
EASIE Part IIA SY 2021-22

EASIE Title VI Part II Overview (21487)

ELECTRONIC APPLICATION SYSTEM FOR INDIAN EDUCATION (EASIE) PAPERWORK BURDEN STATEMENT

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0021. Public reporting burden for this collection of information is estimated to average 3.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit under [Sections 6111-6119 of the ESEA](#).

Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number of the collection.

DEFINITIONS AND FREQUENTLY ASKED QUESTIONS

New This Year! This year's EASIE Part II application has been preloaded with all available data certified from the prior year. If your entity finds that data are not preloaded for one or more questions, no prior year data was available to load for that question. If any data needs to be updated, applicants can overwrite the preloaded data in the data fields. ***Please note:*** Once data are overwritten with new values in the prefilled field, the previously prefilled data will no longer be available.

Applying for Funds

Applicants for grants from the U.S. Department of Education (ED) must apply for limited funds. Deadlines assure that all applicants are treated fairly, equally, and without last minute haste. The rules, including the deadline, for applying for each grant are published, individually, in the Federal Register.

Application Due Date

This application, EASIE Part II, must be submitted on or before 11:59 P.M. Washington, D.C. time on, May 14, 2021. The application review process continues until all applications are approved by the Department. During the application review process, applicants may be requested to reenter their Part II application and make revisions due to review comments or a reallocation of funds.

Application Deadlines

Applications submitted must address all required information in order to be funded.

- Part II of the application contains six sections:
 - General Applicant Information
 - Coordination of Services for American Indian/Alaska Native Students
 - Indian Education Project Description
 - Budget Information
 - Section 427 of the General Education Provisions Act (GEPA)
 - General Comments
 - Certification
- When applicable, the applicant also must submit:
 - Indian Parent Committee Approval form
 - Copy of the indirect cost rate agreement (send directly to OIE at Indian.Education@ed.gov)
 - Administrative Cost Limit Waiver Request (send directly to OIE at Indian.Education@ed.gov)

Application Duration

Starting SY 2021-22, all application durations will be reset to allow applicants to select a single-year application or new multi-year (year 1 of 4) application.

- If you are a single-entity applicant (a single LEA, or a single BIE school, or a Tribe, Indian organization or Indian community-based organization applying in lieu of a single LEA), then you must complete each of the required items once for your project.
- If you are a multi-entity applicant (a consortium of LEAs, a consortium of BIE schools, or a Tribe, Indian organization, Indian community-based organization applying in lieu of multiple LEAs) then you must complete each of the required items for your project.

Indian Parent Committee Information Requirement

-
- If you are an LEA or LEA consortium, you must upload the Indian Parent Committee (IPC) Approval form, which includes the Indian Parent Committee Membership List, and the Indian Parent Committee Bylaws into the electronic application system portal before EASIE Part II deadline to be considered eligible for funding.
 - If you are a Bureau school, Tribe, Indian Organization, or Indian Community Based Organization applying in lieu of an LEA(s), then you do not need to upload the Indian Parent Committee information.

Late applications will not be accepted

We strongly suggest that you certify your application several days before the deadline. The Department is required to enforce the established deadline to ensure fairness to all applicants. No changes or additions to an application will be accepted after the deadline date and time. *Applicants must meet the deadline and eligibility requirements for both EASIE Part I and Part II to receive a grant. Any application not meeting the Part I and Part II deadlines will not be considered for funding.*

Contact Information

Office of Indian Education

Telephone: 202-260-3774

Fax: 202-205-0606

Email: Indian.education@ed.gov

Website: <https://oese.ed.gov/offices/office-of-indian-education/>

EASIE Partner Support Center

Telephone: 877-457-3336

Fax: 888-329-3336

Federal Relay Service: 800-877-0996 (Voice/TTY) / federalrelay@sprint.com

Email: OIE.EASIE@ed.gov

Website: <https://easie.grads360.org>

Supplemental Documents

The Indian Parent Committee (IPC) Approval Form is available for download under the Supplemental Document folder on the EASIE Communities of Practice website. (<https://easie.grads360.org/program/easie-par-ci>)

(259495)

Type: (X/boilerplate)

Section 1: General Project Information (21489)

Allocation Information:

Total SY 2021-22 Allocation 1 - Initial

Allocation Amount:	1460966
Indian Student Count:	4093
Grant Award Date:	2021-07-01 through 2022-06-30

(259541)

Type: (*equation)

Allocation Information: Total SY 2021-22 Allocation 1 - Initial Allocation Amount: 1460966 Indian Student Count: 4093 Grant Award Date: 2021-07-01 through 2022-06-30

Applicant Identification:

The Application Demographics and Applicant Identification provided below is currently populated for your entity in the EASIE system. Applicants are able to provide edits to their Applicant Name and DUNS number. Please note that the Office of Indian Education or PSC may contact your entity to validate changes before accepting the provided changes.

