


**ACF PERFORMANCE PROGRESS REPORT
ACF-OGM-SF-PPR Cover Page**

Administration for Children and Families
U.S. Department of Health and Human Services

		Page	of Pages
1. Federal Agency and Organization Element to Which Report is Submitted		3a. DUNS Number	
US HHS, ACF, Office of Refugee Resettlement		806781373	
2. Federal Grant or Other Identifying Number Assigned by Federal Agency		3b. EIN	
90ZE0197-02-00		74-2638006A1	
4. Recipient Organization (Name and complete address including zip code)		5. Recipient Identifying Number or Account Number	
Texas Health and Human Services Commission 909 West 45th Street, MC 2010 Austin Texas 78751			
6. Project/Grant Period		8. Final Report? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Start Date: (Month, Day, Year)	End Date: (Month, Day, Year)	9. Report Frequency	
Aug 15, 2014	Aug 14, 2016	<input type="checkbox"/> annual <input checked="" type="checkbox"/> semi-annual <input type="checkbox"/> quarterly <input type="checkbox"/> other (If other, describe)	
7. Reporting Period End Date (Month, Day, Year)			
Feb 14, 2016			
10. Performance Narrative (attach performance narrative as instructed by the awarding Federal Agency)			
Please see the attached report.			
11. Certification: I certify to the best of my knowledge and belief that this report is correct and complete for performance of activities for the purposes set forth in the award documents.			
11a. Typed or Printed Name and Title of Authorized Certifying Official		11c. Telephone (area code and number) extension	
Patrick Randall, Refugee Program Manager		+1 (512) 206-5129	
		11d. Email Address	
		patrick.randall@hhsc.state.tx.us	
11b. Signature of Authorized Certifying Official		11e. Date Report Submitted (Month, Day, Year)	
		Mar 14, 2016	
		12. Agency use only	

ACF PERFORMANCE PROGRESS REPORT
Appendix B - Program Indicators
ACF-OGM-SF-PPR
SF-PPR-OGM-B

Page	of Pages
------	----------

1. Federal Agency and Organization Element to Which Report is Submitted US HHS, ACF, Office of Refugee Resettlement	2. Federal Grant or Other Identifying Number Assigned by Federal Agency 90EZ0197-02-00	3a. DUNS 806781373 3b. EIN 74-2638006	4. Reporting Period End Date (MM/DD/YYYY) Feb 14, 2016
---	--	--	--

Program Indicators

(1) Item	(2) Activity Description	(3) Indicator	(4) Explanation
B-01	Major activities and accomplishments during this period		See attached
B-02	Problems		See attached
B-03	Significant findings and events		See attached

ACF PERFORMANCE PROGRESS REPORT
Appendix B - Program Indicators
ACF-OGM-SF-PPR

B-04	Dissemination activities		See attached
B-05	Other Activities		See attached
B-06	Activities planned for next reporting period		See attached

**SEMI-ANNUAL PROGRAM PROGRESS REPORT
REFUGEE SCHOOL IMPACT GRANT (RSIG)**

Recipient Organization: Texas Health and Human Services Commission (HHSC)

Service Area: Austin, Dallas, Fort Worth, Houston, and San Antonio

Grant Number: 90ZE0197-02-00

Budget Period: August 15, 2015 – August 14, 2016

Period Covered by Report: August 15, 2015 – February 14, 2016

Background

The Targeted Assistance Discretionary Refugee School Impact (RSI) Grant provides funds to help refugee students and families access the public school system. The funds go to school districts in Austin, Dallas, and Houston and to resettlement/social service agencies in Fort Worth and San Antonio.

Contracts between the Health and Human Services Commission (HHSC) and the specific RSI service providers are for the period of September 1, 2015 through August 31, 2016.

For the project period of August 15, 2015 through August 14, 2016, HHSC has (RSI) contracts with the following institutions:

- Austin: Austin Independent School District (ISD)
- Dallas: Dallas ISD
- Fort Worth: Catholic Charities, Diocese of Fort Worth
- Houston: Alief ISD and Houston ISD
- San Antonio: Catholic Charities, Archdiocese of San Antonio

The RSI program in Texas includes the following service elements:

- **Supportive Services** – Direct assistance to refugee students and families as they enroll and participate in public school services, including, but not limited to:
 - Facilitation of communication between students, parents, school personnel, resettlement agencies, and community organizations.
 - Monitoring of academic, behavioral, and attendance problems.
 - Crisis intervention.
 - Case-management and linkage to other agency and community resources.

