

**U.S. DEPARTMENT OF EDUCATION
Office of Indian Education**

Indian Education Formula Grant Program

**Formula Grant Electronic Application
System for Indian Education
(Formula Grant EASIE)**

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

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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 ED*Facts* Partner Support Center (PSC) for technical assistance.

PSC is available by toll free telephone, fax, or e-mail:

Telephone: 1-877-457-3336 (1-877-HLP-EDEN)

Fax: 1-888-329-3336 (1-888-FAX-EDEN)

E-mail: eden_OIE@ed.gov

Hearing impaired persons may contact the Partner Support Center at TTY/TDD: 1-888-403-3336 (1-888-403-EDEN).

Hours of operation are between 8am-6pm Eastern Time, Monday through Friday, excluding federal holidays.

1.2 Who can answer programmatic questions on current year or previous year's grants?

Questions about current or previous awards should be directed to the Office of Indian Education: <http://www2.ed.gov/programs/indianformula/contacts.html>

Email: Indian.education@ed.gov

Phone: (202) 260-1454

1.3 What information is in the Getting Started on the EASIE Application document?

The Getting Started document provides information on how to navigate the computer processes of an online application, it is located on the main page of the Education Data Exchange Network (EDEN) Submission System at <https://eden.ed.gov/Survey/>

1.4 Where can I get information on Title VII legislation and on Indian education in general?

The U.S. Department of Education OIE's Web page provides other information and links to the legislation at: <http://www.ed.gov/about/offices/list/oese/oie/index.html>

2.0 Part II: Parent Committee

For FAQ's regarding Parent Committee, See Part I FAQs, Question ## 8.2-8.4

3.0 Part II: Preparation for Part II

Need Assessment - Conduct your needs assessment. (See FAQs Part I, Question ## 8.5 and 8.6, page 20-21.

Public Hearing - Begin planning for your public hearing, as **all** applicants are required to conduct at least one public hearing prior to submitting an application under Part II. During the public hearing(s), the applicant must provide parents of Indian students and the community an opportunity to understand Title VII grants and offer recommendations on the formula grant program. **Important note:** Maintain copies of the public notice(s), minutes of the meeting, and a list of attendees for your records.

Sharing of Indian student performance data with the community - There is a legislative requirement that **all** applicants annually share the progress of all Indian students, not just those being served by the project, with the parent committee and community. Applicants may use the public hearing as an opportunity to meet this requirement. OIE also requests that applicants indicate all ways that the assessment data is shared with parents. (See Question # 5.10 below)

Parent Committee Involvement – (if applicable) The written approval of the parent committee is required for Part II of your application. You are required to provide the parent committee adequate time to review the application. [BIE-funded schools and tribes applying in lieu of an LEA do not have a parent committee requirement; all other applicants must fulfill this requirement.]

Multi-Year Applications – For multi-year applicants (year 2 of 4), if you selected that you wanted to make changes to either Section 2 or Section 3 (or both), you can edit information by selecting the update button located on the top right of the screen. If you did not select to make changes, the screens will be greyed out. You will still need to click continue to save the information and advance to the next screen.

4.0 Part II: General Application Information

4.1 What is the general content of Part II of the application for funds under Title VII?

Part II collects information for coordination of services for AI/AN students, a project description and budget information for your project.

4.2 How is the information arranged in EASIE Part II?

Part II is divided into six data entry sections and the certification.

In the first data entry section, General Information, the applicant identifies the type of program being operated and the student grade levels that are available in the school. The applicant can also view the total allocation and grant start and end date.

The second data entry section, Coordination of Services for AI/AN Students, the applicant provides information about its comprehensive program, which may be funded through a combination of local, state and/or federal funds. The applicant identifies professional development opportunities that will be available through the project. The applicant indicates how it will communicate student assessment data and program information with Indian parents and the Indian community. The applicant indicates when the public hearing was held.

In the third data entry section, Project Description, the applicant provides objectives for the project if it is operating a regular formula grant project.

In the fourth data entry section, Budget Information, the applicant provides budget information. If the applicant is operating a regular formula grant project, it provides a detailed breakdown of how the allocated funds will be used. If the applicant is operating an integrated project, it provides a budget summary. If the applicant is operating an Indian Education project consolidated with a school-wide program, it will skip this section.

The fifth data entry section, Waiver Use Report, is required if the applicant used an administrative costs waiver for the previous application.

The sixth data entry section, the Comment Section, allows the applicant to enter an explanatory comment if so desired.

The final step is the certification, which results in submission of the application. LEA and consortium applicants must download the Parent Committee approval form, complete with Parent Committee signatures, scan the document and upload it directly into EASIE. Failure to submit the required documentation by the EASIE Part II deadline will result in an incomplete application that will not be considered for funding. If you need assistance uploading your form, contact the Partner Support Center at 1-877-457-3336. After OIE reviews your application, you may be asked to clarify or correct information or to supplement inadequate information.

