

U.S. DEPARTMENT OF EDUCATION

Office of Indian Education (OIE)

Indian Education Formula Grant Program

**Formula Grant Electronic Application
System for Indian Education**

***Frequently Asked Questions (FAQs)
Part II***

Formula Grant EASIE Version 18.0

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1.0 EASIE Support and Resources

1.1 Who do I contact when I need technical assistance with my Indian Education Formula Grant application?

Formula Grant EASIE applicants can contact the Partner Support Center (PSC) for technical assistance.

Telephone: 877-457-3336

Email: OIE.EASIE@ed.gov

Federal Relay Service: Telecommunication Relay Services (TRS): If you are deaf, hard of hearing, or have a speech disability, please dial 7-1-1 to access telecommunications relay services. Hours of operation are between 8:00 a.m. and 6:00 p.m. ET, Monday through Friday, excluding federal holidays.

1.2 How do I contact the Office of Indian Education (OIE)?

The following is the contact information for OIE:

Website: [Office of Indian Education Formula Grant Contact Page](#)

Telephone: 202-987-0607

Fax: 202-205-0606

Email: Indian.education@ed.gov

1.3 What is the website for the application?

Formula Grant EASIE is accessed via entity-specific links. The entity's registered Point of Contact, Project Director, and Authorized Official Representative will receive entity-specific links to access the EASIE application during each open period.

1.4 Which website can assist applicants through the application process?

The [Communities of Practice](#) (CoP) website provides year-round, end-user support for all parts of the Indian Education Formula Grant (EASIE). It includes pages for Parts I, II, and III (APR) with forms and supporting documentation, webinars and instructional videos; a calendar with upcoming due dates; an announcement section to keep users up to date on current issues; and many other program resources are also available.

1.5 What is the recommended browser for EASIE?

Users should access the EASIE Application using Google Chrome for the most stable experience.

1.6 Who has access to the EASIE Application?

The EASIE Application does not contain user accounts or login information. Each applicant receives an entity-specific link to access their EASIE Part II Application when the system opens.

Point of Contact, Project Director, and Authorized Official Representative

Only individuals registered as the current Point of Contact, Project Director, and/or Authorized Official Representative will receive the entity-specific link to access the EASIE Part II application.

The **Authorized Official Representative** is the official within the organization with the legal

authority to give assurances, make commitments, enter into contracts, and execute such documents on behalf of the organization, as may be required. This person, in a high-level leadership position, is often the Superintendent of the LEA; for Tribes it could be a Tribal official designated or authorized to bind the Tribe in legal contracts, such as a Chief, Chairman, Pueblo Governor, etc.

The Authorized Official Representative (Superintendent, Chief, or similar Principal with official authority to legally bind the entity to an ED contract) can continue to delegate the responsibility of completing the EASIE Part II Application to other entity contacts by sharing their entity-specific link internally. Official documentation or record of that delegation should be kept on file by the entity leadership. The Authorized Official Representative is ultimately responsible to review and certify the application. Each entity needs to confirm that the EASIE Application is certified by the Authorized Official Representative by the application deadline.

Email Notification Contacts

Users designated as Email Notification Contacts during Registration will only receive EASIE email notifications and will not receive entity-specific application links.

If your entity's registered Point of Contact, Project Director, Authorized Official Representative, or Email Notification Contacts, have recently been updated, or your entity did not receive their entity-specific link on the EASIE Part II open date, please contact Partner Support Center (PSC).

1.7 Where can I get information on Title VI legislation and on Indian Education in general?

The [U.S. Department of Education OIE's Webpage](#) provides other information and links to the legislation.

2.0 Part II: Indian Parent Committee

2.1 Are all applicants for this program required to have an Indian Parent Committee?

No. LEAs and LEAs in Consortium are the only applicants that are required to establish an Indian Parent Committee. The Indian Parent Committee must meet the requirements of the program's legislation (section 6114(c)(4)) of the Elementary and Secondary Education Act (ESEA) in order to receive funding. The applicant must develop its Title VI Indian Education Formula grant project and application **with the participation and written approval** of the Indian Parent Committee before Part II closes. The Indian Parent Committee Approval Form (IPCA) signed by the Indian Parent Committee members must be uploaded in EASIE before Part II closes to be considered eligible. Information about the Indian Parent Committee Approval Form can be found below in Section 14.0 Part II: Indian Parent Committee Approval Form.

2.2 Who should be on the Indian Parent Committee?

The Indian Parent Committee membership will include the following:

- (1) Parents and family members of eligible Indian children enrolled in the LEA.
- (2) Representatives of Indian Tribes on Indian lands located within 50 miles of any school that the agency will serve if such Tribes have any children in the school.
- (3) Teachers or other employees in the schools; and
- (4) If appropriate, Indian students attending secondary schools (grades 9 through 12) of the agency. (Section 6114(c)(4) of Part A, Title VI)

The LEA must establish the Indian Parent Committee according to its own procedures for establishing such committees. The IPC must consist of more than one-half (51%+) of parents and family members of eligible Indian children enrolled in the LEA (e.g. the ‘Parent/family’ column must have more individuals listed than the other three columns combined). Individuals serving on the Indian Parent Committee should be aware of actual or perceived conflicts of interest they may have with serving on the committee, and if such a conflict exists, should not serve as a member of the Indian Parent Committee. One example of conflict of interest would be if any member of the Indian Parent Committee benefits financially in any way from an application being funded.

2.3 What are the responsibilities of the Indian Parent Committee?

The responsibilities of the Indian Parent Committee are as follows:

- The Indian Parent Committee consults with the LEA on the development, operation and evaluation of the program through the application process.
- The Indian Parent Committee reviews and approves, with the Chairperson’s signature, the Title VI Indian Education Formula grant application and any amendments to the application and approves the use(s) of Title VI Indian Education Formula grant funds in school-wide programs.
- The Indian Parent Committee establishes and abides by reasonable by-laws.
- The Indian Parent Committee determines the frequency of the Indian Parent Committee meetings.

2.4 May the Indian Parent Committee administer the program?

No. The Indian Parent Committee serves in an advisory capacity. The eligible entity receiving the grant funds is responsible for the financial and programmatic administration of the Indian Education Formula Grant program.

2.5 Who are considered family members on the Indian Parent Committee?

Parents, guardians, grandparents, aunts and uncles, and others may be considered family members of Indian students.

2.6 Does every Indian Parent Committee need a tribal representative?

If there is a tribe within 50 miles of the grant that has students enrolled in the LEA, then at least one tribal representative is required to participate.

2.7 Who can be considered a Tribal Representative to serve on the Indian Parent Committee?

The individual(s) appointed from the tribe can serve on the Indian Parent Committee to represent the tribe and vote on all Indian Parent Committee matters. Tribal representatives must have formal delegation from the Tribe on file with the grantee’s Indian Education or Administrative Office.

2.8 Can a Tribal Representative serve as the Indian Parent Committee Chair?

No. Only parents of eligible Title VI children can hold a position as chair on the committee. Parents, other family, and/or guardians must compose over 50% of the Indian Parent Committee membership.

2.9 Can a school district administrator or staff member sign the Indian Parent Committee Approval form?

No. School or LEA administrators and Title VI staff should not serve on the IPC. Only the designated Indian Parent Committee chair who is a parent, other family member, and/or guardian of an eligible Indian child enrolled in the LEA can sign and date the Indian Parent Committee Approval form on Page 1 of the fillable [Indian Parent Committee Approval form](#).

2.10 Which column does an Indian Parent Committee member(s) who are both a teacher and a parent sign the Indian Parent Committee Approval form?

Indian Parent Committee members **must** represent more than one-half of the total number of Indian Parent Committee members in Column 1 of the Indian Parent Committee Approval form and must be parent, other family members, and/or guardians of eligible Indian children enrolled in the LEA. The other 49% of the membership should be tribal representative(s), a teacher(s) and/or student(s). Please list each person only once in Section 2: Indian Parent Committee (IPC) Membership List on the IPCA Form. Teachers should only be listed in column three, the Teacher section. Only parents and family members are in column one.

2.11 Can an Indian Parent Committee member be both a Teacher Representative and a parent?

Please **list each person only once** in Section 2: Indian Parent Committee (IPC) Membership List on the IPCA Form. Indian Parent Committee members must represent more than one-half of the total number of Indian Parent Committee members in Column 1 of the Indian Parent Committee Approval form and must be parents, other family members, and/or guardians of eligible Indian children enrolled in the LEA.

2.12 Does every Indian Parent Committee need a student representative (for secondary)?

Although it is **not** required, it is **recommended** that a high school student representative be added if high school is the top instructional level in the school. The bylaws will need to be edited to allow for these changes.

2.13 Can an employee of the LEA have family members on the parent committee? Is this a conflict of interest?

It is not a conflict of interest from OIE's perspective.

2.14 Does a parent on the Indian Parent Committee need to live with their child?

No.

2.15 Can the Indian Parent Committee vote a member out of the committee?

Refer to the entity's committee bylaws for guidance.

2.16 What are the roles and responsibilities of the LEA in administering the program?

The roles and responsibilities of the LEA in administering the program are as follows:

- Submits the application and signs the program assurances.
- Ensures the program is carried out in compliance with federal statutes, regulations, and the

terms and conditions of the federal award.

- Ensures the program will be operated and evaluated with input from the IPC.
- Administers the Title VI Indian Education Formula Grant program and program services.
- Employs, supervises, and evaluates the performance of project staff.
- Fiscal administration and obligation of funds.
- Maintains all grant records.

3.0 Part II: Section 1: General Application Information

3.1 What is the general content of Part II of the application for funds under Title VI Indian Education Formula Grant?

Part II collects information for coordination of services for American Indian/Alaska Native (AI/AN) students, a project description, and budget information for your project.

3.2 How is the information arranged in EASIE Part II?

Part II is divided into six Data Entry sections and the Certification:

- Section 1: General Applicant Information
- Section 2: Comprehensive Program for American Indian/Alaska Native Students
- Section 3: Indian Education Project Description
- Section 4: Budget Information
- Section 5: Section 427 of General Education Provisions Act (GEPA)
- Section 6: General Comments

After completing all sections relevant to your applicant type, you must download program assurances, upload supplemental documentation, and certify the application.

