



MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
OFFICE OF QUALITY SCHOOLS – GRANTS AND RESOURCES

REFUGEE SCHOOL IMPACT (RSI) PROGRAM PERFORMANCE REPORT

LOCAL EDUCATIONAL AGENCY (LEA)/DISTRICT	COUNTY-DISTRICT CODE
RSI PROGRAM CONTACT	FORM DUE DATES If the dates below are on a weekend or holiday, it is due the next business day. FEBRUARY 12 - JUNE 12 - OCTOBER 12

DIRECTIONS

1. Report on major activities undertaken during the reporting period, specifically activities intended to accomplish the annual outcome goals and objectives that the state has proposed as well as any interim objectives achieved within the reporting period.
2. Indicate and discuss performance on state or local assessments, such as evaluation outcomes or performance targets, performance improvement measures, etc.
3. Provide frequency of services' statistics.
4. Provide financial statistics.

CODE KEY

- DC** = District Compliant: An internal review indicates compliance. When using this code, the LEA must have the documentation readily available for review by state/federal grants management, if requested.
- DR** = District Resolving: An internal review indicates a compliance discrepancy. When using this code, use the comment section to explain how the LEA intends to resolve the discrepancy and its intended time frame for completion.
- DA** = District Assistance: The district requests assistance. A supervisor from state/federal grants management will contact the LEA to arrange for assistance.
- NA** = Not Applicable to this LEA.

MAIL the completed form by the due dates above to: Grants and Resources, Missouri Department of Elementary and Secondary Education, PO Box 480, Jefferson City, MO 65102-0480.

QUESTIONS: Contact Yaya Badji, Supervisor, 816-235-6157, yaya.badji@dese.mo.gov

ASSURANCES

The authorized representative assures the Missouri Department of Elementary and Secondary Education (DESE) that the LEA shall:

1. Receive and expend state/federal funds in a manner consistent with the intent of the approved application.
2. Keep such records for a period of three years and provide such information as may be necessary for the fiscal program auditing and for program evaluation; provide DESE any information it may need to carry out its responsibilities under the program.
3. Adhere to the requirements of the applicable state statutes and regulations, the state rules governing the programs, and all other applicable statutes.

The board-authorized representative understands the assurances and the responsibility for compliance placed upon the LEA. The LEA will refund directly to DESE the amount of any funds made available to the LEA that may be determined by DESE, or an auditor representing DESE, to have been misspent or otherwise misapplied.

SIGNATURE OF SUPERINTENDENT OR AUTHORIZED REPRESENTATIVE	DATE
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The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Office of the General Counsel, Coordinator – Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 6th Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966; email civilrights@dese.mo.gov.

KEY:
 DC = District Compliant
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GENERAL PROVISIONS

1. Report on major activities undertaken during the reporting period, specifically activities intended to accomplish the annual outcome goals and objectives that the state has proposed as well as any interim objectives achieved within the reporting period.

ACTIVITY	ACCOMPLISHMENTS	CHALLENGES	KEY
Partnerships			
Culturally/linguistically appropriate materials provided (ex: special curricula or activities, translation services, interpreter services)			
Flexible scheduling developed to meet needs (ex: after-school classes, weekend tutorials, online assistance)			
Specialized approaches suited for newly arriving refugees (ex: cultural orientation, parent/teacher meetings, school orientations)			
Programming supporting integration (ex: English Learner (EL) classes, mentoring, group activities, lesbian, gay, bisexual, transgender (LGBT) youth support)			
Attention to measurable academic performance (ex: graduation rates, timely course work, improved performance levels)			

2. Indicate and discuss performance on state or local assessments, such as evaluation outcomes or performance targets, performance improvement measures, etc.

ACTIVITY	PERFORMANCE	KEY
Improvement in Academic Performance		
Increase in number of refugee children that complete high school		
Improvement in the level of English Language acquisition		
Improvement in school attendance rates		
Documentation of enrolled refugee students and their demographics (include attachment) (Refer to Section IV of the Refugee Grant Application: Indicators of Need and Grant Data)		

3. Frequency of Services' Statistics

ACTIVITY	NUMBER OF REFUGEE STUDENTS SERVED	FREQUENCY OF SERVICES	KEY
Partnerships			
Culturally/linguistically appropriate materials provided (ex: special curricula or activities, translation services, interpreter services)			

3. Frequency of Services' Statistics (continued)

ACTIVITY	NUMBER OF REFUGEE STUDENTS SERVED	FREQUENCY OF SERVICES	KEY
Flexible scheduling developed to meet needs (ex: after-school classes, weekend tutorials, online assistance)			
Specialized approaches suited for newly arriving refugees (ex: cultural orientation, parent/teacher meetings, school orientations)			
Programming supporting integration (ex: ELL classes, mentoring, group activities, LGBT youth support)			
Attention to measurable academic performance (ex: graduation rates, timely course work, improved performance levels)			

4. Financial Statistics							
Refugee Children School Impact	6100 Certificated Salaries	6150 Noncertificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials & Supplies	6500 Capital Outlay	Total
1100 Regular Instruction							
1200 Supplemental Instruction							
1600 Adult Education Programs							
2100 Non Instructional Support Services							
2200 Professional Development							
2400 Support Services School Administration							
2500 Transportation and Maintenance							
3512 Early Childhood Instruction							
Direct Costs							
Indirect Costs							
GRAND TOTAL							