Re-engagement Center 2012-2013 Planning Guide

What will you do? What are the goals? Situation Input What does the data say? What do you think you should do? **IMPACT Needs Analysis Activities Participants Short Term Goals** Intermediate Staff and open a Dubuque Community School See the Re-engagement Center Develop a quality intake Decrease number of drop-outs Goals: District had an average of 141.25 Goals and Strategies Document. Community Ren the Dubuque Community orocess drop-outs per year from 2007-) Establish a Re-engagement Center ngagement Center. School District. 2011. We need to decrease the for youth ages 16-21 who drop-out Re-engage 25% of drop number of students who drop-out outs each year. of the Dubuque Community Conduct marketing from DCSD. Schools. campaign to advertise Rencrease the economic well-Support re-engaged being of the Dubuque engagement Center. 2) Re-engage 25% of the students youth so that they Community. We need to re-engage drop-outs who drop-out of the Dubuque obtain a diploma or in meaningful ways and support Community Schools each year. GED and obtain them in gaining meaningful meaningful employment. Develop an individualized plan for employment. each drop-out who re-engages. Evaluation: How do you know what you did and was it effective? Needs Assessment: **Data Collection for Implementation Questions** IMPACT Evaluation: Implementation Evaluation Student Outcome **Evaluation:** DCSD dropout numbers: 1) Is the Re-engagement Center Location of Center established, staffed, and open by 2007-08 123 Name of staff More youth earn a high Dubuque has a better 2008-09 171 August 2012? Date started school diploma or GED educated workforce, the 2009-10 135 and gain meaninguful schools have less drop-outs 2010-11 136 and more graduates. employment. 2) To what extent did we conduct a 2) Marketing brochures, website addresses, radio ads, etc. marketing campaign? A drop out is twice as likely 3) Data from logs and student files of re-engaged youth, drop-Drop-out number decreases each school to have a job below the poverty 3) Did we re-engage 25% of DCSD out data. guidelines and have a lifetime drop-outs each year of operation? earning potential of \$1,078,097. 4) Number of re-engaged youth who earn a diploma, GED. 4) How many re-engaged youth earned a diploma or GED? Earning potential is closely 5) Number of re-engaged youth who gain meaningful correlated to education. A employment. greater range of career options 5) How many re-engaged youth gained will be available to those that meaningful employment? have post secondary education and/or advanced degrees. In lowa, it is anticipated that less than a high school education will mean earning \$9.81 an hour, while those that receive a diploma or earn a GED will earn \$13.66 per hour. Those who complete a post secondary degree will earn \$16.30 an hour and those that complete an advanced degree will earn \$25.97 per hour.