4.3 How does the main screen guide me through the EASIE application process?

When you select EASIE Part II from the left panel menu, you will be taken to the main screen. The right-hand side will contain the section menu of the application. The most logical way to complete the application is to go down the section menu sequentially. However, if you do not have all the necessary information for a section, you can go on to the next section and come back to any sections that are still incomplete. To reach a section out of its normal sequence, from any screen, select Part II from the left panel menu, then select the section you need from the right-hand menu. **Once all sections are marked “Finished” then an authorized official (managing or certifying official user) needs to take the last step, which is to certify the application.**

4.4 What information is in the first data entry section, General Information?

In the first data entry section, General Information, the applicant identifies the type of program being operated and the student grade levels that are available in the school. The applicant can also view the initial allocation and grant start date.

4.5 What are the types of applications?

There are three application types.

- **Regular program.** This type of application has specific objectives and services offered and funded by the project. Most Title VII formula grant projects operate a regular program.
- **School-wide program.** A school-wide program consolidates the Title VII 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 school-wide program under Section 1114 of the Elementary and Secondary Education Act. There are no project-specific objectives, services, or budget for the Title VII formula grant funds; Title VII funds must support the objectives of the school-wide program. For LEAs that are public schools, an application that consolidates Title VII funds with a school-wide program must be approved by the Indian parent committee. BIE schools, as well as regular public schools, are eligible for this type of application if their school has an existing school-wide program under Title I. School-wide programs are recommended for schools with a high concentration of Indian children.
- **Integrated services program.** An integrated services program consolidates funds for any federal program exclusively serving Indian children, or the funds

reserved under any federal program to serve exclusively 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 parent committee. If you are considering an integrated services program, please contact the Partner Support Center to confirm your eligibility for this type of program.

4.6 What information is given on the “grades offered” screens?

Grades offered refers to the grades at which instruction is offered to students by the LEA or BIE school. This is unrelated to whether any Indian students are in that grade or whether your Title VII project will provide activities for that grade. On the screen, check each grade that the LEA offers or would offer if there were students at that grade level.

If your entity is the leader of a consortium or a tribe applying in lieu of single or multiple entities, check each box for the grades offered across all the entities in your project.

4.7 How are the grant allocations calculated?

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

- The Indian student count submitted in Part I, and approved (or corrected) by OIE.
- The minimum amount of a grant that will be awarded (usually \$3,000 or \$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 VII appropriation for the fiscal year. The individual awards are then reduced pro rata until the totals are within the amount appropriated for the program.

4.8 Is the allocation that appears in EASIE the actual amount we will receive, or an estimate?

The allocation is the amount that an applicant is eligible for, based on the factors above. Part II of Formula Grant EASIE informs each applicant of their initial allocation amount. The final grant award is the amount made available to the applicant after approval of the application and at the beginning of the award period.

5.0 Part II: Coordination of Services

5.1 What information is in the second data entry section, Coordination of Services for AI/AN students?

In the second data entry section, the applicant provides information about its coordination of services with other grant programs, which may be funded through a combination of local, state and/or federal funds. The applicant identifies professional development opportunities that will be available through the project. The applicant indicates how it will communicate student assessment data and program information with Indian parents and the Indian community. Also, the applicant identifies the date the public hearing was held.

The data sections are as follows:

- Coordination of Services with Formula Grant Program
- Description of Coordination of Services for American Indian/Alaska Native Students
- Coordination of Services Professional Development
- Dissemination and Use of Assessment Data
- Public Hearing

5.2 How do I complete the chart, “What is Coordination of Services with Formula Grant Programs”?

Each applicant will need to complete the chart describing the Coordination of Services for American Indian/Alaska Native Students (AI/AN). OIE requests information about your LEA’s comprehensive 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 VII program. The federal formula grant programs are: Title I, Homeless Children and Youth, Title III: English Language Acquisition, School Improvement Grants, 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 the FAQs Part II. Other tribal, State or local programs that are coordinated with Title VII should also be listed.

When completing the chart, applicants can use the opportunity to reach out to the staff 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.

5.3 How do I complete the Description of Coordinated Services for AI/AN Students?

Each application must include a description of the applicant's coordination of services 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 (Coordination of Services with Formula Grant Programs) that currently coordinate with your Title VII project, or which will coordinate with Title VII during the grant year.

For example, if the LEA uses Title I funds to provided 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 VII project and how the Title VII supplemental funds will be provided in a manner that is culturally responsive to the Indian student's needs. For example, if the district uses Title I funds to pay for a remedial reading teacher, the LEA might use Title VII funds to purchase books that feature famous Indian leaders. 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 VII funds to employ a paraprofessional who is a tribal member to assist the Indian students with that software in the classroom. Keep in mind that Title VII funds must be used to **supplement** and not **supplant** other federal, state, local or tribal funds that is provided for Indian students. (See Question # 7.6)

5.4 What is coordination of services professional development (PD)?

The coordination of services professional development (PD) is a description of professional development opportunities that will be provided 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 opportunity(s) can be funded using other local, state and/or federal funds.

Note: 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, as long as those opportunities meet the goals stated above.

5.5 How do I fill out the Coordination of Service for PD?

- (1) From the section menu on the main screen, select Indian Education Project Description.
- (2) From the sub-menu, select Professional Development.
- (3) From the first drop down menu, select a type of project staff; from the second drop-down menu select the type of professional development opportunity that will be offered, and from the third drop-down menu select the content of the professional development.
- (4) Add additional rows as needed.
- (5) Press Continue to declare this section finished or not.