Note: The DUNS Number is a unique nine-digit number that does not convey any information about the recipient. Dun & Bradstreet, a global information services provider, has assigned DUNS numbers to over 43 million organizations worldwide. You can obtain your DUNS number at no charge by calling 1-800-333-0505 or by completing a [DUNS Number Request Form](#) .

Listed below is the entity's Applicant Name, Applicant type description, Program Award Number (PR Award #) and NCES ID #.

Applicant Name: Lower Kuskokwim School District

Applicant Type Desc: LEA (Not part of a Consortium)

PR Award #: S060A210088

NCES #: 0200001

Note: Entities are unable to update their PR Award # And NCES #. If your PR Award # And NCES # has changed, contact PSC via email at OIE.EASIE@ed.gov or via phone at (877) 457-3336.

If the entity's Applicant Name needs to be updated, then please correct the information populated in the field below.

Applicant Name (Updated)

(259499)

Type: (Q/multiple-short-txt)

Lower Kuskokwim School District

Applicant Name: (260161)

Listed below is the entity's DUNS #.

DUNS #: 086253507

Note: If the entity's DUNS # information needs to be updated, then please correct the information populated in the field below.

DUNS # (Updated)

(259561)

Type: (Q/multiple-short-txt)

086253507

DUNS#: (260159)

Applicant Mailing Address:

Note: If the mailing address has changed, contact PSC via email at OIE.EASIE@ed.gov or via phone at (877) 457-3336 and please update the information in the spaces below.

Note: State entries must follow two-character state abbreviation format (e.g. VA).

Mailing Address (Updated)

(259559)

Type: (Q/multiple-short-txt)

P.O. Box 305

Mailing Address (260151)

Bethel

City (260153)

AK

State (260155)

99559

Zip Code (260157)

Application Type - Select which type of application is being submitted (select only one type):

Prior Application Type : Formula grant project consolidated with a Title I schoolwide program

Award start date: 2021-07-01 through 2022-06-30

(259565)

Type: (L/list-radio)

Formula grant project funds consolidated with a Title I schoolwide program.

TITSC

Grades Offered

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 VI project will provide activities for that grade. On the screen, check each grade that the entity 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 multiple entities, check each box for the grades offered across all the entities in your project. If the grades offered information in this section is incorrect, please update the information to reflect the grades offered for the current application school year.

Indicate the grade levels offered by the LEA for SY 2021-22. Check all that apply. *Grades offered* refers to the grades at which instruction is offered to students by the LEA or BIE school district. This is unrelated to whether any Indian students are in that grade or whether your Title VI project will provide activities/services for that grade.

Prior Grades Offered: PK KG 1 2 3 4 5 6 7 8 9 10 11 12

(259501)

Type: (M/multiple-opt)

[X]

PK (259931)

[X]

K (259933)

[X]

1 (259935)

[X]

2 (259937)

[X]

3 (259939)

[X]

4 (259941)

[X]

5 (259943)

[X]

6 (259945)

[X]

7 (259947)

[X]

8 (259949)

[X]

9 (259951)

[X]

10 (259953)

[X]

11 (259955)

[X]

12 (259957)

Project Director:
Provide updates to the name, phone number, fax number, and email address of the project director who is responsible for carrying out program objectives and services.

Project Director (Updated)

(259533)

Type: (Q/multiple-short-txt)

Edward

First Name: (260025)

Pekar

Last Name: (260027)

Project Director/ Assistant Superintendent

Title: (260029)

907-543-4858

Phone Number: (260031)

907-543-4904

Fax Number (optional): (260033)

edward_pekar@lksd.org

Email Address: (260035)

Authorized Official Representative:

Provide updates to the name, phone number, fax number, and email address of your approved authorized official representative who is legally authorized to approve the application.

