Considerations for Submitting a Title VI Grant

Directions: As we work to guide our LEAs through their first application, we will be updating this resource regularly based on real-time questions and learning. We will indicate new information with a “NEW!” or “REVISED”. Also, individual district contexts are unique. If you would like 1:1 support throughout this process, please just use this link to work with Stacy in the OIE - **Book time with STACY PARRISH * ODE**

Bookmarks:

Where to Start - Technical
Determining your Eligible Native Student Count - It’s Complicated
Where to Start - The Importance of Adaptive Leadership and Relational Trust
Preparing for EASIE Part 1
EASIE Part 2

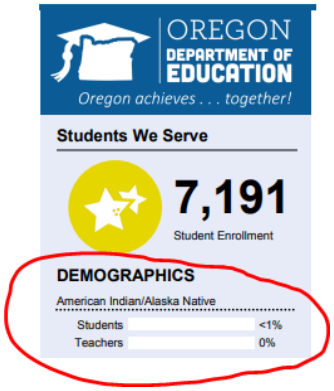
Where to Start - Technical		**Notes and Next Steps**
Are you Interested in Exploring a Title VI Indian Education grant for the SY25-26? **UPDATED on 11/04 - The US Department of Education has changed their Registration process for FY25-26. The info in this section has been updated to reflect that.**	• The window for registering for a new program is November 4, 2024 to December 6, 2024. **Pre-Step - Directions** • The Registration process has changed for FY 25-26. • Read through the document “TITLE VI FORMULA GRANT PROGRAM REGISTRATION TOOLKIT FY 2025-26”. **Step One -** Excerpt from the Registration document -	

	New applicants for FY 2025-26 that did not receive a FY 2024-25 award need to contact PSC to request an EASIE Registration Survey be created if they have not done so already. New applicants will be required to include their Applicant Name and NCES ID # in their EASIE Registration Survey request. New applicants should contact PSC via phone (877) 457-3336 or via email OIE.EASIE@ed.gov. **Step Two -** After registering with the Partner Support Center (PSC), applicants will then be sent a link to Register. More information on this can be found starting on page 7 of the document.	
Understand the Legislation	☐ Title VI, Part A Legislation - Read through the legislation. Reflect as a team in what ways a Title VI Indian Education program can enhance the school district's efforts of meeting the academic needs of AI/AN students, and help ensure they are receiving a culturally responsive educational experience through culture and language opportunities?	
Get Familiar with the EASIE Website (Your new best friend!)	Please visit the EASIE (Electronic Application System for Indian Education) Communities website often. This is your go-to #1 source for support for Title VI Indian Education. While ODE might reference components of the application and provide general support and guidance to you, this should NEVER take the place of educators taking all of the available	

	training and accessing the resources and tools on the EASIE site. https://easie.communities.ed.gov/#program	
Understand the Steps of Submitting a New Application and this Formula Grant	☐ New Applicant Information (from the EASIE Communities 360 Site) - What steps will you need to anticipate as a new applicant? This resource can provide that overview. ☐ What is a Formula Grant Program? Check out this webinar and supporting materials to learn the ins and outs of this formula grant. ☐ **Who can have a Title VI Program?** The required minimum enrollment criteria with the minimum number of eligible students must be at least 10; or Indian children constitute not less than 25 percent of the total enrollment of the LEA. The minimum enrollment requirement does not apply in Alaska, California, or Oklahoma, or with respect to LEAs located on, or in proximity to, a reservation. Each participating entity is an LEA must provide a free public education. Eligible students are determined by a submitted and verified (by the district) 506 enrollment form.	
Department of Education	For all technical support and guidance for the EASIE application, as well as general compliance questions for Title VI Indian Education, please contact the Department of Education directly. Gregory Hindsey - Gregory.Hindsley@ed.gov or phone 202-987-1938	
The US Department of	The Partner Support Center (PSC) is open from 8AM to	

Education Partner Support Center	6PM Eastern Standard Time (EST) Monday through Friday *excluding Federal holidays* **Toll Free:** 877-457-3336 **Fax:** 888-329-3336 **Federal Relay Service:** 800-877-0996 (federalrelay@sprint.com) **E-mail:** OIE.EASIE@ed.gov	

Determining your Eligible Native Student Count – It's Complicated		**Notes and Next Steps**
Don't Just Use your AI/AN Student Count	As districts embark on considering if a Title VI Indian Education formula grant is right for their district, it is important to determine your eligible Native student count. If your district only uses reports with the American Indian/Alaska Native (AI/AN) student count, this will inadvertently omit any student who also identifies as one or more additional races and/or who also identifies as Hispanic. For example, one Title VI district's AI/AN count looks like this-	



One might think there is such a low Native student count that Title VI isn't necessary, given that <1% of this district's AI/AN student population. However, this is false.

Districts should also pull their AI/AN+ data – typically a custom data report built in their Student Information System to reveal who is AI/AN and who also identifies as one or more additional races and/or who also identities as Hispanic. More about that in the section below!