5.6 To what type of staff should we provide PD?

Your needs assessment should help determine the type of staff that may need PD. Using the permissible values, enter the types of staff that will be served by the PD activities to support the coordination of services program:

- All teachers and other school professionals
- Teachers and other school professionals that are new to the Indian community
- Subset of teachers
- LEA staff (e.g. Title VII coordinators)

5.7 What types of PD activity is available?

Using the permissible values, enter the type of PD activity that each type of staff identified will receive:

- Workshops/Sessions
- Conferences, including national, regional, state or LEA-sponsored
- Pre-service training or orientation
- School-based coaching or mentoring
- Other (e.g. online courses, webinars, tribal agency training)

5.8 What types of content is offered for each PD activity?

Using the permissible values, enter the content of each PD opportunities.

- Integrating Indian-specific content into the general curriculum
- Indian Education-specific (e.g. instruction in specific language or Indian curricula)
- Cultural Awareness Education and Sensitivity (e.g. working with Indian students)
- Use of data/data-driving decision making (e.g. examining patterns in Indian student test data; using data to focus instruction of AI/AN students; and identification of exceptional students)
- Impact of district policies on AI/AN students (e.g. grading policies, discipline, suspensions, etc.)
- Other

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

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

5.10 How do I provide evidence that we shared assessment data for all Indian students with Indian parents and the community?

Indicate how you plan to disseminate assessment data of all Indian students (not just those who are served) to the Indian community and the Parent Committee.

Permissible methods of dissemination to the Indian community and Parent Committee are as follows:

- Public hearing for application
- Parent Committee meeting
- Other open meeting
- Within a written report
- Posted on a website
- Sent home with student(s)
- Radio broadcast
- Newsletter

Note: Choosing more than one method 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, so that method of dissemination should be checked, assuming that you disseminate the data at the hearing.

5.11 What is the difference between the two types of modifications shown on the Use of Assessment Data screen?

Applicants will indicate how the LEA is responding to assessment data concerning Indian student from the previous school year.

The choices are as follows:

- No changes in services/programs.
- Modifications to services/programs at the LEA level
 - These changes are district-wide changes that were made as a result of state assessment data and affect programs other than or in addition to the Title VII project.
- Modifications to services/programs within the project
 - These are changes made as a result of state assessment data that affected only the Title VII Formula Grant Program.

Note: If modifications to the services and programs were made, an explanation of those modifications is needed.

5.12 What data is requested in the Public Hearing question?

Since holding a public hearing is a required legislative element for an Indian Education Formula Grant, OIE would like applicants to indicate the date on when the public hearing was held for SY 2015-16. The public hearing date should not exceed the current date or the EASIE Part II close date. All applicants must respond to this item.

6.0 Part II: Project Description

6.1 What information is in the third data entry section, Project Description?

In the third data entry section, Project Description, the applicant provides objectives for the project if it is operating a regular formula grant project.

The following sections are included under Indian Education Project Description:

- Objectives
- Grade levels served by activity or service
- Supplemental activity or service
- Data Source for the supplemental activity

6.2 For a project that serves consortiums, can each LEA have different objectives?

No. The applicant must select one set of objectives and all LEAs should focus on improvement in the area(s) of these objective(s). LEA members that desire objectives different from the consortium should apply for a grant as a solo applicant.

6.3 What year do the objective selections cover?

Your selections 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 ## 4.1-4.9).

6.4 What is culturally-responsive education and why is it important?

Culturally-responsive education 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 build bridges of meaningfulness between home and school experiences as well as between 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.

6.5 What are some examples of culturally-responsive educational practices?

- 1) Use and instruction of Native American/Alaskan 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) Curriculum that is based on traditional culture; incorporating multicultural information, resources, and materials in all the subjects and skills routinely taught in schools.
- 5) Teaching that acknowledges 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) 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; InTime, "Culturally Responsive Teaching," available at <http://www.intime.uni.edu/multiculture/curriculum/culture/teaching.htm>

6.6 What are the eligible choices for project objectives?

Eligible culturally-responsive objectives are the following:

- Increase school readiness
- Increase integration of Indian specific content into curriculum
- Increase academic achievement
- Increase knowledge of cultural identity and awareness
- Enhance problem solving and cognitive skills development
- Increase school attendance rate
- Decrease school dropout rate
- Increase career readiness skills
- Increase college enrollment
- Increase substance abuse prevention
- Increase parent participation

6.7 What grade levels are available to be served by each activity or service?

Permissible grade levels to be served by each activity or service:

- Preschool or Kindergarten
- Elementary school grades
- Middle school grades
- High school grades

6.8 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 that objective during the grant performance cycle which will be reported in the annual performance report.

For each objective, you must provide all of the following:

- Grade levels served by activity or service
- Types of specific supplemental activity or service(s) you will offer.

6.9 How do I enter the information about my objectives?

Follow these steps for entering information about your objectives:

- (1) From the section menu on the main screen, select Indian Education Project Description.
- (2) Select an objective from the drop-down menu.
- (4) Check the grades you want to target for improvement.
- (5) Select a supplemental activity or service from the drop-down menu; select the data source from the drop-down menu. Be sure these items are compatible with each other, and with the objective and grade level(s) you have selected.
- (6) Add additional rows for additional services and data source that you will offer for this objective.
- (7) When you have finished this objective, choose “Add Additional Objective” to add another objective if you wish.
- (8) When you have added all of your objectives, then press Continue to declare this section finished or not finished.