3.3 What is the definition of an LEA?

An LEA can be one of the following:

- A public board of education or other public authority legally constituted within a state for either administrative control or direction of, or to perform service functions for public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a state; or
- Such combination of school districts or counties a state recognizes as an administrative agency for its public elementary or secondary schools; or
- Any other public institution or agency that has administrative control and direction of a public elementary or secondary school.

(Source: Elementary and Secondary Education Act, Section 8101(30))

3.4 What is the definition of Indian Community-Based Organization (ICBO)?

An ICBO means any organization that is composed primarily of Indian parents, family members and community members, tribal government educational officials, and tribal members from a specific community; assists in the social, cultural, and educational development of Indians in such community; meets the unique cultural, language, and academic needs of Indian students; and demonstrates organizational and administrative capacity to manage the grant.

3.5 What is a consortium?

Eligible entities may form a consortium (a partnership) for the purpose of obtaining grants under the Formula Grant program. A consortium is made up of more than one eligible entity, with one entity identified as the lead applicant on behalf of itself and the other eligible entities.

All partners within a consortium, including the lead applicant, must meet the basic eligibility requirements for this program. To verify that all participating entities meet the Title VI program requirements, a consortium agreement must be signed by each entity's authorized official and submitted by the Part I deadline. Applicants must use the OMB-approved Consortium Agreement document available on the EASIE Communities of Practice website Part I Supplemental Documentation folder [here](#).

3.6 What information is in the first data entry section titled “2.1 General Applicant Information”?

In the first data entry section, General Applicant Information, the applicant verifies their applicant identification (Applicant Name, UEI #, and Mailing Address), identifies the Application Type being operated (regular, schoolwide, or integrated services program described in further detail in question 3.7 below), the grades offered in the LEA, and identifies the Project Director, Authorized Official Representative, and Budget Representative/Official of the Grantee. The applicant can also view the initial allocation and grant start and end date.

3.7 What are the types of programs a grantee can operate with Title VI Indian Education Formula Grant funds in Section 1: General Applicant Information?

The types of programs a grantee can operate are: regular, schoolwide, and integrated services. When selecting one of the application types, the EASIE Part II application will guide you through specific screens of that Applicant Type.

Regular program. A regular program has specific objectives and services specified (or delineated) and funded by the project, plus a detailed budget. Most Title VI Indian Education Formula Grant projects operate a regular program.

Schoolwide program. A schoolwide program combines the Title VI Formula Grant funds with Title I and other funding in order to provide improved educational services to all students in a school that operates as a schoolwide program under Section 1114 of the Elementary and Secondary Education Act. There are no project-specific objectives, services, or budget entered in EASIE Part II; Title VI Indian Education Formula funds must support the objectives of the schoolwide program, and the LEA must identify in the application how the use of such funds in a schoolwide program will produce benefits to Indian students that would not be achieved if the funds were not used in a schoolwide program. An application that consolidates Title VI Indian Education Formula funds with a schoolwide program must be selected and approved by the Indian Parent Committee, if applicable.

BIE schools, as well as regular public schools, are eligible for this type of application if their school has an existing schoolwide program under Title I. Schoolwide programs are recommended for schools with a high concentration of Indian children.

3.8 How are grant allocations calculated?

There are several factors that are required by statute in the calculation of award amounts for grantees:

- The Indian student count submitted in Part I and approved by OIE.
- The minimum amount of a grant that will be awarded (usually \$4,000, if sufficient funds

are available).

- The State per pupil expenditure for that applicant. (If a State's per pupil expenditure is less than 80 percent of the national average, then 80 percent of the national average is used).
- The amount of the Title VI appropriation for the fiscal year. The individual awards are then reduced pro rata until the totals are within the amount appropriated for the program.

3.9 Is the allocation that appears in EASIE Section 1: General Applicant Information the actual amount we will receive, or an estimate?

The allocation that appears in EASIE Section 1: General Applicant Information is an estimate, based on the factors listed in question #3.8.

3.10 What information is submitted in the Grades Offered portion of Section 1: General Applicant Information?

Applicants check each grade that the LEA offers or would offer if there were students at that grade level. Grade levels offered refers to the grades in which instruction is offered to students by the LEA or BIE-funded school. This is unrelated to whether any Indian students are in that grade or whether your Title VI project will provide activities for that grade. If your entity is the leader of a consortium or a Tribe, Indian Organization (IO) or Indian Community-Based Organization (ICBO) applying in lieu of multiple entities, check each box for the grades offered across all the entities in your project.

3.11 What information is submitted in the Project Director, Authorized Official Representative, Budget Representative/Official of the Grantee portion of Section 1: General Applicant Information?

Applicants will enter the Project Director, Authorized Official Representative, and Budget Representative/Official of the Grantee's Name, Phone Number, and Email for each project. The Project Director and the Authorized Official Representative are entered in the G6 system to receive a copy of the Grant Award Notification (GAN).

3.12 Who is the Project Director for the Indian Education Formula Grant award?

The Project Director is the designated Point of Contact for managing resources, administrative matters, and overseeing finances to ensure that the project progresses on time, in compliance, and on budget. The Project Director has the responsibility for, and comprehensive knowledge of, the program. Note that the Authorized Official Representative is not necessarily the Project Director.

3.13 What if we do not have a designated Project Director? Do we leave the information blank?

You must enter information for the Project Director, Authorized Official Representative, and Budget Representative/Official of the Grantee. The Authorized Official Representative (see question #3.14) could also be designated as the Project Director.

3.14 Who is the Authorized Official Representative?

The Authorized Official Representative is the official within the organization with the legal authority to give assurances, make commitments, enter into contracts, and execute such documents on behalf of

the organization, as may be required. This person, in a high-level leadership position, is often the Superintendent of the LEA; for Tribes it could be a Tribal official designated or authorized to bind the Tribe in legal contracts, such as a Chief, Chairman, Pueblo Governor, etc.

3.15 Who is the Budget Representative/Official of the Grantee?

The Budget Official Representative is the official within the organization with the legal authority to give budget related assurances, make commitments, enter into contracts, and execute such documents on behalf of the organization, as may be required. This person, in a high-level leadership position, is often the Chief Financial Officer (CFO) of the LEA; for Tribes it could be a Tribal Budget/Financial official designated or authorized to bind the Tribe in legal contracts, such as a Chief, Chairman, Pueblo Governor, etc.

3.16 How do we fill out the contact information if we are a consortium?

The lead applicant designates the Project Director, Authorized Official Representative, and Budget Representative/Official of the Grantee.

3.17 May an entity that has a contract with the LEA be the Authorized Official Representative for this program and certify the application?

No. Only an individual who has the authority to legally bind the LEA can submit required documents to the Department, including the Annual Performance Report (APR).

4.0 Part II: Section 2: Comprehensive Program for American Indian/Alaska Native Students

4.1 What information is in Section 2: Comprehensive Program for American Indian/Alaska Native (AI/AN) Students?

The data sections are as follows:

- Coordination of Services with Formula Grant Programs
- Description of Comprehensive Programs for American Indian/Alaska Native Students
- Coordination of Services Professional Development
- Dissemination of Assessment Data
- Public Hearing Requirement Data
- Description of Meaningful Collaboration with Tribes

4.2 How do I complete the Coordination of Services with Formula Grant Programs?

All applicants will need to complete the chart describing the Coordination of Services for AI/AN Students. OIE requests information about your LEA's program, which may be funded through a combination of Local, State, Tribal, and/or Federal funds.

The applicant will select whether a Federal, Tribal, State or Local program is available and if that program coordinates with the Title VI program. The federal formula grant programs are: Title I, Rural and Low-Income School Program, Impact Aid, Migrant Education, and Johnson O'Malley. Descriptions of these programs are listed in the index, which is the last section of this document. Other Tribal, State, or Local programs that are coordinated with Title VI should also

be listed.

When completing the chart, applicants can use this opportunity to reach out to the staff members who administer other Federal and State programs in the district to discuss services for Indian students and how the programs can better coordinate to serve these students.

NOTE! This section is read only for Multi-Year applicants in Year 2, 3, or 4.

4.3 How do I complete the Description of Comprehensive Programs for American Indian/Alaska Native Students?

Each application must include a description of the applicant's comprehensive programs for meeting the culturally related academic needs of Indian children, including their language and cultural needs. In your explanation, include programs from the chart described in Question #4.2 that currently coordinate with your Title VI project, or which will coordinate with Title VI during the grant year.

For example, if the LEA uses Title I funds to provide academic services to students in poverty, including Indian students in poverty, the applicant will describe those Title I services, and then describe how the Title I program coordinates with the Title VI project and how the Title VI supplemental funds will be provided in a manner that is culturally responsive to the Indian students' needs. For example, if the district uses Title I funds to pay for a remedial reading teacher, the LEA might use Title VI funds to purchase books that feature famous Indian leaders to meet the objective of *increase academic achievement*. If the LEA uses Title III funds for specialized software for all English Learners (ELs), including Indian students who are ELs, the LEA might use its Title VI funds to employ a paraprofessional who is a tribal member to assist the Indian students with that software in the classroom to meet the objective of *increase academic achievement*. Keep in mind that Title VI funds must be used to **supplement** and not **supplant** other Federal, State, Local or Tribal funds that are provided for Indian students. See Question #8.5 below for more information on supplement and not supplant.

NOTE! This section is read only for Multi-Year applicants in Year 2, 3, or 4.

4.4 What is required for the Coordination of Services Professional Development (PD)?

The coordination of services for professional development requires a description of PD opportunities that the applicant will provide as needed to ensure that teachers and other school professionals who are new to the Indian community are prepared to work with Indian children, and that all teachers who will be involved in programs assisted by this grant have been properly trained to carry out such programs. The PD opportunities can be funded using other Local, State and/or Federal funds.

