth provides a Practice Brief on Career Exploration here: <http://www.ncwd-youth.info/innovative-strategies/practice-briefs/career-exploration-in-action>.

### **References used to establish this evidence base:**

Carter, E. W., Austin, D., & Trainor, A. A. (2012). Predictors of postschool employment outcomes for young adults with severe disabilities. *Journal of Disability Policy Studies*, 23, 50–63.

Benz, M. R., Yovanoff, P., & Doren, B. (1997). School-to-work components that predict postschool success for students with and without disabilities. *Exceptional Children*, 63, 151–165.

Mazzotti, V.I, Rowe, D. A., Sinclair, J., Poppen, M., Woods, W., & Shearer, M. L. (2015). Predictors of post-school success: A systematic review of NLTS-2 secondary analyses. Career Development and Transition for Exceptional Individuals. 10.1177/2165143415588047

Test, D. W., Mazzotti, V. L., Mustian, A. L., Fowler, C. H., Kortering, L., & Kohler, P. (2009). Evidence-based secondary transition predictors for improving postschool outcomes for students with disabilities. *Career Development for Exceptional Individuals*, 32, 160-181.

### **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.

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