6.10 What types of supplemental activity or services may be offered in support of the project’s objectives?

The allowable activities and services must align with the chosen objective. Permissible activities and services include the following:

- Culturally-responsive early childhood programs and activities
- Culturally-responsive professional development
- Curriculum development integrating local knowledge, language and cultural
- Indian education (e.g. language, history)
- Cultural enrichment (e.g. events, field trips, clubs)

- Culturally-responsive academic support (e.g. study skills, homework support)
- Culturally-responsive academic enrichment (e.g. afterschool programs projects)
- College preparation (e.g. ACT/SAT preparation, exploration, advanced placement classes or testing)
- Gifted and talented programs
- Student advocacy or leadership
- Culturally-responsive mentoring
- Substance abuse prevention
- Culturally-responsive counseling
- Family literacy with culturally-based materials
- Parent Involvement

6.11 What data sources are available to measure each objective?

Identify at least one data source for each objective. Permissible data source for each objective:

- School readiness screening
- Documents (e.g. lesson plans, curriculum)
- State standardized tests
- District benchmark assessments
- Other standardized achievement tests
- Non-standardized achievement tests
- Student portfolios
- Teacher surveys, interviews, or focus groups
- Classroom observations
- Parent surveys, interviews, or focus groups
- Student surveys, interviews or focus groups
- Administrator surveys, interviews or focus groups
- Attendance data
- Dropout data
- Graduation data
- College application and acceptance data

7.0 Part II: Budget Information

7.1 What information is in the fourth data entry section, Budget Information?

In the fourth data entry section, the applicant provides budget information. If the applicant is operating a regular formula grant project, it provides a detailed breakdown of how the allocated funds will be used. If the applicant is operating an integrated project, it provides a budget summary. If the applicant is operating an Indian Education project consolidated with a school-wide program, it will skip this section.

7.2 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, that is, you should plan to spend your entire allocation.

7.3 Can I ever budget more than my allocation?

This is not permitted and the EASIE system will not allow you to certify Part II of your application if you enter budget values that total more than your allocation.

7.4 Is it ever appropriate to 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 the comment screen in section 2.8. 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. In that case, they are required to report the correction to OIE (via PSC) and OIE will adjust the allocation downward.

7.5 For a project that serves a consortium, does each LEA have its own budget?

The applicant designs and submits into EASIE a single budget that supports the project efforts for all partner LEAs. The consortium may choose to either provide services jointly through the lead LEA, or the lead LEA may distribute funds to individual LEA members. Regardless, the lead LEA must serve 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.

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

Supplanting occurs when a grantee uses its Title VII funds to provide students with services that would be otherwise provided from other funding sources, whether federal, state, local or tribal. The Title VII statute requires that each grantee coordinate with other federal, tribal, state or local programs in implementing its Indian Education project (ESEA section 7114(b)). Grantees are forbidden, however, from using the Title VII funds to supplant-*i.e.*, take the place of- other sources of funds used for Indian students (ESEA section 7114(c)(1)). The Title VII funds must be used in a manner supplementary to those other sources, and in a culturally-responsive way.

For example, if a school district uses Title I funds to provide academic services to students in poverty, including Indian students in poverty, the LEA must use its Title VII funds in a manner supplementary to those services and in a manner that is culturally responsive to the Indian students' needs. If the district uses Title I funds to pay for a summer reading program for students with low reading scores, for example, the LEA could not use Title VII funds to pay for the cost of the Indian students among that eligible group, if those students are already eligible for that program under Title I. The LEA could, however, use its Title VII funds to purchase books that feature famous Indian leaders, for the Indian students to use in the summer program.

As another example, if the LEA uses 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 VII 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 VII funding. That LEA could, however, use its Title VII funds to employ a paraprofessional who is a tribal member to assist the Indian students with that software in the classroom.

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

To determine compliance with the supplement not supplant requirement, an LEA must determine what services an LEA would have provided in the absence of Title VII 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 VII 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 VII funds based on its behavior in other situations.

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

1. An LEA uses Title VII 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 VII funds to implement the IEP (individualized education program) of an Indian student with a disability, we would presume that supplanting has occurred.
2. An LEA uses Title VII funds to provide services that it provided with non-federal funds in the prior year. For example, if an LEA paid for an elementary school reading specialist in the previous year from Title I 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 VII funds to pay for that teaching position, we would presume that supplanting has occurred.

Both these presumptions, however, are rebuttable if the LEA can demonstrate that it would not have provided the services in question with other funds had the Title VII funds 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 Title I funds would not have been continued (e.g., the LEA showed that it had redirected its Title I resources from elementary schools to secondary schools), then it could rebut the presumption of supplanting. In that case it could use the Title VII 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.

7.8 How do I provide the budget for my project?

Selecting Budget from the section menu on the main screen will take you to the following sub-menu of budget categories:

- Supplemental Information
- Personnel
- Travel
- Equipment
- Supplies
- Contractual
- Other
- Indirect Costs
- Summary

You should budget project funds in a way that appropriately supports the objectives you have selected. You must account for how you plan to spend all the funds in your allocation. Keep in mind that the budget section is only concerned with Title VII formula grant funds and should not account for other funds, such as state or district general education funds.