The PD identified does not have to be a new opportunity for which funding is requested. Applicants should include existing PD opportunities that will continue to be implemented during the school year, if those opportunities meet the goals stated above.

NOTE! This section is read only for Multi-Year applicants in Year 2, 3, or 4.

4.5 What factors should an applicant consider for professional development activities?

Applicants should consider the content, cost, and availability of professional development.

Applicants should consider whether the professional development training meets the objectives of the project. According to Section 6114(b)(5), professional development should ensure that teachers and other school professionals who are new to the Indian Community are prepared to work with Indian Children, and that all teachers involved in the project have been trained to carry out the project. As well, an applicant should consider the cost of the professional development as to whether it is reasonable, allowable, and allocable to the objectives of the project. Finally, the applicant should be mindful to determine that if professional development requires national travel, it is not otherwise available locally or regionally.

4.6 For a project that serves consortiums, can each LEA have different PD offerings?

The applicant should choose at least one common set of PD opportunities and should make them available to all partner LEAs as appropriate.

4.7 What is required for applicants regarding the Dissemination of Assessment Data?

Applicants are required to share assessment results of all Indian children enrolled (not just those who are served) in the LEA(s) with the Indian community, Indian Parent Committee, and Indian Tribes whose children are served by the local education agency consistent with FERPA.

In this section of the application, select the method(s) of dissemination of assessment data to the Indian community, Indian Parent Committee, and Tribes.

NOTE! Choosing more than one method of sharing assessment data will give OIE a clearer picture of how information about assessment data is communicated to parents. However, a public hearing **is required** for all applicants, including Tribes and BIE-funded schools. That method of dissemination should be checked in your application if you disseminate the data at the hearing (ESEA Section 6114(b)(6)(B)).

NOTE! This section is read only for Multi-Year applicants in Year 2, 3, or 4.

4.8 What is the difference between the types of modifications shown on the Dissemination of Assessment screen?

Applicants will indicate how the LEA is responding to assessment data concerning Indian students from the previous school year. The choices are: no changes in services/programs; modifications to services/programs at the LEA level; or modifications to services/programs within the project. If modifications to the services and programs were made, an explanation of those modifications is needed.

5.0 Part II: Section 2: Public Hearing

5.1 What is a public hearing?

A public hearing is required for all applicant types under ESEA section 6114(c)(3)(C). The public hearing is an opportunity for parents of Indian children and teachers, general public, local school administrators, representatives of Indian Tribes on Indian lands located within 50 miles of any school that the agency will serve if such Tribes have any children in such school, Indian organizations, and, if appropriate, Indian students from secondary schools to understand the program and to offer recommendations regarding the program. Two basic requirements of a public meeting are that the public be notified and be allowed to attend. Documentation of the public hearing should be maintained.

5.2 What information is requested in the application regarding the public hearing?

Since holding a public hearing is a required element for an Indian Education Formula Grant, applicants must indicate in the application the date on which the public hearing was held during FY 2024-25. The public hearing date should be before the current date the information is certified and not exceed the EASIE Part II close date. All applicants must respond to this item. For more information on holding a public hearing, please reference the “Holding a Public Hearing” instructional video located under the Instructional Videos section on the EASIE Communities of Practice (CoP) Part II website [here](#).

5.3 Do multi-year applications need to hold a public hearing?

Yes, all applicants need to hold a public hearing each year regardless of the duration of their application.

5.4 During COVID-19, are applicants still required to complete a public hearing?

Title VI applicants are still required to conduct meaningful collaboration with Tribes and hold open consultation, including through a public hearing. These sessions can be held via phone/teleconference or web-conference.

6.0 Part II: Section 2: Meaningful Collaboration with Tribes

6.1 Who is required to answer the question on Meaningful Collaboration with Tribes?

ESEA Section 6114(b)(7) requires applicants that are LEAs, LEAs in Consortium, BIE-funded schools, or a consortium of BIE grant and contract schools to conduct meaningful collaboration with Tribes.

Applicants complete at least one annual, documented good faith/due diligence meaningful collaboration effort in EASIE Application Part II. Typically, entities will initiate/invite Tribes to a meaningful consultation in ~ October of the year preceding the spring application; then, applicants often actually hold the MC at least one month prior to the close of EASIE Part II, which would be – at the latest – approximately mid-April. These timelines will allow for adequate notification, processing, and reporting by the EASIE Part II deadline (typically mid-May)

6.2 Our grant award for FY 2023-2024 was under \$40,000. Do we still need to meaningfully collaborate with Tribes under Section 6114?

Yes. There is no grant award amount associated with this collaboration requirement. Therefore, if your applicant type is a LEA, LEA in Consortium, BIE-funded school, or a consortium of BIE-funded schools, you are required to conduct meaningful collaboration with Tribes. See question #6.5 below for information about the Tribal consultation requirements under ESEA section 8538.

6.3 What must an applicant describe in the “Meaningful Collaboration with Tribes” section?

Applicants must describe the process used to meaningfully collaborate with Indian tribes located in the community in a timely, active, and ongoing manner in the development of the comprehensive program and the actions taken as a result of such collaboration. (ESEA 6114(b)(7)).

6.4 What if there are no Tribes located in the community?

If there are no Tribes located in the community, please indicate that in your collaboration response.

6.5 Is meaningful collaboration with Tribes under Section 6114 the same requirement as tribal consultation under Section 8538 of ESEA?

No. Meaningful collaboration with Tribes under section 6114(b)(7) applies only to LEA and BIE-funded applicants for an Indian Education Formula Grant. LEA and BIE applicants must describe the process used to meaningfully collaborate with Indian Tribes located in the community in a timely, active, and ongoing manner in the development of the comprehensive program and the actions taken as a result of such collaboration.

The tribal consultation requirements under ESEA section 8538 apply to *affected* LEA(s) that educate AI/AN students. Affected LEAs are specifically defined as LEAs with 50% or more AI/AN students or who receive \$40,000 in Title VI grant funds in the previous fiscal year. Affected LEAs are required to consult with local Indian Tribes prior to submitting a plan or application under covered ESEA formula grant programs. To cover these two separate requirements, an LEA could hold one public hearing, but would need to have two separate agendas to cover the separate topics.

6.6 Can meaningful collaboration with Tribes occur during a public hearing?

Yes. Meaningful collaboration could occur during a public hearing as representatives of Indian Tribes are invited to attend. However, applicants should keep in mind that meaningful collaboration with Tribes is also timely, active, and ongoing, so a public hearing could be one occurrence of meaningful collaboration held throughout the school year.

6.7 “Open and meaningful” consultation in public hearing is required by ESEA section 6114(c)(3)(C). Must “meaningful collaboration,” as defined in ESEA section 6114(b)(7), occur during a public hearing?

No, meaningful collaboration does not need to occur during a public hearing. ESEA Section 6114(b)(7) requires applicants that are LEAs, LEAs in Consortium, BIE-funded schools, or a consortium of BIE grant and contract schools to meaningfully collaborate with Tribes located in the community in a timely, active, and ongoing manner regarding the development of their formula grant program. In contrast, a public hearing is required for all applicant types under section 6114(c)(3)(C) of the ESEA. The public hearing is part of the open consultation that is required with the public. The LEA must give an opportunity for the parents of Indian children and teachers, representatives of Indian Tribes on Indian lands located within 50 miles of any school that the agency will serve if such Tribes have any children in such school, Indian organizations, and, if appropriate, Indian students from secondary schools, to understand the program and offer recommendations regarding the program.

Meaningful collaboration with Tribes could occur during a public hearing as representatives of Indian Tribes must be invited to attend. However, applicants should keep in mind that meaningful collaboration with Tribes must be conducted in timely, active, and ongoing manner, so a public hearing should be only one meeting out of a series of ongoing collaboration efforts.

6.8 Is it allowable to conduct meaningful collaboration during an Indian Parent Committee meeting as defined in ESEA section 6114(c)(4)?

It is allowable to conduct meaningful collaboration during the Indian Parent Committee meeting as long as the grantee is meeting the requirements of both ESEA sections 6114(b)(7) and 6114(c)(4). However, see question #6.3 above regarding the ongoing nature of collaboration.

6.9 If an LEA has multiple tribes in the geographic area it serves, or if there is one Tribe and multiple LEAs, must there be separate collaboration with each tribe or LEA?

Where there are multiple tribes and a single LEA, the LEA may hold a meaningful collaboration session that includes all local tribes. Similarly, where there are multiple LEAs and one tribe, there is no federal prohibition against a joint meaningful collaboration session held by several LEAs. In both cases, the LEA must ensure that the Tribe or Tribes have a timely and meaningful opportunity to give input into an LEA's application.

6.10 Is there any differentiation between “representative of Indian tribes” as cited in ESEA Section 6114(c)(4)(A)(ii) and “appropriate official” as cited in ESEA Section 8538(c)(2)(a) and/or ESEA 8538(c)(2)(B) Section 6114?

Yes. “Representative of Indian tribes” as cited in ESEA Section 6114(c)(4)(A)(ii) are “representatives of Indian tribes on Indian lands located within 50 miles of any school that the agency will serve if such tribes have any children in such school”; however, “appropriate official” as cited in ESEA Section 8538(c)(2) are either (A) tribal officials who are elected; or (B) appointed tribal leaders or officials designated in writing by an Indian tribe for the specific consultation purpose under this section. The representative of Indian tribes and appropriate Tribal official may be, but are not required to be, the same person.

6.11 “Meaningful Collaboration” as provided in ESEA Section 6114(b)(7) is required of applications seeking Indian Education Formula funds. Does this requirement apply to other covered programs under ESEA as defined in ESEA Section 8101(11)?

No, the meaningful collaboration requirement in 6114(b)(7) does not apply to other covered programs. The requirement in ESEA Section 6114(b)(7) for meaningful collaboration only applies to applicants seeking Title VI Indian Education Formula Grant funds. However, the consultation requirement in ESEA Section 8538 applies to affected LEA(s) that educate American Indian or Alaska Native (AI/AN) students for covered programs, and applications for Title VI Indian Education formula funds. Affected LEAs are specifically defined as LEAs with 50 percent or more AI/AN students or who receive \$40,000 in Title VI Indian Education Formula Grant funds in the previous fiscal year.