Tribal Affiliation Code - In May of 2024, the Oregon Department of Education – for the first time ever – is requiring districts to identify a child's Tribal Affiliation. Identifying a student's Tribal Affiliation as a member or descendent of a federally recognized tribe is a state data collection process, *separate entirely* from the federal process outlined above via the 506 process. Please read this GovDelivery to learn more about the implementation of this new tribal affiliation code for 2024-2025.

To contextualize it, during registration when a family

	indicates they are American Indian and Alaska Native, the state now requires a district to further ask a family of their student's connection to an AI/AN Tribal Affiliation through their own enrollment, their parent's or their grandparent's enrollment, regardless of ethnicity and primary, secondary or multiple race categorization. This state process does not require proof or verification – it is self-reported.	
Deep Dive into AI/AN+ Data	☐ Examples of AI/AN+ - • AI/AN and Black/African American = **Multiracial** by Federal reporting standards • AI/AN and Hispanic = **Hispanic** by Federal reporting standards Both examples are also identified as AI/AN+ in Oregon. ☐ Work with staff in the district to begin a deep dive into the AI/AN+ data for your district. You will want to use the data to identify all eligible Title VI students. Consider sending out blasts of email communication to all families who are AI/AN+, explaining that the school district is considering establishing a Title VI Consortium application and is looking to identify all eligible families.	

Where to Start - The Importance of Adaptive Leadership and Relational Trust Don't Wait – Start Now - This is the Most Powerful Work		**Notes and Next Steps**
Initial Outreach to Tribe(s)	Upon submission of your first Title VI Indian Education	

- Begin or Continue Fostering a Strong Relationship	formula grant application, you will need to submit a summary of how you “Meaningfully Collaborated” with a federally recognized tribe in your area on the application. It is incredibly important that as soon as your district determines they will be submitting an application, that you begin your early, proactive, and initial outreach to your prospective tribal partner. This is NOT a relationship to delay until it is time to submit your application, but is a relationship to begin (or continue) fostering as soon as possible. Share your excitement for bringing a Title VI Indian Education formula grant to your district and the potential impact you hope it can bring to Native students and the educators and leaders who serve them. You can read up on what Meaningful Collaboration is here.	
Learning More about the Nine Federally Recognized Tribes	Visit the Legislative Commission on Indian Services website. Utilizing the “Nine Tribes of Oregon” drop down menu, toggle to a tribe. You will then see an overview of each tribe, links to their website, and other information. On the far right of each tribal webpage, you will find contact information for various tribal representatives.	
Tribal Education Directors of the Nine Federally Recognized Tribes	As a courtesy, here is some initial contact information for the Tribal Education Directors of the Sovereign Nations in Oregon ☐ Confederated Tribes of Grand Ronde - ☐ Angela Fasana - angela.fasana@grandronde.org ☐ Confederated Tribes of Siletz Indians -	

	☐ Alissa Lane-Keene - AlissaL@ctsi.nsn.us ☐ Confederated Tribes of Warm Springs - ☐ Valerie Switzler - valerie.switzler@wstribes.org ☐ Coquille Indian Tribe - ☐ Marsha Frost - marshafrost@coquilletribe.org ☐ Confederated Tribes of Coos, Lower Umpqua, and Siuslaw Indians ☐ Jemiah Wassman jwassman@ctclusi.org; ☐ Cow Creek Band of Umpqua Tribe of Indians ☐ Jesse Jackson jesse.jackson@cowcreek-nsn.gov ☐ Klamath Tribes ☐ Julie Bettles julie.bettles@klamathtribes.com Burns Paiute Tribe ☐ Currently vacant; however, the Director of Culture and Heritage assists with education as the role is getting filled. ☐ Diane Teeman Diane.Teeman@burnspaiute-nsn.gov ☐ Confederated Tribes of the Umatilla Indian Reservation ☐ Jaimie Crane JaimieCrane@ctuir.org	
Outreach Within - District Leadership, Schools, Support Staff, Families, and Community	The strongest Title VI Indian Education programs co-create their respective programs with staff and the community, so that everyone knows what it is, how it impacts Native youth, and how it intersects with their day	

	to day work. Here are some initial questions for each group to consider as the district begins to create their Title VI Indian Education program. District Leadership ☐ What value do they see in a Title VI Indian Education Formula grant? ☐ Where does it align to the strengths and goals outlined in their Integrated Guidance plans (Targeted and Embedded Programs), especially for focal student groups? ☐ If the LEA administers a survey (SEED, Student Health Survey, YouthTruth, Panorama, etc) to families and students to assess Sense of Belonging or equivalent topics, what is the survey data saying about AI/AN students and families? What was the process to unpack the data with district and school leaders? In what ways was it shared with the Native community? What were the reflections and root causes that came out of those guided discussions? How can that inform the "why" of the importance of bringing Title VI to the individual school districts. ☐ To what extent can they speak to the current state of AI/AN+ student success in their school district? (Page 32 - Come Together for Consultation in the Tribal Consultation toolkit can guide this reflection and deep dive into data with districts) ☐ To what extent is Tribal History Shared	