Authorized Official Representative (Updated)

(259535)

Type: (Q/multiple-short-txt)

Kimberly

First Name: (260037)

Hankins

Last Name: (260039)

Superintendent

Title: (260041)

907-543-4912

Telephone Number: (260043)

Fax Number: (260045)

kimberly_hankins@lksd.org

Contact Email: (260047)

Budget Representative:

Identify the name, phone number, fax number, and email address of your approved budget representative who is responsible for monitoring funds for the approved application.

Budget Representative (Updated)

(259569)

Type: (Q/multiple-short-txt)

Gary

First Name: (260179)

Fredericks

Last Name: (260181)

Business Manager

Title: (260189)

907-534-4820

Telephone Number: (260183)

907-543-4904

Fax Number: (260185)

gary_fredericks@lksd.org

Email Address: (260187)

Section 2: Comprehensive Program for American Indian/Alaska Native Students (21491)

1. Coordination of Services with Formula Grant Programs

Please indicate any other Federal Aid programs, such as Title I, Rural and Low Income School Program (RLIS), Small, Rural Achievement Program (SRSA), Impact Aid, or similar, that:

(a) were available to your entity during the last school year (2020-21); and

(b) if that program is currently coordinated with Title VI services.

For BIE entities only, please describe your coordination with the Johnson O'Malley program, if applicable.

Prior Program Type

Program Type	(a) is this program available?	(b) is this program coordinated with Title VI services?
Department of Education Formula Grant Programs		
Title I	YES	YES
Rural and Low-Income School Programs	YES	YES
Impact Aid	YES	YES
Migrant Education	YES	YES
Other Federal, Tribal, State, or local Programs		
BIE: Johnson O'Malley		
Other Program 1		
Other Program 2		
Other Program 3		
Other Program 4		
Other Program 5		

(259891)

Type: (X/boilerplate)

(259599)

Type: (1/array-flexible-dual-scale)

	[a] Is this program available?	[b] Is this program coordinated with Title VI services?
Title I (TITLEI)	Yes (PAYES)	Yes (VIYES)
Rural and Low-Income School Program (RLISCHPROG)	Yes (PAYES)	Yes (VIYES)
Impact Aid (IMPAID)	Yes (PAYES)	Yes (VIYES)
Migrant Education (MIGRNTED)	Yes (PAYES)	Yes (VIYES)
BIE: Johnson O'Malley (BIEJOM)	Yes (PAYES)	No (VINO)
Other Program 1 (OTHER1)		
Other Program 2 (OTHER2)		
Other Program 3 (OTHER3)		
Other Program 4 (OTHER44)		
Other Program 5 (OTHER55)		

Please Enter Additional Programs here: **(259635)**
Type: (Q/multiple-short-txt)

Other Program 1 (260281)

Other Program 2 (260283)

Other Program 3 (260285)

Other Program 4 (260287)

Other Program 5 (260289)

2. Description of Comprehensive Program for American Indian/Alaska Native Students

Each application must include a description of the applicant's specific use of Title VI funds in coordination with your overall comprehensive program for meeting the culturally related academic needs of Indian children, including their language and cultural needs.

Describe how the comprehensive program for AI/AN Students (using a variety of funding sources) will meet the culturally related academic needs of AI/AN students, including their language and cultural needs with an explanation of specific programs and activities.

In addition to your explanation of the comprehensive program, also include programs and activities from the chart above (Coordination of Services with Formula Grant Programs) that currently coordinate with your Title VI project, or which will coordinate with Title VI during the grant year.

Note: Title VI funds must be used to supplement (and not supplant) other Federal, State and local funding sources (see FAQs).