Affected LEAs are required to consult with appropriate officials from Indian Tribes or Tribal organizations approved by the Tribes located in the area served by the LEA prior to submitting a plan or application under covered ESEA formula grant programs. Appropriate officials are Tribal officials who are elected or appointed Tribal leaders, or officials designated in writing by an Indian Tribe for the specific consultation purpose. Each affected LEA must maintain a record and provide to the State educational agency a written affirmation signed by the appropriate officials of the Tribe or Tribal organization that the consultation has occurred. Note that the requirements in Section 6114(b)(7) for meaningful collaboration under Title VI refers to interactions that are

timely, active and ongoing, whereas the consultation requirements in Section 8538 refers to consultation requirements for the development of a plan or application. More information comparing ESEA section 8538 Meaningful Collaboration requirements with Tribal Consultation, ESEA section 6114(c)(3)(C) Open Consultation and ESEA section 6114 (c)(4) Indian Parent Committee requirements can be found [here](#).

6.12 During COVID-19, are applicants still required to complete Meaningful Collaboration with Tribes?

Title VI applicants are still required to conduct meaningful collaboration with Tribes and hold open consultation, including through a public hearing. These sessions can be held via phone/teleconference or web-conference.

In addition, certain LEAs are required to conduct Tribal consultation under section 8538 of ESEA. Each affected LEA must maintain a record and provide to the State educational agency a written affirmation signed by the appropriate officials of the Tribe or Tribal organization that the consultation has occurred. This consultation may be combined with the Title VI requirements above and may also be conducted via phone/teleconference or web-conference. Then, following the COVID crisis, signatures should be obtained.

7.0 Part II: Section 3: Project Description

7.1 What information is collected in Section 3: Indian Education Project Description?

In Section 3: Indian Education Project Description, the applicant provides objectives for the project if it is operating a regular formula grant project. Applicants that select a schoolwide project must identify how the use of the funds will produce benefits to Indian students (see #7.7 below).

NOTE! This section is read only for Multi-Year applicants in Year 2, 3, or 4.

7.2 For a project that serves consortia, can each entity in the consortium have different objectives?

No. The applicant must select one set of objectives and all entities in the consortium should focus on those objective(s) listed on the consortium agreement. Consortium members that desire objectives different from the consortium should apply for the grant as a solo applicant.

7.3 What year do the objective selections cover?

The selections you choose identify your objectives for the upcoming project year. However, if you selected “multi-year” objectives in Part I, you can keep the same objectives for up to four years, enhancing long-term planning and data collection on project success (see Part I FAQs # 3.1-3.7).

7.4 What is culturally responsive teaching and learning strategies and why is it important?

Culturally responsive teaching and learning strategies can be characterized as sharing viewpoints and perspectives in any given situation based on a student’s own cultural experiences. It involves using the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them; it teaches to and through the strengths of

students.

Culturally responsive practices bridge home and school experiences as well as academic abstractions and lived sociocultural realities. Curricula that use tribal history, language, or culture can help instill pride and self-esteem in students, which could result in improvements in student achievement. Mentoring or counseling from tribal members involved with the school can improve students or families' rapport with schools, which could in turn lead to lower drop-out rates and higher graduation rates.

7.5 What are some examples of culturally responsive teaching and learning strategies?

- 1) Use and instruction of Native American/Alaska Native languages.
- 2) Instruction that stresses traditional cultural characteristics with adult-child interactions.
- 3) Teaching strategies that are congruent with the traditional culture and ways of knowing and learning; using a wide variety of instructional strategies that are connected to different learning styles.
- 4) Using a curriculum that is based on traditional culture; incorporating multicultural information, resources, and materials in all the subjects and skills routinely taught in schools.
- 5) Acknowledging the legitimacy of the students' cultural heritage both as legacies that affect students' dispositions, attitudes, and approaches to learning and as worthy content to be taught in the formal curriculum; teaching students to know and praise their own and each other's cultural heritage.
- 6) Encouraging strong Native community participation (including parents, elders, and other community resources) in educating children and in the planning and operation of school activities.
- 7) Knowledge and practice of the social and political mores of the community.
- 8) Participation in various cultural environments and learning activities.

Sources: Alaska State Education Department Standards for Culturally Responsive Schools; and In Time, "Culturally Responsive Teaching."

7.6 What information must I provide about my objective(s)?

You must select at least one objective; however, you may also select more than one objective as long as you can measure progress toward meeting that objective during the grant performance cycle which will be reported in the Annual Performance Report (APR), EASIE Application Part III.

7.7 What must a schoolwide applicant describe in this section?

As required by ESEA Section 6115(c), Title I schoolwide applicants must identify how their use of funds in a schoolwide program will produce benefits to Indian students that would not be achieved if the funds were not used in a schoolwide program.

7.8 What are a few examples of allowable activities and services?

Some examples of allowable activities and services that are designed to meet the unique cultural, language, and educational needs of American Indian and Alaska Native (AI/AN) students and ensures that all students meet challenging State academic standards are Native Language instruction, Indian education, language and history, cultural enrichment (e.g., events, field trips), culturally-responsive academic support (e.g., study skills, homework support), culturally-

responsive academic enrichment (e.g., after school programs, projects), college preparation (e.g., ACT or SAT preparation, exploration, advanced placement classes or testing), career preparation (e.g., technology skills, internships, gifted and talented programs, student advocacy or leadership), improving school attendance and parental participation, increasing graduation rate, wellness, inclusive of: substance abuse and suicide prevention, plus socio-emotional health services.

8.0 Part II: Section 4: Budget Information

8.1 What information is in Section 4: Budget Information?

In Section 4: Budget Information, the applicant budgets their initial allocation into several budget categories. If the applicant is operating a regular formula grant program, the applicant provides a detailed breakdown by budget category and line item of how the allocated funds will be used. If the applicant is operating an Indian Education program consolidated with a schoolwide program, your application will advance to Section 5: Section 427 of General Education Provisions Act (GEPA). If the applicant is operating an integrated program, a budget summary screen is provided.

8.2 What is the difference between my allocation and my budget?

Your allocation is the amount of the grant that you will receive, assuming you complete your application, and it is approved without adjustments for such things as “maintenance of effort” requirements. Your budget is a spending plan for that amount. In almost all circumstances, your budget total should equal your allocation. You should plan to budget your entire allocation.

8.3 Can I ever budget less than my allocation?

It is rarely appropriate to budget less than your initial allocation, but special circumstances could allow it. Under some special circumstances, OIE might be required to reduce your allocation after the values are active in EASIE. If this occurs, you will be instructed directly by PSC as to the amount you should budget. In this case, budget only that amount and provide an explanation in Section 6: General Comments. An example of why this might occur is, if an applicant discovers after the start of Part II that the Indian student count they submitted in Part I was erroneous.

8.4 For a project that serves a consortium, does each entity have its own budget?

No. The applicant designs and submits into EASIE a single budget that supports the project efforts for all partner entities. The consortium may choose to either provide services jointly through the lead applicant, or the lead applicant may distribute funds to individual members. Regardless, the lead applicant serves as the fiscal agent for the consortium and is responsible for the funds and for seeing that the project is implemented in accordance with federal requirements.

8.5 What is a supplanting violation and how can grantees avoid such a violation?

Supplanting occurs when a grantee uses its Title VI Indian Education Formula Grant funds to provide students with services that would otherwise be funded from other sources, whether Federal, State, Local or Tribal. The Title VI statute requires that each grantee coordinate activities with other federal programs in implementing its Indian Education Formula Grant project (ESEA Section 6114(c)(5)). Grantees are forbidden, however, from using the Title VI Indian Education Formula Grant funds to supplant – *i.e.*, take the place of – other sources of Federal, State and Local funds used for Indian students (ESEA Section 6114(b)(3)). The Title VI Indian Education Formula Grant funds must be used to supplement those other sources.

For example, if a school district uses ESEA Title III funds for specialized software for all English Learners (ELs), and 40% of the ELs are Indian students, the LEA could not use Title VI Indian Education Formula Grant funds to pay 40% of the software's cost, because those Indian students would have received the Title III benefit in the absence of Title VI Indian Education Formula Grant funding. If the Title VI Indian Education Formula Grant program also selected the objective, *increase academic achievement*, that LEA could, however, use its Title VI funds to employ a paraprofessional who is a tribal member to assist the Indian students with that software in the classroom.

8.6 What are the U.S. Department of Education's rebuttable supplanting presumptions?

To determine compliance with the *supplement not supplant* requirement, a grantee must determine what services it would have provided in the absence of Title VI Indian Education Formula Grant funds. Keep in mind that any determination about supplanting is very case specific and it is difficult to provide general guidelines without examining the details of a situation. Because Title VI Indian Education Formula Grant funds are available, we would use a set of presumptions—that is, predictions—of what the LEA would have provided in the absence of the Title VI Indian Education Formula Grant funds based on its behavior in other situations.

In the following instances, it is presumed that supplanting has occurred:

1. An LEA uses Title VI Indian Education Formula Grant funds to provide services that the LEA was required to make available under other Federal, State or Local law. For example, all LEAs are required to provide special education services to students with disabilities. If the LEA used Title VI Indian Education Formula grant funds to implement the individualized education program (IEP) of an Indian student with a disability, we would presume that supplanting has occurred.
2. An LEA uses Title VI Indian Education Formula Grant funds to provide services that it provided using non-federal funds in the prior year. For example, if an LEA paid for an elementary school reading specialist in the previous year from local funds, but decides that, since there are a large number of Indian students in need of the reading specialist's services in the current year, it will now use Title VI Indian Education Formula grant funds to pay for that teaching position, we would presume that supplanting has occurred.