Select the categories one at a time and fill in the table for each category. After you have filled in the table for that category, select Continue and indicate that the section is finished or that additional data entry is required.

You may leave some budget categories blank if you do not plan to have any expenditures in those categories. However, for categories that you will have no expenditures, you will need to open the section, click Continue, mark the section finished, and Save.

7.9 Does EASIE help me keep up with how much of my allocation I have budgeted?

EASIE keeps a running total of your remaining (unbudgeted) allocation in the upper right corner of the budget-related screens—the sub-menu screen and each of the category screens. During your work sessions, your remaining allocation may be negative (in which case it will appear in red). Total costs cannot exceed your allocation, so if your remaining allocation is negative (red), you will need to go back and reduce your budget for one or more categories. While your remaining budget is negative, you will not be able to certify your application.

7.10 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 program services. Because a standard definition for administrative costs has not been established, the applicant may determine what constitutes an administrative cost within their programs. 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 # 7.23 below regarding indirect costs.

7.11 Are there limits to administrative costs? What is the 5 percent cap?

The legislation for this program imposes a limit on administrative costs of 5 percent of the project's total allocation. Unless a waiver of this requirement is requested and approved, administrative costs beyond the 5 percent cap (limit) will not be accepted. If the applicant's budget includes more than 5 percent administrative costs, EASIE will present the applicant with a waiver request form. However, OIE recommends that the applicant reduce the total administrative costs to not more than 5 percent before certifying EASIE Part II.

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

EASIE keeps a running total of the percent of your allocation that you have designated as administrative costs in the upper right corner of the budget-related screens—the sub-menu screen and each of the category screens. During your work sessions, if the percent you have designated as administrative costs is more than 5 percent, then the display will be red. If this value is more than 5 percent when you finish all your budget categories, then you will need to reduce the administrative amounts, or request a waiver of the 5 percent cap. In this case EASIE will automatically create a required Waiver Request section.

The budget screens display the percent of administrative costs rounded to one decimal place, such as 4.7 percent. The system however, calculates the value to much greater precision. If the system displays your administrative costs as 5.0 percent but you are taken to the Waiver Request screen, it means that the actual unrounded value is greater than 5 percent, such as 5.02 percent; in this case you are required to either request a waiver of the 5 percent administrative cap, or edit the administrative costs in one or more of your budget categories to bring the value down.

7.13 I entered an amount in the Admin Costs column for one of my budget categories. The totals were calculated, but the total administrative percentage was not updated.

In order to see your changes reflected in the total administrative cost %, you must save the data you entered by clicking “Save”, or by leaving the page by using the “Back” or “Continue” buttons (which have save functionality built in).

7.14 Generally, how do I fill out the tables for the budget categories?

From the sub-menu for budget, select the category.

- (1) Select appropriate items from drop-down menus and fill in cost amounts, both administrative costs and program costs.
- (2) Where available, use the “Add additional row” function if you need to enter more costs in that category.
- (3) EASIE will calculate row and column totals.
- (4) After you complete the table, press Continue and you will be taken to a screen that allows you to say you are finished or that additional data entry is required.
--If you say additional data entry is required, you must go back later and finish.
--Even if you say you are finished, you can still go back later and edit.
- (5) After all budget sections are marked Finished in the sub-menu for budget, you will be taken to a budget summary screen; the displayed values represent the category totals from the category screens. No data entry is possible on this screen. Check the summary carefully. If you need to make corrections, go back to the budget sub-menu, select the category, and make your corrections on the category screen. There is no limit to how many times you can edit a category before your application is certified.
- (6) Select Continue to return to the section screen on the main menu.
- (7) If your administrative costs are more than 5 percent, then a new section, Waiver Request, appears after Budget Details. However, you should first attempt to reduce your administrative costs to no more than 5 percent, and edit your budget in EASIE accordingly.
- (8) If you choose to request a waiver of the 5% cap, open that section and complete it (See Question # 7.25 for details).

7.15 Should I show *in kind* (matching) expenditures in my budget—contributions my entity makes to the project?

Title VII has no matching funds requirement and there is no place in EASIE to reflect these in your budget. All dollar values in your EASIE budget represent funding from your Title VII allocation.

7.16 How do I complete the table for personnel budget?

To complete the table for personnel costs, do the following:

- (1) Select a type of personnel.
- (2) Enter the number of staff of that type.
- (3) Enter the percent time each of those staff will work on the project.
- (4) Enter the total amount of administrative cost from the project's allocation for all staff on that row.
- (5) Enter the total amount of program cost from the project's allocation for all staff on that row.
- (6) Enter the total fringe cost from the project's allocation for all staff on that row.
- (7) The EASIE system will calculate row and column totals.

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

The three cost columns (administrative, program, and fringe) represent the amount of project funds that will be expended on personnel. 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, # of personnel, and percent time.

7.17 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.

7.18 How do I complete the table for equipment?

The column for equipment item provides a text field; enter a brief description of the equipment item that you plan to purchase.

7.19 What is the definition of equipment?

Equipment means tangible, non-expendable, personal property having a useful life of more 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: 34CFR 80.3 Definitions)

7.20 How do I complete the table for supplies?

Supplies are tangible property other than equipment. Generally, books for direct instructional delivery and student consumables or instructional materials that need to be replenished periodically are supplies. Computers are generally “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.

