

**Training on Florida Career Counseling with a focus on Rural Schools**  
**Materials for Session**  
**Handout 02**

**Research Summary**

There are several predominant and overlapping themes in existing research that emerge on using career guidance systems to improve career readiness rates, particularly for rural students.

Career development research and theory suggest that growth in distinct areas is required to help adolescents develop strategically planned, adaptive, and proactive approaches to their post-high school transitions (Lapan, Tucker, Kim, & Kosciulek, 2003; Savickas, 1999; Claes & Ruiz-Quintanilla, 1998).

**10 Evidence-based Practices for Career Counseling**

These were selected by Florida Career Readiness research alliance members after reviewing and discussing a literature review on effective career counseling practices. Recommendations based on the literature noted in the PowerPoint are from the citations noted below.

- (1) Establish work readiness behaviors and social skills (employability skills)** (Bloch, 1996);
- (2) Systematically explore the “career-related aspects” that promote better person-environment fit, including initial goal formation, exploratory actions, and computer-assisted career guidance programs** (Strong, 1943; Super, 1983; Gati, 1998; Swanson & Fouad, 1999; Lent et al., 1994; Robbins & Kliewer, 2000; Hughes & Karp, 2004);
- (3) Organize classes around a career goal** (Lapan, Tucker, Kim, & Kosciulek, 2003; Dynarski, Clarke, Cobb, Finn, Rumberger, & Smink, 2008);
- (4) Integrate instruction that demonstrates the relevance of course content to the world of work** (Lapan, Tucker, Kim, & Kosciulek, 2003);
- (5) Encourage career days, work-related experiences (role-playing or job shadowing), and visits to postsecondary campuses** (Dynarski, Clarke, Cobb, Finn, Rumberger, & Smink, 2008);
- (6) Include work-based learning experiences such as internships, apprenticeships, and school-based enterprises** (Lapan, Tucker, Kim, & Kosciulek, 2003; Alfeld, Charner, Johnson, & Watts, 2013);
- (7) Increase access to various forms of accurate career planning information, including outcome expectations** (Lent, Brown, & Hackett, 1994; Hughes & Karp, 2004; Griffin, Hutchins, & Meece, 2011);
- (8) Create collaborative opportunities for school counselors, administrators, teachers, families, and community members to discuss career counseling with students** (Griffin, Hutchins, & Meece, 2011);
- (9) Increase access to group or individual career counseling interventions, academic advising** (Hughes & Karp, 2004);
- (10) Assist students in formulating Individualized Learning Plans** (Solberg, Phelps, Haakenson, Durham, & Timmons, 2012).

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