Both of these presumptions, however, are rebuttable if the grantee can demonstrate that it would not have provided the services in question with other funds had the Title VI Indian Education Formula Grant funds had not been available. For example, in the second situation above, if the

LEA could provide programmatic and fiscal documents showing that the teaching position paid for in the previous year with local funds would not have been continued (e.g., the LEA showed that it had redirected its local resources from elementary schools to secondary schools), then it could rebut the presumption of supplanting. In that case, it could use the Title VI Indian Education Formula Grant funds for the Indian students' reading specialist. The LEA would still need to show how the specific services meet the Indian students' cultural and language needs.

8.7 What are applicants responsible for when budgeting program funds?

Applicants are responsible for ensuring that the costs stipulated in their proposed budget are reasonable and necessary for addressing the proposed project objectives effectively. An activity and its cost might be reasonable, allowable, and allocable in one project, but not in another. For example, supplies can be an allowable expense for the project if the applicant provides sufficient justification in the application narrative. In other words, applicants should review the cost principles, particularly the guidance concerning "reasonable," "allocable," and "necessary" costs.

Information for applicants and grantees on the Uniform Administrative Requirements for Federal Awards can be found here: <https://www2.ed.gov/policy/fund/guid/uniform-guidance/index.html>

8.8 What are administrative costs?

On every budget category screen, you will need to designate how much of each cost is *administrative* and how much is *programmatic*. Generally, administrative costs are those that support the direct administration and oversight of a project rather than provide project services. Because the Department has not established a standard definition for administrative costs, the applicant may determine what constitutes an administrative cost within its project. Direct administrative costs are not the same as indirect costs, which are district-wide general costs such as utilities and other overhead, and accounting and financial services. See Question #8.22 below regarding indirect costs.

NOTE! Administrative costs are not able to be entered for the following budget categories: Personnel, Travel, Equipment, Supplies, Contractual (excluding Other items), and Other (excluding Other items).

8.9 Are there limits to administrative costs? What is the 5% cap?

The ESEA imposes a limit on administrative costs of 5% of the project's total allocation. (See ESEA section 6115(d)). Unless a waiver of this requirement is requested and approved by the Department, administrative costs beyond the 5% cap (limit) will not be accepted. If the applicant's budget includes more than 5% administrative costs, a waiver request form must be submitted.

NOTE! The waiver request form will not be submitted in the system. If you are unable to reduce the direct administrative costs to less than 5%, you must complete the waiver request form and submit it directly to OIE at Indian.Education@ed.gov. To request a copy of the waiver request form, please contact your assigned Program Officer or Indian.Education@ed.gov.

However, OIE recommends that the applicant reduce the total administrative costs to not more than 5% before certifying EASIE Part II.

8.10 Does EASIE help me keep up with how much of my allocation I have designated in my budget as administrative costs?

Within the application, EASIE keeps a running total of the percent of your allocation that you have designated as administrative costs in Section 4: Budget Information.

8.11 How does a grantee determine if a particular cost is allowable?

To be *allowable*, costs must be necessary and reasonable for performance of the grant, allocable to the grant, authorized or not prohibited under other applicable law, and adequately documented.

8.12 Should I show *in kind* (matching) expenditures in my budget and include contributions my entity makes to the project?

Title VI Indian Education Formula Grant has a no matching funds requirement, so there is no place to reflect these in your budget.

8.13 How do I complete the table for my personnel budget?

You will need to use a separate row for each combination of type of staff and the percent of time they will work on the project. For example, if you have tutors who work 50 percent (50%) time on this project and others who work 25 percent (25%) time on this project, you will need two rows for tutors.

Applicants are required to provide the percentage of the Project Director's time that will be dedicated to the grant project. The percentage of time should be a function of Project Director's total time. For example, if the Project Director works a total of 40 hours per week for the LEA, IO, ICBO or Tribe, and spends 20 of those hours per week working on Title VI Indian Education Formula Grant activities, then the time commitment for the Project Director would be 50 percent (50%).

The three cost columns (administrative, program, and fringe) represent the categories of project funds that will be expended on personnel. The institution's normal fringe benefits contribution may be charged to the program. Leave this line blank if fringe benefits applicable to direct salaries and wages are treated as part of the indirect cost. Include fees and expenses for consultants under contractual costs. Do not include any local or other funds that support these personnel. It is possible to enter personnel with no cost associated to indicate that they work on the project, but are not funded by the project. If you enter any costs for a type of personnel, then you must fill in all of the following: type of personnel, number of personnel, and percent time on the project.

8.14 How do I complete the table for travel?

All travel must be identified as one of three types: In-district (non-professional development), Out-of-district (non-professional development), or Professional development (only). Travel that is for professional development should only be entered in that row, regardless of whether it is in-district or out-of-district.

8.15 What should an applicant consider when planning to use federal grant funds for attending a meeting or conference?

Applicants may use federal grant funds for travel expenses only to the extent such costs are reasonable and necessary, and do not exceed charges normally allowed by the grantee in its

regular operations consistent with its written travel policies. Among other considerations, grantees should consider how many people should attend a meeting or conference on its behalf. The number of attendees should be reasonable and necessary to accomplish the goals and objectives of the grant. The applicant should also determine whether it is necessary to attend the entire meeting or conference, or whether attending only a portion of the meeting or conference is reasonable and necessary. Finally, the applicant should be mindful to determine that if professional development requires national travel, that the professional development is not otherwise available locally or regionally. For additional information on travel, see the [Electronic Code of Federal Regulations \(ECFR\)](#).

8.16 What are the budget travel limitations under ESEA section 6115(e)?

Funds budgeted for travel may not be used for long-distance travel expenses for training activities that are available locally or regionally.

8.17 What is the definition of equipment?

Equipment means tangible, non-expendable, personal property having a useful life of greater than one year and an acquisition cost of **\$5,000 or more per unit**. An applicant may use its own definition of equipment provided that such a definition would at least include all items defined above (See: 2 CFR 200.33). Provide an explanation of the equipment that is planning to be purchased.

8.18 How do I complete the table for supplies?

Supplies are tangible property other than equipment. Direct supplies and materials differ from equipment in that they are consumable, expendable, and of a relatively low unit cost. Supplies purchased with grant funds should directly benefit the grant project and be necessary for achieving the goals of the project. Generally, books for direct instructional delivery and student consumables or instructional materials that can be replenished periodically are *supplies*. Computers are generally considered supplies as well. In the Supplies Budget table in EASIE, “direct instructional delivery” and “student consumables” are program costs, so the cells for administrative cost on these rows are grayed out. Materials needed by program staff to manage the program would be considered an administrative cost.

8.19 Can we purchase computing devices with grant funds?

Computing devices may be charged as a direct cost if devices are essential and allocable. A computing device is a supply if less than \$5,000 per unit.

8.20 How do I complete the table for contractual expenses?

Contractual expenses include services that you pay a contractor to provide. The contractual category should include all costs specifically incurred with actions that the applicant takes in conjunction with an established internal procurement system. Include consultant fees, expenses, and travel costs in this category if the consultant’s services are obtained through a written binding agreement or contract. For example, a consortium may contract with a service provider that provides the same direct services (e.g., an early childhood program for Indian children) to all consortium members.

In the contractual budget table in EASIE, “direct instructional delivery” and “student evaluations” are program costs, so the cells for administrative cost on these rows are grayed out.

If you have contractual expenses that do not fit into the three pre-populated rows, then provide a brief description of the contractual expense in the row at the bottom of the contractual expenses table and enter the costs.

8.21 How can I enter costs that do not fall into any of the above categories?

EASIE provides a budget category of “Other” in the bottom of the contractual expenses table. If you have expenses that do not fall into the above categories, enter the costs in the “Other” category. For example, include costs such as space rental, required fees, travel, training, and communication and printing costs.

8.22 What are indirect costs?

Indirect costs represent the expenses of doing business that are not readily identified with a particular grant, contract, project function, or activity, but are necessary for the general operation of the organization and the conduct of activities it performs. In theory, costs like heat, lighting, accounting, and personnel might be charged directly if little meters could record minutes in a cross-cutting manner. Practical difficulties preclude such an approach; therefore, indirect cost rates are used to distribute those costs to benefit revenue sources. An indirect cost rate is simply a mechanism for determining fairly and conveniently, within the boundaries of sound administrative principles, what proportions of organization administration costs each program should bear. For more information about indirect costs, see the website of the Department’s Office of the Chief Financial Officer: <http://www.ed.gov/about/offices/list/ocfo/intro.html>

A grantee must have a current restricted indirect cost rate agreement to charge indirect costs to a grant’s direct cost base per sections 75.560 – 75.564 of EDGAR. A grantee must provide the indirect cost rate agreement upon request. To obtain an indirect cost rate, a grantee must submit an indirect cost proposal to its cognizant agency and negotiate an indirect cost rate agreement. For LEAs, the cognizant agency is the State educational agency (SEA). For BIE-funded schools and Tribes applying in lieu of an LEA, the entity negotiates an agreement with the U.S. Department of Interior’s National Business Center (DOI/NBC), but because Indian Education formula grants require a restricted rate, the entity must also submit its proposal to ED. ED’s Indirect Cost Group works with DOI/NBC to review and approve the restricted rate. The rate agreement is then issued by DOI/NBC.

8.23 My indirect cost rate agreement is scheduled to expire shortly after my award is made. What should we do?

Applicants that include indirect costs in their budget need to be aware of when their Indirect Cost Rate Agreement is due to expire. If the current rate expires prior to the start of the first grant year, or shortly thereafter, ED is required to attach special conditions to the grant, under which the grantee has the option of not charging indirect costs or using a temporary ED rate until the grantee obtains a new rate from its cognizant agency. Applicants should reach out to ED’s Indirect Cost Group to provide technical assistance to help grantees develop a restricted indirect cost proposal. Send an email to the group mailbox at IndirectCostGroup@ed.gov. More information on indirect cost rates applicable to Department of Education grants may be found here: <https://www2.ed.gov/about/offices/list/ocfo/intro.html>.

8.24 What are the special considerations of the table for indirect costs?

Enter the indirect cost rate as described above, using your **restricted** indirect cost rate. You may enter this to two decimal places, such as 12.35 percent.