- **Supplemental Instruction** – Direct instruction, including:
 - Tutoring.
 - Classroom instruction.
 - Classroom assistance.
 - English language instruction.
 - Summer School.

- **Mental Health Services** – Direct assistance and/or referral services, including:
 - Psychosocial assessment and planning services.
 - Individual and group counseling/support services.
 - Crisis intervention.
 - Referral to psychiatric services.

- **Orientation Assistance** - Face-to-face presentation of introductory and orientation information regarding the school system for refugee parents and students, and refugee resettlement agency staff.

- **Staff Development Training** - Face-to-face presentation of introductory and orientation information for school district staff regarding refugees.

The services offered by grantees varies by site. Depending on the site and the service element, grant-funded personnel either provide the service directly, or facilitate access to services provided through other schools, agencies, or community resources. Each program acts as a liaison between the school system, refugees, and refugee service providers.

A. Major Activities and Accomplishments:

The Texas RSI service providers work to address the needs of a large, diverse, and geographically widespread refugee population.

Service Recipients

A total of 2,300 refugee students and parents received School Impact services during this semi-annual reporting period (94 percent of the state projection of 2,448 refugees served). This total included 1,385 school-age refugee children and 915 parents.

Diverse Refugee Student Population

The students served by the Texas Refugee School Impact program continued to represent the current resettlement pattern in Texas. This included a wide range of ethnicities and languages.

There continued to be large numbers of Iraqi, Burmese, and Afghani families in need of services across the state. Other large groups included families from Cuba, Congo, Somalia, and Iran.

Wide Range of Educational Backgrounds

The children served have a wide range of previous educational experience; ranging from predominately well-educated students from Iraq and Nepal, to students who spent many years in refugee camps and have little or no formal education. Many refugee students and their parents have limited educational backgrounds and require intense, ongoing assistance.

Wide Geographic Distribution of Refugee Students across the State and across Cities

The number of refugees who resettled and/or migrated to Texas is among the highest in the U.S. Refugees are concentrated in multiple, large metropolitan areas, as well as smaller cities and towns across the state. In larger cities, some refugee families live in metropolitan neighborhoods that spread across different school districts.

Program Performance

In each of the seven performance areas, the Texas RSI program met or exceeded its projected performance measure targets for the period. The number of total refugees served not only exceeded projections for the reporting period, but nearly met the projection for the entire year. This is due in part to the activities of Austin ISD. Federal Fiscal Year 2016 projections for Austin ISD's RSI program were submitted prior to the implementation of several program enhancements and partnerships. These enhancements, including improved service tracking, an enhanced volunteer program, and expanded collaborations with other local service providers, has increased the number of clients served. Please see the attached performance measures chart for specific outcomes associated with each particular service.

B. Obstacles:

Challenge of Refugee Children Passing Educational Assessments; Impact on School Campuses and District Accountability Ratings

Standardized testing can be stressful and demoralizing for refugee students that come from limited or interrupted educational backgrounds. In addition, the low test scores of refugee students affects the overall accountability rating for school campuses and districts.

There are currently no language exemptions to the state accountability requirements regarding limited English proficient students. Without such exceptions, campuses and districts with significant numbers of refugee students experience increasingly negative progress ratings. The adverse effect of these ratings increases the probability of school closures.

Wide Geographic Distribution of Students across Most Texas Cities

Due to the location of affordable housing, there are concentrations of refugee families in areas of cities where low-income housing is available, resulting in a concentration of refugee students in various campuses. However, refugee families reside and attend schools throughout each community, especially in larger cities. This distribution, coupled with the diversity of refugees typical in most Texas cities, means that in many schools multiple languages and ethnicities are represented. This increases the challenge to focus resources on translation and interpretation services.