7.21 How do I complete the table for contractual expenses?

Contractual expenses include services that you pay a contractor to provide. 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 LEA 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 provided rows, then provide a brief description in the first column of the last row and enter the costs.

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

EASIE provides a budget category of *Other*. There are four rows for common purposes. If you have expenses with these purposes, enter the costs in these rows. If you have other expenses that do not meet the purposes of the four provided rows, then provide a brief description of the purpose in the first column of the last row and enter the costs.

7.23 What are indirect costs? What is an indirect cost rate?

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, light, 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, cost allocation plans or indirect cost rates are used to distribute those costs to benefiting revenue sources. An indirect cost rate is simply a mechanism for determining fairly and conveniently, within the boundaries of sound administrative principle, what proportions of organization administration costs each programs 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. A grantee must provide the 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. 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.

ED's Indirect Cost Group is available to provide technical assistance to help grantees develop a restricted indirect cost rate proposal. For assistance, 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: <http://www2.ed.gov/about/offices/list/ocfo/fipao/guideigcwebsite.pdf>. Tribal entities may log onto: <http://www.doi.gov/ibc/index.cfm> for information on DOI's indirect cost services.

7.24 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 of percent, 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 VII allocation up to a maximum of your restricted indirect cost rate times your allocation. You can budget a lesser amount of your indirect costs from your Title VII allocation. Because applicants have some flexibility in how much indirect cost they budget, the total amount of indirect costs cannot be calculated by the system. However, you can only calculate indirect costs to your direct cost base. **You must enter both the percent and the amount.** The amount may be zero.

8.0 Part II: Budget Waiver Information

8.1 What information is in the fifth data entry section, Waiver Use Report?

The fifth data entry section is required if the applicant used an administrative costs waiver for the previous application.

8.2 How do I request a waiver of the 5 percent cap if my administrative expenses are more than 5 percent?

If your administrative expenses are more than 5 percent, then a Waiver Request section will automatically appear in the section menu on the main screen.

The name and address of your entity will be pre-populated on the Waiver Request screen. You will be asked:

- How will waiving the 5 percent administrative cap increase the quality of instruction for students?

- How will waiving the 5 percent administrative cap improve the academic achievement of students?

You must provide substantive responses to the two questions. Your responses will be reviewed during the application review process to determine if your waiver request is approved.

If your request is approved and your waiver is granted, then in your next year's application for Title VII funds, you will need to submit a Waiver Use Report, indicating the percent of funds that you actually used on administrative costs and explaining how the applicant used these funds to increase the quality of instruction and how the applicant used the funds to improve academic achievement.

8.3 If I requested and was granted a waiver of the 5 percent administrative cap for last year's Title VII grant, how do I file my required Waiver Use Report?

If you requested and were granted a waiver of the 5 percent administrative cap for last year's Title VII grant, EASIE Part II will provide a section on the section menu on the main screen for your Waiver Use Report. Click on that section and complete the report.

You will need to respond to the following three questions:

- What percent of last year's funds were actually used for administrative purposes?
- How did the grantee use administrative funds to increase the quality of instruction to students?
- How did the grantee use the administrative funds to improve the academic achievement of students?

9.0 Part II: Comment Section

9.1 What information is in the sixth data entry section, Comment?

An optional sixth step allows the applicant to enter an explanatory comment if so desired. The section provides an opportunity for the applicant to make one free-text explanation, which is limited to 2,000 characters. It is an optional response that will assist OIE in analyzing your application.

10.0 Part II: Uploaded Documentation

Parent Committee Approval (PCA) Form

The PCA form meets the basic eligibility requirements of the Title VII legislation required to apply for a Title VII Formula grant and must be completed during Part II of the EASIE online application. The participation and written approval of the parent committee's signatures on the PCA form must be obtained and submitted with the application. The signatures on the form signify that the parent committee has had an opportunity to review and approve the application; and is signed by parents of Indian children in the LEA's schools; teacher(s) in the schools; and if appropriate, Indian students attending secondary schools of the agency. The PCA form acts as an approval document and does not serve as a roster of those in attendance at the meeting.

For parent committees in a consortium of LEAs, the parent committee can either select a single parent committee, whose members are representative of all LEAs in the consortium submitting a single PCA form, or multiple parent committees, one from each LEA in the consortium submitting multiple PCA forms. PCA forms are not required for BIE schools (bureau operated or grant and contract) and eligible Indian tribes applying in lieu of an LEA which are not required to establish a parent committee.

The PC by-laws determine the number of PC members that are required for PC approval of the application; however, the PCA Forms must be signed by a majority of whose members are parents of Indian children.

The written approval of the parent committee must be obtained and submitted with the application. **Parent committee members' signatures, titles and date are required.** The Parent Committee by-laws determine the number of PC members that are required for PC approval of the application.

Note that administrators, such as Superintendents and Principals, and Title VII staff are not eligible to sign this form.

Consortium Agreement

In EASIE Part II, an applicant that is the lead LEA for a consortium of LEAs must upload a consortium agreement that meets the requirements of 34 CFR 75.128 no later than the Part II closing date. The consortium may use the sample agreement, available in the EASIE system as a downloadable document, as a guide.