Enter the amount that you will budget for indirect costs on direct program costs. You are entitled to budget indirect costs from your direct cost base from your Title VI Indian Education Formula grant allocation up to a maximum of your restricted indirect cost rate times your total direct costs, minus any unallowable items specified in the ICR agreement. You can budget a lesser amount of your indirect costs from your Title VI Indian Education Formula grant allocation. Because applicants have some flexibility in how much indirect costs they budget, the total amount of indirect costs cannot be calculated by the system. However, you can only apply the indirect cost rate to direct costs, minus any unallowable items specified in the ICR agreement. **You must enter both the percent and the amount.** The amount may be zero.

9.0 Part II: Section 5: Section 427 of General Education Provisions Act (GEPA)

9.1 What information is in Section 5: Section 427 of General Education Provisions Act (GEPA)?

In Section 5: Section 427 of General Education Provisions Act (GEPA), all applicants must address GEPA requirements. Section 427 of GEPA requires all applicants to describe the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally-assisted program for students, teachers, and other program beneficiaries with special needs.

9.2 What is required when applicants address Section 427 of GEPA?

Section 427 of GEPA provides applicants discretion in developing the required description. The description should include the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally-assisted program for students, teachers, and other program beneficiaries with special needs. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in the Federally-funded project or its activities.

9.3 How do I prepare my GEPA statement?

The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances.

9.4 For my GEPA statement, is it adequate to state that our organization does not discriminate on the basis of race, religion, sex, etc.?

No. An organization's non-discrimination statement is not sufficient to meet the GEPA requirements. A GEPA statement should outline an entity's potential barriers and solutions to equal access, specific to the proposed project. Section 427 of GEPA requires an applicant for federal funds to include a description of the steps they will take to ensure equitable access to and participation in the grant project.

10.0 Part II: Section 6: General Comments

10.1 What is required in Section 6: General Comments?

All applicants can provide comments to assist OIE in the review of the application and provide comments describing why ‘Other’ was selected if there is not a space to define it within the section. Please note that a response is optional in this section.

11.0 Part II: Certification

11.1 How do I submit my application to the Office of Indian Education in the U.S. Department of Education?

The submission of your application to the U.S. Department of Education is accomplished by the process of certification. This is the last step in EASIE Part II. **If the Authorized Official Representative does not complete the certification step, your application is not submitted to the U.S. Department of Education and you will not receive funding.** Please see the “EASIE Part II User Guide” for a complete explanation of the certification process.

Applicants that are required to have an Indian Parent Committee (see Question #2.1) must obtain written approval of the Indian Parent Committee for Part II before Part II closes and must be uploaded within EASIE Part II. Please see the “EASIE Part II User Guide” for a complete explanation of how to upload the Indian Parent Committee Approval Form.

11.2 What is the deadline for certifying Part II?

Official closing dates for EASIE are published in the *Federal Register*. The *Federal Register* is the official source and all entities that want to apply have individual responsibility for ascertaining the dates from the *Federal Register*.

11.3 What if I need to update Formula Grant EASIE after I have already certified and submitted to OIE?

If you discover a serious error in your application after Part II closes, notify the Partner Support Center so that your issue can be considered while OIE is reviewing your application.

11.4 Is there anything I need to do after my entity has certified my application?

Yes, there are several remaining steps:

- Before Part II closes, download and save your application in PDF form. You should also save a signed copy of the program assurances which are available as a link from the certification screen.
- If you are an LEA, send a copy of your application to your SEA. Section 6119 of the ESEA requires that all LEA applicants send a copy of their Title VI Indian Education Formula Grant application to their SEA. If you do not have a specific contact, mail it to the SEA (or the State superintendent) at the general address.
- Ensure that the email address of your Point of Contact is checked regularly through July for communications regarding your application.
- Respond promptly to any requests from OIE to expedite the processing of your application.

12.0 Part II: Integrated Services Program

12.1 What is an Integrated Services Program under ESEA Section 6116?

An integrated services program consolidates funds for any federal program exclusively serving Indian children, or the funds reserved under any federal program to exclusively serve Indian students that are awarded under a statutory or administrative formula to the entity, for the purposes of providing education and related services to Indian students. An integrated services application submitted by a public school must be approved by the Indian Parent Committee, in addition to any of the impacted federal agencies.

Upon the receipt of an acceptable plan, the Department with each federal agency providing grants for the provision of education and related services to the entity, shall authorize the entity to consolidate, in accordance with such plan, the federally funded education and related services programs of the entity and the federal programs, or portions of the programs, serving Indian students in a manner that integrates the program services involved into a single, coordinated, comprehensive program and reduces administrative costs by consolidating administrative functions.

12.2 What is required for applying as an Integrated Services Program under ESEA Section 6116?

In an integrated services application, the applicant submits a plan to OIE regarding the integration of education and related services provided to Indian students integrating the program services into a single, coordinated, comprehensive program reducing administrative costs by consolidating administrative functions. The plan identifies the programs or funding sources to be consolidated; it be consistent with the objectives concerning authorizing the services to be integrated, describes a comprehensive strategy that identifies the full range of potential educational opportunities and related services to be provided to assist Indian students to achieve the objectives; describes the way in which services are to be integrated and delivered and the results expected from the plan; identifies the projected expenditures under the plan in a single budget; identifies the State, tribal, or local agency or agencies to be involved in the delivery of the services integrated under the plan; identifies any statutory provisions, regulations, policies, or procedures that the entity believes need to be waived in order to implement the plan; sets forth measures for academic content and student academic achievement goals designed to be met within a specific period of time; and be approved by a Indian Parent Committee.

12.3 Where does an applicant identify an Integrate Services Program?

Applicants will select the radial button in Section 1: General Applicant Information.

13.0 Part II: Indian Parent Committee Approval (IPCA) Form

13.1 What is an Indian Parent Committee Approval (IPCA) Form?

The IPCA form affirms that the LEA developed the program with the participation and written approval of a committee, as required by ESEA section 6114(c)(4). The IPCA Form must be uploaded during EASIE Part II and includes information needed to determine if the LEA meets the basic eligibility requirements of the Title VI Indian Education Formula Grant legislation required to apply for a Title VI Indian Education Formula Grant. The IPCA Form must include the

Indian Parent Committee (IPC) Approval Data, Printed Name and Signature of the Title VI Parent Committee Chairperson/Designee, and IPC Membership List.

13.2 What type of applicant must complete an IPCA Form?

An LEA or an applicant in consortium with an LEA must complete and upload an IPCA Form.

13.3 What applicant types are not required to complete an IPCA form?

IPCA Forms are not required for BIE schools (bureau operated or grant and contract), Indian Tribes, IO and ICBO applying in lieu of an LEA.

13.4 Who is eligible to sign the IPCA Form?

The first section of the IPC Approval Form is Section 1: Indian Parent Committee Application (Note: This section is to be completed by the Indian Parent Committee.) This section must include an IPC Approval Date and must be signed by the Title VI Parent Committee Chairperson/Designee.

NOTE! Applicants can determine who the Chairperson/Designee that will sign by their IPC's bylaws - should bylaws exist for their IPC; if the IPC has no bylaws, the signer is chosen informally and noted in the meeting minutes and cannot be school administrator or Title VI staff.

13.5 Who should be listed on the Indian Parent Committee (IPC) Membership List?

The second section of the IPC Approval form is Section 2: Indian Parent Committee (IPC) Membership List (Note: This section is to be completed by either the IPC or the LEA applicant.)

Directions: All LEA applicants will provide a list of printed names of all current members of the IPC. ESEA section 6114(c)(4) requires the IPC to be comprised of parents and family members (Column A below) of Indian children enrolled in the school; representatives of Indian tribes (Column B below) on Indian lands located within 50 miles of any school that the agency will serve if such tribes have any children in such school; Teachers (Column C below); and if appropriate, Indian students (Column D below) attending the LEA's secondary schools. **The IPC must consist of more than one-half (51%+) of parents and family members of eligible Indian children enrolled in the LEA, with a minimum of three (3) IPC members inclusive of a Chairperson (Column A). Tribal officials (Column B) must have formal delegation from the Tribe on file.** Please list each person only once in the table below. Column A is required, Columns B through D are recommended, but not required for approval. Please list each person only once.

13.6 What are the special considerations that consortium applicants must make?

For Indian Parent Committees in a consortium of LEAs, the Indian Parent Committee bylaws identify if there is a single Indian Parent Committee, whose members are representative of all LEAs in the consortium submitting a single IPCA form, or multiple Indian Parent Committees, one from each LEA in the consortium submitting multiple IPCA forms.

13.7 Can applicants use an old IPCA form?

No. Applicants must use the IPCA form with the OMB expiration date of 01/31/2024.

13.8 Do LEA applicants have to upload bylaws?

The third section of the IPC Approval form is Section 3: Indian Parent Committee (IPC) Bylaws

Directions: Within six months of receiving the award, the LEA assures the IPC will adopt and abide by reasonable bylaws for the conduct of the activities of the committee. (ESEA Section 6114(c)(4)(D)).

No additional action or signature is needed on this section of the IPC Approval form. Users may upload a copy of their IPC Bylaws in EASIE Part II if they are available but are not required to do so.

13.9 Do LEA applicants have to provide Indian Parent Committee (IPC) Meeting Minutes?

Yes, the Indian Parent Committee Approval (IPCA) Form has been updated and applicants are required to provide IPC meeting minutes in Section 4. Applicants must include their IPC approval meeting: date, location, time, attendees present, members voting, vote results, and name of recorder.

13.10 During COVID-19, are LEA applicants still required to obtain IPC Approval?

Local educational agency (LEA) applicants are still required to obtain the IPC's approval prior to submitting an application for FY 2024 funds. This IPC approval could be obtained via tele-conference or web-conference. Signatures can be obtained by circulating an electronic version of the IPCA Form. LEAs should follow State and local laws and procedures concerning electronic signatures to ensure valid and authentic signatures.