Challenges for Older Refugee Students

There is continued difficulty for older refugee students to attain proficiency in written English and reach the academic level required for graduation before aging out of the school system. Many struggle unsuccessfully to graduate before aging out of the school system. This, along with economic pressure to work and earn income for the family, leads to high drop-out figures and low graduation rates among older refugee students. Not only is this a difficult situation for refugee students, but presents a challenge for schools concerned about the effect on their drop-out and graduation statistics. There are few educational alternatives available to non-English and non-Spanish speaking students.

C. Significant Findings and Events

State of Texas Office of Immigration and Refugee Affairs (OIRA) staff conducted two on-site RSI monitoring visits during this reporting period; one at Catholic Charities Diocese of San Antonio and one with Dallas ISD. No significant findings were reported for either visit.

Statewide, RSI providers met or exceeded projections for the period, reflecting an increase in service provision to refugee students and parents. Performance reports indicate that contractors are able to increase their clients served, particularly tutoring clients. This increase is achieved through building and strengthening partnerships between school districts and resettlement agencies and by partnering with local universities to recruit highly qualified volunteers.

D. Dissemination Activities

Outreach, Networking and Coalition Activities

RSI programs coordinated with local resettlement agencies to enhance planning of school resources and enrollment activities. RSI programs worked with mainstream resources to strengthen support to families and school personnel.

E. Other Activities

RSI providers reported several promising practices that were effective in their regions this reporting period. Examples include:

- Austin ISD collaborated with the University of Texas Arabic Flagship program to provide 31 Arabic-speaking tutors of various fluency to 17 campuses with the highest concentration of Arabic speakers. The fully-trained and vetted volunteers assist during the school day with various tasks, from interpretation to classroom support.
- Alief ISD hired a refugee liaison to expand collaborative partnerships with resettlement agencies and other service providers in the Houston area, including the Houston Independent School District. The Alief refugee liaison helped to address the needs of refugee students in the Houston/Harris County region, which continues to resettle record numbers of refugees each year.
- At Catholic Charities of San Antonio (CCSA), in order to increase parent involvement, parents were invited to observe and work one-on-one with their child at the after-school tutoring program. With parental involvement increasing, tutoring attendance has also improved.
- Dallas ISD (DISD) has great success with their Multicultural Clubs held at several middle and high schools in the area. DISD reports that participation in these clubs helps refugee students develop socialization skills, a sense of belonging, and the adaptation to a new culture.

F. Activities Planned for the Next Reporting Period

- For the upcoming reporting period (February 15, 2016 through August 14, 2016), Fiscal and Programmatic monitoring visits are scheduled for three RSI sites: Alief ISD, Austin ISD, and Houston ISD.
- Texas HHSC looks forward to the planning and preparation for the 2017 RSI grant cycle.

Author Name and Contact Information:

Melissa Helber
Program Specialist
Office of Immigration and Refugee Affairs
Community Access and Services
Texas Health and Human Services Commission
(512) 206-5142
melissa.helber@hhsc.state.tx.us

Grant: 90ZE0197/01 Fiscal Year 2016
RSIG Statewide Performance Measures for Texas

	<i>TOTAL PROJECTED</i>	<i>1st Semi-annual</i>	<i>2nd Semi-annual</i>	<i>Accumulated Total</i>	<i>Percentage</i>
	<i>Annually</i>	<i>Aug-Feb</i>	<i>Mar-Aug</i>	<i>Year to date</i>	<i>% met</i>
Performance Measures					
Unduplicated total number of refugees received SI services	2448	2300	0	2300	94%
Unduplicated total students received SI Services	1553	1385	0	1385	89%
Unduplicated total parents received SI Services	895	915	0	915	102%
Number of Parent Orientation sessions conducted	143	108	0	108	76%
Number of school staff development training sessions conducted	37	25	0	25	68%
Unduplicated number of refugees received supportive services (include parent/teacher conferences, crisis interventions, service brokering, interpretation, academic counseling, follow-up)	1974	1731	0	1731	88%
Unduplicated number of refugees received direct supplemental instruction (include summer school, tutoring, ESL instruction)	1155	540	0	540	47%

THE PAPERWORK REDUCTION ACT OF 1995 (Pub. L. 104-13)

Public reporting burden for this collection of information is estimated to average 1 hour per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection of information.

OMB Approval Number: 0970-0406

Expiration Date: 10/31/2015

An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.