10.0 Part II: Certification

10.1 Once all my information is entered, how do I submit the 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 on the section menu on the main screen. **If an authorized official of the applicant entity 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 Getting Started for a complete explanation of the certification process.

The written approval of the parent committee for Part II must be obtained before Part II closes and must be uploaded within the EASIE Part II system. Certification is not possible without uploading the PDF version of the Parent Committee Approval Form first. In addition, if you are a consortium applicant, you must upload the PDF version of the consortium agreement before you are able to certify.

10.2 What is the deadline for certifying Part II?

Official closing dates for EASIE are published in the *Federal Register*. Additionally, entities that registered for access to EASIE will generally receive an e-mail announcement from the Partner Support Center. Alternatively, you may contact Partner Support Center to inquire about deadlines. However, the *Federal Register* is the official source and all organizations that want to apply have individual responsibility for ascertaining the dates from the *Federal Register*. We cannot specify the date in the FAQs because most often the exact date has not been finalized when the FAQs go to publication.

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

You will need to create a new version of your application. See the instructions for creating a new version in Getting Started. You can create a new version during the Part II open period, but not after the Part II application period closes. 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.

For the few grantees that have award allocation increases above the threshold, a budget revision will be required. When the certifying official approves the application, he/she will be officially approving any future budget revision submitted by his/her authorized representative. Thus the person who changes the budget after a reallocation must be authorized to do so by the Certifying Official. For all grant award increases, whether above or below the threshold, you may only allocate the additional funds to line items for which you listed amounts in your initial budget.

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

There are several remaining steps:

- Before Part II closes, download and save your application in PDF form. You should also save the program assurances, which are available as a link from the certification screen.
- Send a copy of your application to your state education agency (unless you are a tribe or a BIE-funded school). The Title VII statute requires that all LEA applicants send a copy of their Title VII application to their state education office. If you do not have a specific contact, mail it to the state agency (or the state superintendent) at the general address. Note that your state does not have to participate in your planning nor approve your application; they just have to receive a copy.
- Ensure that the e-mail 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.

11 Part II: OIE's Review of Applications

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

After EASIE closes for applicants' submission of Part II, EASIE opens to the Department's Office of Indian Education (OIE) to review the submitted applications. OIE Formula Grant staff will have access to the PDF version of your application—the same document that you were able to print and save while EASIE Part II was open to applicants.

OIE staff will carefully review your application to ensure that it is complete and meets all the requirements of the statute. While the EASIE software prevents you from making many mistakes (like budgeting more than your allocation), this step ensures that your planned project is reviewed for consistency and other characteristics that cannot be readily verified by a computer formula. For example, have you entered assessment data for all subjects and grades that your particular state assesses; is your budget consistent with your objectives; are any unusual circumstances adequately clarified by explanations?

Applications will be reviewed at the point of certification even if EASIE Part II is still open.

11.2 How will recertification of my application work if a final budget reallocation is required?

The EASIE system has been modified in anticipation of any last minute budget reallocations that may be needed. 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 \$1,000. Email notices will alert all 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. 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.
- After such action occurs the applicant should download the final version of its EASIE Part II application.

11.3 What happens if OIE staff find that my application doesn't meet the standards for approval?

OIE staff will use the EASIE tool 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 e-mail to you instructing you to go back into EASIE, with your same login and password as before. 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 e-mail, you should follow the steps in the e-mail and go back into EASIE, and read the individually tailored message from OIE (the individually tailored message is found in EASIE, not in the e-mail). Then, in EASIE, you should **make appropriate changes** in response to OIE's concerns, use the response field in EASIE to **respond to OIE explaining what changes** you made, and have your Certifying Official User **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.

11.4 What happens when OIE finds that my submission (original or revised) is acceptable for approval?

You will receive an e-mail that notifies you that your application has been approved.

11.5 What is the timeframe for OIE's review of applications?

OIE reviews applications beginning the week after Part II closes and expects to complete all approvals by the end of June, provided the applicant responds to concerns in a timely way.

11.6 What if no one from the applicant entity is available during that time period?

Unless you receive an email that your application was approved, circumstances may require modifications. OIE will contact the managing user or certifying official user to complete the application process. Ensure all email addresses of users are updated and accurate.

12 Application Process

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

Extensions to the Formula Grant EASIE submissions are not available. The electronic system will be open for the full period provided in the closing notice published in the *Federal Register*. Please note that the closing time on the deadline date is 11:59:59 p.m. Washington, DC time.

12.2 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 Partner Support Center immediately once the decision is made. Then your superintendent needs to submit a written notification on school letterhead advising OIE that the entity is withdrawing its application. Fax the written notification to 202-205-0606. Your application will be classified as *withdrawn*.

12.3 Can I still update answers in a section that is identified as “Finished”?

As long as the closing date of the application period has not passed and the application is not officially certified, changes can be made. You may create an additional version, which, upon certification, will replace the prior version.

12.4 Why is it important to mark that a section is “Finished”?

The system does not allow an application to be certified (submitted) unless all sections are noted as *Finished*.

12.5 When can I print a copy of the forms I filled out through the online tool?

You can download and print a PDF version of your application any time during the open period of the application, both before and after certification. Before submission, the PDF may be useful to circulate completed responses and to provide a version to the certifying user prior to certification. A copy printed after certification serves as your official file copy of the document; it indicates that the data are certified and provides the certification date and the name of the Certifying Official User.