Users need to open the IPCA Form with Adobe Reader or Adobe Acrobat and save this document as a new PDF file to ensure all electronic fields are enabled and fillable. The free Adobe Acrobat Reader software is available for download here: <https://get.adobe.com/reader/>.

14.0 Part II: OIE's Review of Applications

14.1 What happens after I certify Part II of my application?

After an applicant certifies their submission of Part II, the application is then transferred to the Department (OIE) for review. OIE program staff will have access to your application.

OIE staff will carefully review your application to ensure that it meets all the legislative and program requirements as well as determining that the budget is reasonable, allowable, and allocable. This step ensures that your planned project is reviewed for consistency and reasonableness.

14.2 Who is authorized to certify EASIE Part I and Part II?

The applicant's Authorized Official Representative, who must be legally authorized by the applicant to certify the application, must certify EASIE Part I and Part II, and the APR (EASIE Part III). The certification process ensures that the information provided to The Department is true, reliable, and valid. A grantee that provides a false statement in the application is subject to penalties under the False Claims Act, 18 U.S.C. 1001.

14.3 What are some ways to avoid common application mistakes?

Here are some common application mistakes to avoid:

- Do not put 100% of your funding in basic (pens, paper, markers) supplies category. Your budget should be diversified into the different categories, especially for the higher dollar amount awards.
- The information provided under **Coordination of Services** does not describe any of the activities or services provided even if they are not coordinated with the Title VI Indian Education Formula Grant.
- The description of **meaningful collaboration with Tribes** does not provide a detailed plan on how you will engage local tribes, including the name of the tribe with whom you are collaborating.
- The **GEPA statement** does not refer to a policy and/or practices that ensure equitable access.
- Indirect Costs must be calculated according to the current restricted Indirect Cost Rate Agreement.

14.4 How will I know that my application has been approved?

You will receive an email that notifies you that your application has been approved.

14.5 What happens if my application does not meet the standards for approval?

Upon the review of the application, OIE staff will use the EASIE system to write you an individually tailored message about exactly what you need to resolve before your application can be approved. The EASIE system will generate an automated email instructing you to go back into the EASIE system using the same entity-specific link. Please note that during this timeframe, applicant access to EASIE is available **ONLY** to applicants that OIE has asked to modify their application.

Upon receipt of such an email, you should follow the steps in the email, read the individually tailored message from OIE, and access your EASIE Application via your entity-specific link. Then, in EASIE, you should **make appropriate changes** in response to OIE's emailed concerns, and have your Authorized Official Representative **certify this revised version**.

You should not make changes other than those related to the concerns OIE described. If you have other changes that you consider critical, you must call PSC to ask permission to make other changes. Please note that you must complete the certification process for your revised version that responds to OIE's concerns.

OIE's review is an iterative process until the application is approved. Following up on OIE's comments should be done promptly before Part II closes. Either the Point of Contact or Authorized Official Representative must be available to make modifications to the application until it is approved.

14.6 What are the program assurances?

Program assurances represent specific requirements a grantee (recipient of funds, e.g., LEA) must comply with. These compliance items range from fiscal control, fund accounting procedures, and proper record keeping. The program assurances must be signed by the Authorized Official Representative and kept on site/**on file** by all grant recipients **each year the entity applies for the grant**.

14.7 When is a final budget reallocation required?

During the Part II application cycle, additional funds may become available, for example, due to applicants withdrawing their applications or reducing their student count. If this happens, those unallocated funds are redistributed to the remaining certified applicants. This typically happens after the Part II close date listed in the Notice Inviting Applications. The EASIE Part II certification process accommodates budget revisions for applicants receiving additional funds above a certain threshold. Likewise, if allocations are reduced, the system will accept budget reduction revisions, again, only for those exceeding a certain threshold. The threshold amount is announced in the Notice Inviting Applications published in the *Federal Register*. Email notices will alert applicants if and when such reallocations occur.

Budget revisions will only be required for applicants that exceed a certain threshold in additional funds received or deducted. The threshold is above or below \$5,000. In either event, the applicant will be required to revise their budget, but a second certification will not be necessary.

For applicants that receive a revised allocation that falls below the threshold, no further action is necessary, if that application has been approved. If the application has not been approved, the applicant must make modifications to the application until it is approved.

14.8 What do we need to do if our application requires a budget revision?

For the few grantees that have award allocation increases above the threshold of \$5,000, a budget revision will be required. You may only allocate the additional funds to line items for which you listed amounts in your initial budget. The Authorized Official Representative must then recertify EASIE Part II.

15.0 Application Process

15.1 May I request an extension to the Formula Grant EASIE Part II deadline?

No. Extensions to the Formula Grant EASIE submissions are not available. The electronic system will be open for the full period provided in the notice inviting applications published in the *Federal Register*. **Please note that the closing time on the deadline date is 11:59 p.m., ET. Late applications will not be accepted.**

15.2 I completed and certified my application, but circumstances in my agency have changed and we are no longer able to participate. What should I do?

Contact the Partner Support Center immediately once the decision is made. Additionally, your Authorized Official Representative needs to submit a written notification with a physical or electronic signature advising OIE that the entity is withdrawing its application. Submit this letter to the Partner Support Center (OIE.EASIE@ed.gov). Your application will be classified as *withdrawn*.

15.3 Once all my data entry response fields are complete, is there anything else I need to do?

After all data entry response fields are completed, there is a **CRITICAL step remaining**. Your application must be *Certified*. The process of certifying the application is the final step to submit your application to the Office of Indian Education. **The Authorized Official Representative should certify the application.**

15.4 What if I certified my application and need to update my submission while

Part II is open?

You may request a new version of Part II be created by contacting PSC. Ensure your request to PSC includes a brief explanation as to why a new version is needed. Applicants will be notified once their application is reopened and ready for updates and re-certification. By requesting a new version, the applicant assures they will recertify Part II prior to the deadline.

15.5 How can I get a copy of my certified application while EASIE Part II is open?

To download and print your EASIE Part II certified responses, select *Print your answers* on EASIE Part II Certification Confirmation Page (see fig. 15.1) after certifying.

NOTE! Once exiting this page, you will not be able to re-enter and download a copy of your certified application. Contact PSC if you did not complete this step and would like to request a copy.

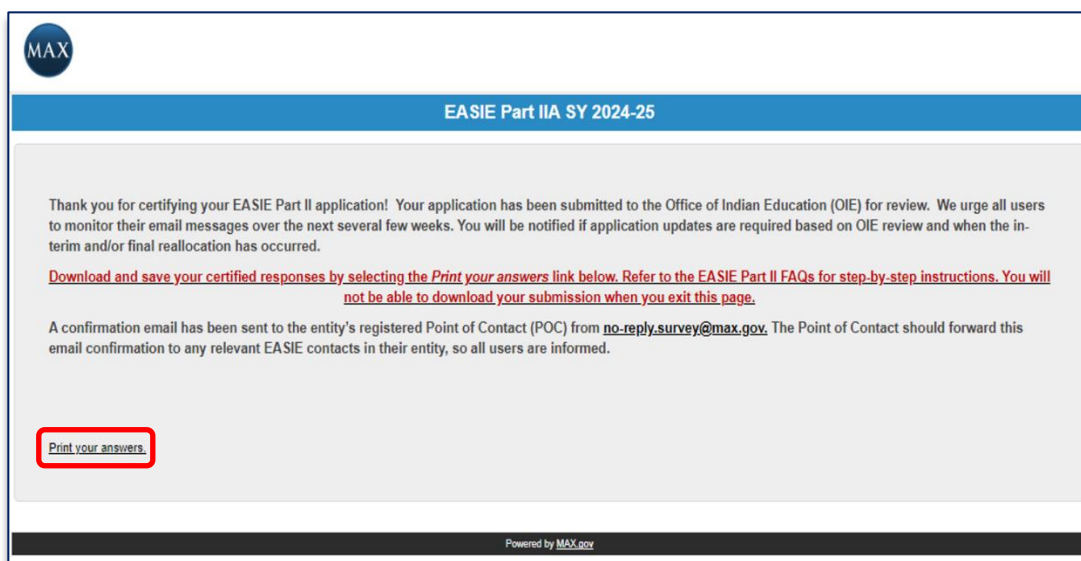


Figure 15.1: EASIE Part II Certification Confirmation Message

Export responses in PDF format by selecting *PDF export* or as a queXML PDF format by selecting *queXML PDF export* (see fig. 15.2).

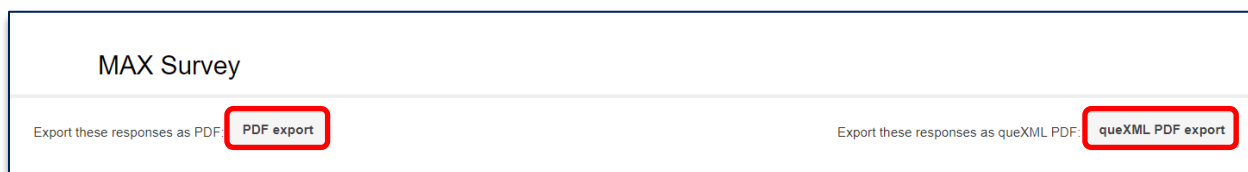


Figure 15.2: PDF and queXML PDF Export Functions

To print EASIE Part II responses in a more user-friendly version, PSC recommends selecting *Print your answers* (see fig. 15.1) and printing the web page version by selecting *CTRL+P* on the keyboard (see fig. 15.3). Users should ensure the *Destination* is set to “Save as PDF” and select *Save*. Follow the browser’s prompts to save.

