

Reporting Refugee School Impact Grant Activities



Reporting Refugee School Impact Grant activities requires understanding the purpose of the program and collecting data during the implementation period. Grantees must not fall behind in monitoring, collecting and analyzing data at every stage of the implementation process. Services must focus on identified needs; reports must analyze the services' impact on refugee children and parents. Keep in mind activities suitable for refugee children already fluent in English. Since refugees do not always lack English proficiency, English should not always be the focus. Activities should be implemented efficiently.

DEFINITION

A refugee is defined by the Office of Refugee Resettlement as "... any person who is outside any country of such person's nationality or, in the case of a person having no nationality, is outside any country in which such person last habitually resided, and who is unable or unwilling to return to, and is unable or unwilling to avail himself or herself of the protection of, that country because of persecution or a well-founded fear of persecution on account of race, religion, nationality, membership in a particular social group, or political opinion."

BACKGROUND AND PURPOSE

Fearing persecution, refugees leave their countries of origin for the U.S. Many refugee families enter the U.S. lacking English proficiency and are unaware of the socioeconomic, cultural and survival-skill challenges they will face. Often, they lack the psychological support needed to overcome the brutality and trauma sustained in their countries of origin.

According to the grant, its purpose is to help refugee children improve their academic performance and social adjustment. Because academic success cannot be isolated from proper social/behavioral development, schools "must demonstrate creative and supportive activities to remove obstacles to refugee children's making optimum progress in their academic, physical, social, emotional and behavioral development." Services should focus on new arrivals (ages 5-18) who are making initial adjustments, as well as students who have been in the country three years or less and continue to face serious challenges. Funded school districts must establish, monitor, evaluate and sustain programs "geared toward school completion, accomplishment of required curricula on a timely basis, acceptable academic performance levels and the creation of opportunities to encourage full participation of refugee children and their parents in a wide range of school activities."

REQUIREMENTS

Grant requirements include two narrative reports due Feb. 15 and July 1. For each activity, the narrative should include:

- **Major accomplishments:** Describe the activity and indicate how it has been implemented, monitored and evaluated.
- **Problems:** Describe any deviations or departures from the original project plan (including actual/anticipated slippage in completion dates and special problems encountered/expected). Provide any needs for assistance.
- **Significant findings and events:** Provide evaluation results and the impact on served populations.

- **Dissemination of the activity:** Briefly describe project-related inquiries and information-dissemination activities carried out over the reporting period. Include a copy of any newspaper, newsletter or magazine articles (or other published materials used for relevant purposes).

For each reporting period, the narrative should also include:

- **Other activities:** Describe briefly.
- **Activities planned for the next reporting period:** Describe briefly.
- **Financial and served-population statistics:** Refer to the application format (Section IV and Section VIII) to provide facts, the actual data of expenditures and the populations served.

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Office of Quality Schools

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