

CAREER EXPLORATION, READINESS, PATHWAYS & CREDENTIALS

A. CAREER EXPLORATION

The Lincoln-Woodstock Cooperative School Board recognizes the importance of guiding students toward career readiness through exploration that aligns with their cognitive, social, and emotional development. This policy ensures that career pathways are introduced in ways that foster engagement, curiosity, and informed decision-making at each stage of a student's educational journey. Career pathway exploration should be integrated into the curriculum and school activities in a manner that is age-appropriate and supports students in understanding a range of opportunities that align with their interests and strengths. Examples of exploration methodologies for different age and grade groups follow.

1. Elementary School (Grades K-5):

- Career awareness may be introduced through storytelling, interactive activities, and community engagement.
- Teachers or building administrators can help students explore various professions through classroom discussions, guest speakers or hands-on experiences.
- Emphasis should be directed toward developing universal foundational skills, such as teamwork, problem-solving, and creativity.

2. Middle School (Grades 6-8):

- Career exploration can be integrated into class or individual assignments, allowing students to connect their academic interests with real-world applications.
- Exposure to different industries can be facilitated through career fairs, job-shadowing experiences, and project-based learning.
- Middle school students might participate in self-assessment activities that help them identify their strengths and interests in relation to career possibilities.

3. High School (Grades 9-12):

- Students shall have access to career-focused electives, Career and Technical Education (CTE) programs, Dual and Concurrent Enrollment options, and Extended Learning Opportunities (ELOs).
- Individualized career planning shall be incorporated into advisory programs, assisting students in setting goals for post-secondary education, workforce entry, or entrepreneurship.
- Administrators and/or teachers should seek collaboration with community businesses, higher education institutions, and industry professionals to provide students with practical experience through networking or Extended Learning Opportunities as discussed in Board policy IHBH.

B. CAREER READINESS PATHWAYS AND CREDENTIALS

For all incoming first-year students/freshman, the District will assess career interests and advise how to achieve a career readiness credential upon graduation. The District will document school pathways to career readiness credentials, and also record on a student's transcript progress towards the credential.

The District shall report the following annually to the Department of Education in the manner required by the Department: the number of student who complete CTE; the number of dual enrollments, concurrent enrollments, extended learning opportunities, and work-based learning enrollments; and the number of career-ready credentials awarded.

As used in this Section B, the terms “career readiness credential,” “career readiness pathways,” “CTE” and work-based learning” shall have the same meanings as ascribed to them under RSA 188-E:2. “Dual enrollment” and “concurrent enrollment” shall have the meanings ascribed in RSA 188-E:25.

C. IMPLEMENTATION

The Superintendent, in coordination with the School Principal and School Counselor(s) shall develop procedures and guidelines for establishing the criteria necessary for fostering career exploration in an appropriate manner according to student grade levels. Procedures and guidelines should also facilitate the earning of a career readiness credential upon graduation for those students who wish to pursue that pathway.

Legal References:

RSA 188-E:2 Career and Technical Education, Definitions

RSA 188-E:5, XI, Career and Technical Education, Program.

N.H. Code Admin. Rules Ed 306.04(b)(22), Career Exploration

Legal References Disclaimer: *These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.*

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