When the application period closes, you will no longer have access to the online Formula Grant EASIE, so you will no longer be able to download your

certified/submitted application. Be sure to download your certified/submitted application before the closing date for application submissions.

Note that you can access the PDF version of Formula Grant EASIE by clicking on the PDF icon. There is a link (directly below the icon) that you can use to download Acrobat reader if you do not have this already loaded on your machine.

12.6 I need to certify my application. However, I do not see the [I Certify] button as the instructions in Getting Started suggest.

Check the following:

- Are all section marked as “Finished”? The system will not display the I Certify button if one or more sections are still marked as “Started” or “Not Started.”
- Do you have “certify” rights? Managing Users and Certifying Official Users have certify rights; General Users do not have certify rights.
- As a reminder, any and all supporting documentation including Indian Parent Committee Approval Form, Evidence of Eligibility forms and Consortium Agreements must be uploaded in the EASIE system at the time of certification.

If answers to the above questions are “yes”, please contact Partner Support Center for assistance.

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

You will need to create a new version of your application. See the instructions for creating a new version in the Getting Started section. You can create a new version during the open period, but not after the application period closes.

For the few grantees that have award allocation increases above the threshold, a budget revision will be required. When the certifying official approves the application, he/she will be officially approving any future budget revision submitted by his/her authorized representative. Thus the person who changes the budget after a reallocation must be authorized to do so by the Certifying Official User. For all grant award increases whether above or below the threshold, you may only allocate the additional funds to line-items for which you listed amounts in your initial budget.

13 Annual Performance Report

Recipients of formula grants must submit an annual performance report (APR) for each year funding has been approved. You will no longer report assessment results during the EASIE application process but in the separate APR.

The APR is submitted electronically through the Education Data Exchange Network (EDEN) Submission System at this link: <https://eden.ed.gov/Survey>. It will be located under tab EASIE Part III.

The APR should demonstrate whether grantees have made substantial progress toward meeting the project objectives and the program performance measures, as well as give the Office of Indian Education (OIE) data to use for GPRA measures and Leading Indicators.

The *Getting Started* and *APR FAQs* documents also contain in depth information on how you will report data in the APR. You may find these documents on the Department of Education OIE Website: <http://www2.ed.gov/programs/indianformula/resources.html> and on the Getting Started Section of the EDEN website: <https://eden.ed.gov/Survey>.

13.1 When are we expected to complete our first Annual Performance Report?

The new Formula Grant EASIE Annual Performance Report is due **after** close of the SY2014-2015 grant. OIE will provide more information, including deadlines, after grants are made.

13.2 What type of information is needed for the Annual Performance Report?

Grantees will report on number of students/parents/teachers served by the project, attendance and graduation rates, and budget expenditures. Reading and mathematics assessment results will be pre-filled but you will be able to modify if there are errors.

The APR consists of a cover sheets and four sections. Grantees will enter program specific information on participation, performance, assessment and budget. Some information will be pre-populated from the EASIE application or information provided by *EdFacts* for assessment and graduation data. Grantees can edit the assessment or graduation information provided by *EdFacts*.

You will receive an automated e-mail containing your EDEN account login information on or before the open date of the APR. If you do not receive the information, please contact the *EdFacts* Partner Support Center (PSC).

14 Grantee Program Administration

14.1 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 the Office of Indian Education after the EASIE system is closed. You may send your questions and contact information by e-mail to Indian.education@ed.gov and an OIE staff person will contact you.

14.2 How can I get a copy of my application after EASIE closes?

You can obtain a copy by contacting the Office of Indian Education by e-mail at: Indian.education@ed.gov.

14.3 May the parent committee administer this program?

No. The parent committee serves in an advisory capacity. The LEA receiving the grant funds is responsible for the financial and programmatic administration of the Indian Education formula grant program.

14.4 May an entity that has a contract with the LEA be the administrator for this program?

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

14.5 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:

- (1) Give to Indians preferences and opportunities for training and employment in connection with the administration of the grant; and
- (2) 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 that for purposes of this ISDEAA requirement, an Indian is defined as a member of any federally recognized Indian tribe.

15 Recommended Links

Department of Education: <http://www.ed.gov/>

U.S. Department of Education OIE's Website:
<http://www.ed.gov/about/offices/list/oese/oie/index.html>

Department of Education, OIE Formula Resources and Downloads:
<http://www.ed.gov/programs/indianformula/resources.html>

Federal Register: <http://www.gpo.gov/fdsys/pkg/FR-2014-01-21/pdf/2014-01072.pdf>

Department of the Interior: <http://www.doi.gov>

Education Department General Administrative Regulations (EDGAR) and Other Applicable Grant Regulations:

<http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>

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Impact Aid (now Title VIII 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 an office for 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 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.

Rural Programs This program provides financial assistance to rural districts to assist them in meeting their state's definition of adequate yearly progress (AYP). Applicants do not compete but rather are entitled to funds if they meet basic eligibility requirements.

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.

School Improvement Grants: School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the ESEA, are grants that SEAs use to make competitive subgrants to LEAs that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools.

Title I Migrant Education Program (MEP): This program provides formula grants to State educational agencies (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 that takes into account the number of immigrant and LEP students in each state