	History being implemented in the district? To what extent is the importance of it prioritized by District leadership and the "why" shared district-wide and with the community? ☐ Registration Staff and/or School Office Staff ☐ As you begin engaging in your official Title VI 506 Student Count via the 506 Enrollment form, ensuring all Office Staff in EACH school district and/or at EACH school is trained on the purpose of Title VI, what the 506 Form is, and (possibly) adaptive training on providing strong customer service to AI/AN families on completing the form. ☐ Educators - What would your educators identify as their current level of confidence and knowledge at meeting the needs of AI/AN students? How can you ask them about the needs for supporting their Native youth better? Let them know you are considering submitting a Title VI application and have them share the potential benefits of the grant funds. ☐ Empathy Interviews - This resource was used in another context, but all of the questions can be edited to fit this purpose. ☐ General Surveys to assess their need ☐ Information Sessions - Find your early adopters of who is interested in helping the ESD and/or the individual school districts launch this work. Ensure diversity of the educators, being very intentional not to	

	have this work rest on the shoulders of AI/AN staff and educators, but shared amongst all allies. Note: You will eventually need educators to join the Indian Parent Committee.	
Outreach to AI/AN Parent and greater Tribal Community	☐ ASAP - Start outreach to families and the greater tribal community in your district. ☐ Prepare your talking points as to why you are exploring putting forth a Title VI Application, as well as questions to ask the community to assess their hopes about bringing an Indian Education program to their schools and district and school programming. (Find your early adopters and allies). ☐ Be transparent. What is their experience in the school district? What are the hopes and dreams they have for their child(ren)? Where do they see themselves reflected in the schools and in the districts? What changes would they like to see in the district? ☐ If AI/AN families and the greater Tribal Community are on board, begin bringing these individuals together for work sessions on the application. Eventually, you will need a formal Indian Parent Committee anyway, but sometimes for parents and the community, declaring their membership into something formal can be intimidating. Consider small groups meeting informally before inviting the IPC to form right away.	

Which Brings Us to the Actual Application **Preparing for EASIE Part 1 - FY 2025 EASIE Part I opens the first week of February 2025 (date is TBD) and closes the first week of March 2025 (dates is TBD)** Everything below is something found in Title VI Indian Education legislation (i.e. related to statute). Thus, we intentionally include a lot of links to webinars and resource documents below.		**Notes and Next Steps**
Think Through Your Systems and Structures	EASIE Part 1 is a very technical process, which should be dependent on multiple people and not just resting on the shoulders of one person. It would be vital for a core team to come together to take part in the webinars below, grounded in, “What can this look like in our context? What support and collaboration will we need from each school?” *This process really starts well before February. In reality, it would start as soon as you submit your registration in November/December of 2024 if not before.*	
Understand the EASIE Part 1 Process	EASIE Part 1 is when you engage in submitting your official count of Indian Education students to the US DOE, via verified 506 forms. A lot goes into preparing your district registration staff, school front office staff, and the messaging needed to identify and count all eligible students. EASIE Part 1 Webinar EASIE Part 1 FAQs - Scroll to page 16.	
LEA Level 506 Enrollment Forms	506 Enrollment Form Webinar 506 Form Oregon OIE 506 Support Document - If you want some tips on how to successfully count all eligible students, you can check out this document. It was written for LEAs who	

	already have a Title VI program, but you can easily access the information included in it.	
Recommended - Webpage	Consider creating a district webpage about Title VI (launching the new application, key contact information, hyperlinked forms, etc). It is critical for the LEA to have a web page for it. Plus, the community needs to know that their school district is prioritizing this effort by publishing information about it widely.	

EASIE Part 2 - FY 2024 EASIE Part II opens April 2025 (Date TBD) and closes May 2025 (Date TBD) *This process really starts well before April. Notice a pattern, here?*		**Notes and Next Steps**
Think Through Your Systems and Structures	EASIE Part 2 is also a very technical process, but this is where the stories of the community come to life in the creation of a comprehensive Indian Education program with the LEA. This stage is dependent on multiple people and not just resting on the shoulders of one person. Have you heard that before? It is vital for a core team to come together to take part in the webinars below (again), grounded in, “What can this look like in our context? What support and collaboration will we need from each school district?” *This process really starts well before April*	
Understand the EASIE Part 2 Process	EASIE Part II is when the school district and the Indian Parent Committee come together to create the comprehensive Indian Education program. During EASIE Part 2 is when you also engage in Meaningful Collaboration with a federally recognized tribe in your	

	area, as well as conduct a Public Hearing. EASIE Part 2 Process Webinar EASIE Part 2 FAQs EASIE Part 2 Application – Open this to see what goes into the EASIE Part 2 Application. Indian Parent Committee Approval Form	
To what extent will the District supplement Title VI awardee funding?	☐ Will it match the funding dollar per dollar? It does not have to, but there are limitations with federal funds, so please consider this as you develop your application. Consider the needs of your AI/AN+ focal group. In what ways can Student Investment Account funds be utilized to assist with Title VI Indian Education activities? ☐ Who will be the Indian Education Coordinator (an hourly staff member? Will it be added to someone's existing duties? Can the District fund it up to a Part Time position? Consider the distance they must travel and time needed to create a strong program.	

Thank you for considering bringing a Title VI Indian Education formula grant to your community.