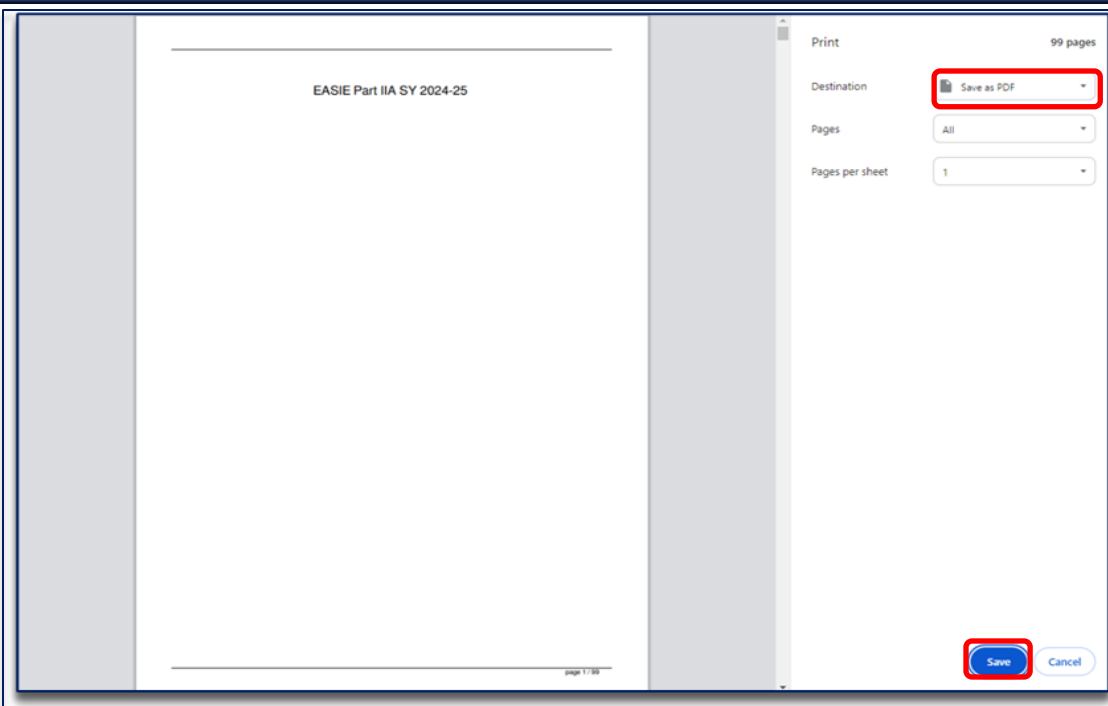


Figure 15.3: Printing Web Page Version of EASIE Part II Responses

15.6 How can I get a copy of my certified application while EASIE Part II is open?

Contact PSC to request a copy of your EASIE Part II certified application.

16.0 Program Administration

16.1 Who do I contact for program or budget changes to my application after EASIE closes?

All questions regarding your program or budget should be referred to OIE after the EASIE system is closed. You may send your questions and contact information by email to Indian.education@ed.gov and an OIE staff person will contact you. **Be sure to include your PR number in your email's subject line.**

16.2 When MUST you communicate with your OIE program officer?

Contact should be made immediately if you:

- Want to make a change in scope
- Want to contract-out any of the project activities described in the application
- Need to change the project director (and key personnel) listed on the grant
- **The approved budget changes after receiving the GAN (grant award notification)**

Grantees should also communicate promptly with your OIE program officer whenever significant issues arise in connection with project activities and staff.

16.3 What is the role of the OIE program officer?

The primary role of OIE program officers is to provide technical assistance relating to programmatic and fiscal management of the federally funded grant to ensure that project goals and objectives identified in the original grant application are met successfully. Program officer responsibilities include: reviewing performance reports; external evaluation reports; monitoring projects to assess compliance; and responding to requests such as, administrative actions, and staff changes.

16.4 May an entity that has a contract with the LEA or other eligible entity be the certifying official user/authorized approving official for this program?

No. The grantee remains responsible as the fiscal agent for the program and is responsible for making all administrative decisions concerning the program; the grantee cannot contract-out those responsibilities. **The primary contact for the program should be an official from the grantee as a contractor does not have the authority to make administrative or financial decisions for the grantee.**

16.5 What is the Indian-hiring preference that applies to Formula Grants?

Awards that are primarily for the benefit of Indians are subject to the provisions of Section 7(b) of the Indian Self-Determination and Education Assistance Act (ISDEAA) (25 U.S.C. 450b). That section requires that, to the greatest extent feasible, a grantee:

- (A) Give to Indians preferences and opportunities for training and employment in connection with the administration of the grant; and
- (B) Give to Indian organizations and to Indian-owned economic enterprises--as defined in Section 3 of the Indian Financing Act of 1974 (25 U.S.C. 1452(e)) --preference in the award of contracts in connection with the administration of the grant.

NOTE! For purposes of this ISDEAA requirement, an Indian is defined as a member of any federally recognized Indian Tribe.

17.0 Annual Performance Report (APR)

17.1 What are the reporting requirements for Indian Education Formula grantees?

Indian Education Formula grantees complete an **Annual Performance Report (APR)-EASIE Application Part III**. The APR is an annual report that provides performance data on the status of the funded project that corresponds to the scope and objectives established in the approved application and any approved amendments. Under **EDGAR § 75.118**, the report must provide the most current performance and financial information.

17.2 What is the purpose of the APR?

Submitting the APR satisfies the grantee's obligation under the federal-wide Uniform Administrative Requirements (2 CFR §§ 200.328) and the Department's administrative regulations (34 CFR § 75.720) to provide the most current financial and performance information at the end of the grant period, as well as, include information on program outcomes related to the Government Performance and Results Act (GPRA). One of the federal reporting requirements is to provide a

comparison of actual accomplishments to the established objectives, explain reasons why goals were not met, if applicable, and to provide an explanation of unexpended program funds.

17.3 What is Government Performance and Results Act (GPRA)?

Under the GPRA, federal departments and agencies must clearly describe the goals and objectives of programs, identify resources and actions needed to accomplish goals and objectives, develop a means of measuring progress made, and regularly report on achievement. One important source of program information on successes and lessons learned is the project evaluation conducted under individual grants.

17.4 What are the GPRA measures for the Indian Education Formula Grants to LEAs program?

The Department has developed the following GPRA performance measures for evaluating the overall effectiveness of the Indian Education Formula Grant to LEAs program: (1) the percentage of AI/AN students in grades four and eight who score at or above the basic level in reading on the National Assessment of Educational Progress (NAEP); (2) the percentage of AI/AN students in grades four and eight who score at or above the basic level in mathematics on the NAEP; (3) the percentage of AI/AN students in grades three through eight meeting State achievement standards by scoring at or above the proficient level in reading and mathematics on State assessments; (4) the difference between the percentage of AI/AN students in grades three through eight at or above the proficient level in reading and mathematics on State assessments and the percentage of all students scoring at those levels; (5) the percentage of AI/AN students who graduate from high school as measured by the four-year adjusted cohort graduation rate; and (6) the percentage of funds used by grantees prior to award close-out.

18.0 Grant Award Notification (GAN)

18.1 What is a Grant Award Notification (GAN) and who receives it?

The GAN is the official document that states the terms, conditions, and funding amount of the grant award. It also contains programmatic and fiscal data, as well as the names and contact information of the respective program officers. The included attachments provide guidelines and additional terms and conditions regarding administrative procedures.

An email is automatically generated and sent to the grant Project Director and Authorized Official Representative. The email will contain a link to G6, where the Project Director and Authorized Official Representative can view and print the Adobe Acrobat version of their signed GANs and attachments. Project Directors and Authorized Official Representatives must be registered in G6 in order to access the GAN. The Grant Award Notification (GAN) is the official document that states the terms, conditions, and amount of an award and is signed by the official who is authorized to obligate funds on behalf of the Department of Education (i.e., Authorized Official Representative).

The Budget Official Representative (payee role) will not be receiving the email from G6. They should get a copy of the GAN from the Project Director or Authorized Official Representative.

18.2 When do we receive our final grant award?

The final grant award is the amount made available to the applicant after final approval of the application and at the beginning of the award period on July 1. The designated Project Director and Authorized Official Representative will receive an email from G6 when the grant award is available for download.

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Impact Aid (Title VII of the ESEA): This program provides support to local school districts with concentrations of children who reside on Indian lands, military bases, low-rent housing properties, and other federal properties, or who have parents in the uniformed services or who are employed on eligible federal properties.

Johnson-O'Malley Program: The purpose of the Johnson-O'Malley (JOM) program is to meet the specialized and unique educational needs of Indian children attending public and some tribal schools through the use of supplemental education programs. For more information, see 25 CFR, part 273.

McKinney-Vento Education for Homeless Children and Youth Program: This program supports coordination of the education of homeless children and youths in each State, which gathers comprehensive information about homeless children and youths and the impediments they must overcome to regularly attend school. These grants also help SEAs ensure that homeless children, including preschoolers and youths, have equal access to free and appropriate public education.

Neglected and Delinquent State Agency and Local Educational Agency Program: The Title I, Part D, Subpart 1, State Agency Neglected and Delinquent (N and D) program provides formula grants to SEAs for supplementary education services to help provide education continuity for children and youths in State-run institutions for juveniles and in adult correctional institutions so that these youths can make successful transitions to school or employment once they are released.

School Support and Rural Programs (SSRP): This program provides support to rural LEAs with financial assistance to fund initiatives aimed at improving student academic achievement.

Safe and Healthy Schools: This program provides support to governors for a variety of drug and violence prevention activities focused primarily on school-age youths. The program provides support to SEAs for a variety of drug-abuse- and violence-prevention activities focused primarily on school-age youths.

Title I Migrant Education Program (MEP): This program provides formula grants to SEAs to establish or improve programs of education for migratory children. The overarching purpose of the MEP is to ensure that children of migrant workers have access to and benefit from the same free, appropriate public education, including public preschool education, provided to other children.

Title I: Title I, Part A of the Elementary and Secondary Education Act (ESEA) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high

percentages of children from low-income families to help ensure that all children meet challenging State academic standards.

Title III: English Language Acquisition: This program is designed to improve the education of limited English proficient (LEP) children and youths by helping them learn English and meet challenging state academic content and student academic achievement standards. The program also provides enhanced instructional opportunities for immigrant children and youths. Funds are distributed to States based on a formula for the number of immigrant and LEP students in each State.
