

Recruitment and Retention Plan

CHSD 230

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District 230 will address four key issues for our Recruitment and Retention Plan. These key points are as follows:

1. Provide equitable access for all students beginning with incoming 8th graders, and continuing throughout their schooling with career exploration, career preparation, and academic and social support.
 - Collaborate with feeder districts:
 - On career exploration initiatives, as available.
 - Develop file transfer for student career activities from feeder districts upon graduation.
 - 8th grade curriculum exploration days, or nights, to give families of 8th graders insight to our CTE elective offerings by the classroom teachers.
 - Career Exploration:
 - Implementation of Schoolinks by our counselors with all students to identify career clusters and specific careers of interest. Students take career exploration assessments and “favorite” clusters and careers of interest to their personal profile in Schoolinks.
 - Career exploration activities are held throughout the school year, including but not limited to: career fairs, guest speakers, industry professional visits, job shadow opportunities, team competitions.
 - Career guide is available through MACS.
 - Career Preparation:
 - Counselors use Schoolinks with all D230 students to identify post-secondary goals and specific schools and majors of interest. Students use search-functions and “favorite” schools of interest to their personal profile. This is useful for communication about college visits, scholarship opportunities and special programs that may appeal to those students.
 - Career Internship courses are offered in areas of CTE.
 - Academic Support:
 - Supply instructional aides in CTE classrooms as needed.
 - Develop intervention/support plan each year based on Perkins Portal data for subgroups not meeting standards.
 - Social Support:
 - When a request is received for a student to drop a course, identify the reason and seek possible solutions.
 - Share the information from request-to-drop reasons with CTE department Chair.
 - Staff attend various professional development opportunities throughout the school year related to instructional practices, equity & access, and social emotional supports to students.
2. Provide targeted support services, informed by evidence-based practice, for special populations.
 - Hands on learning is offered for all of the CTE courses.
 - Students have access to intervention supports with their specific teacher during Advisory period.
 - Students have access to intervention supports in general during their lunch/homeroom in the Resource Center.
3. Participate in evidence-based professional learning and resources to support Member programs in collecting and using data to improve activities and services for those who are Members of special populations, which will benefit all students.
 - MACS supply information from CTE Program Improvement Group to our schools to encourage participation
 - Information about professional learning and resources will be disseminated to key stakeholders and time and support for participation will be arranged.
4. Collaborate with community-based organizations, the workforce development system, business partners and families to build partnerships that support students, create programs that ensure equitable access and supports, create opportunities for work-based learning and ensure access to high quality programming.
 - Work based learning experiences are offered in each of the CTE areas.
 - Dual enrollment programs are offered via MVCC and the CTE departments.
 - Students participate in team challenges in each of the CTE curriculum programs, where liaisons from local businesses are involved in some aspect.