Please enter narrative response here (Please limit to 2,000 characters):

(259503)

Type: (T/text-long)

School-wide programs support comprehensive school-wide reform. Our PAC has approved the use of Indian Ed. Funds to support school-wide programs knowing this will not diminish the availability of culturally related activities for our Native students. It is important to note that with 95% of our student body identified as Alaska Native, they are the majority in our district, not the exception. This provides our district with a unique opportunity to develop programs that support the Native language and cultural needs of our students. Communities determine the language outcomes they want for their children. Title I School-wide funds are used to provide academic services to students in need, including Native students. The services provided by the Multi-Tiered Systems of Support model provides interventions and interventionists for students struggling in the core curriculum. Title VI provides for additional literacy support staff and extended learning opportunities. Title III supports professional development in the Dual Language Enrichment (DLE) model and Sheltered Instruction Observation Protocol (SIOP). Title VI provides coordinated support by providing text and materials in the native language, necessary to implement the DLE model. School Improvement grants support activities to increase graduation and attendance rates such as providing extended learning opportunities, attendance incentives, student mentors, SEL programs, Early Warning System protocols, community building, and family engagement initiatives. Title VI supports School Community Advocates to work with Native parents and students on attendance and other challenges in order to increase the graduation rate of Indian students.

3. Coordination of Services Professional Development

Describe the professional development opportunities that will be provided by your coordination of services to ensure that teachers and other school professionals who are new to the Indian community are prepared to work with Indian children, and all teachers who will be involved in programs assisted by this grant, have been properly trained to carry out such programs. The professional development opportunity or opportunities can be funded using other local, State, and/or federal funds.

Note: The professional development opportunity or opportunities identified do not have to be new opportunities or opportunities for which funding is requested. Applicants should include existing professional development opportunities that will continue to be implemented in the school year for which funding is requested, as long as those opportunities are components of the coordinated services program.

Types of Staff 1

(259729)

Type: (list-dropdown)

PNIC - Teachers and other school professionals new to the Indian community

Type of Professional Development Activity 1

(259731)

Type: (!/list-dropdown)

PSTAO - Pre-service training or orientation

Content 1 **(259733)**

Type: (!/list-dropdown)

CUAES - Cultural Awareness Education and Sensitivity

Types of Staff 2

(259741)

Type: (list-dropdown)

ALLT - All teachers and other school professionals

Type of Professional Development Activity 2

(259797)

Type: (list-dropdown)

CNFLS - Conferences, including national, regional, state, or LEA-sponsored

Content 2 **(259825)**

Type: (list-dropdown)

UODDM - Use of Data/Data-driven decision making

Types of Staff 3 **(259743)**

Type: (list-dropdown)

ALLT - All teachers and other school professionals

Type of Professional Development Activity 3

(259799)

Type: (list-dropdown)

SBCOM - School-based coaching or mentoring

Content 3

(259827)

Type: (list-dropdown)

CUAES - Cultural Awareness Education and Sensitivity

Types of Staff 4

(259745)

Type: (list-dropdown)

ALLT - All teachers and other school professionals

Type of Professional Development Activity 4

(259801)

Type: (list-dropdown)

SBCOM - School-based coaching or mentoring

Content 4 **(259829)**

Type: (list-dropdown)

UODDM - Use of Data/Data-driven decision making

Types of Staff 5 **(259747)**

Type: (list-dropdown)

LEAST - LEA staff

Type of Professional Development Activity 5

(259803)

Type: (list-dropdown)

CNFLS - Conferences, including national, regional, state, or LEA-sponsored

Content 5

(259831)

Type: (list-dropdown)

IES - Indian Education-specific

Types of Staff 6

(259749)

Type: (list-dropdown)

-

Types of Staff 7

(259751)

Type: (list-dropdown)

-

Types of Staff 8

(259753)

Type: (!/list-dropdown)

-

Types of Staff 9

(259755)

Type: (!/list-dropdown)

-

Types of Staff 10

(259759)

Type: (list-dropdown)

-

Types of Staff 11

(259757)

Type: (list-dropdown)

-

Types of Staff 12

(259761)

Type: (list-dropdown)

-

Types of Staff 13

(259763)

Type: (list-dropdown)

-

Types of Staff 14

(259765)

Type: (list-dropdown)

-

Types of Staff 15

(259767)

Type: (list-dropdown)

-

4. Dissemination of Assessment Data

Provide information on how the state assessment data of all Indian students (not just those served) are used. Indicate how you plan to disseminate information to the Indian Community, Parent Committee, and the Indian Tribes whose children are served by the local education agency.

Please check all that apply. All applicants must respond to these items.

(259505)

Type: (M/multiple-opt)

Public hearing for application (259959)

Indian Parent Committee meeting (259961)

Other open meeting (259965)

Within a written report (259969)

Posted on website (259971)

Sent home with student(s) (259973)

Radio broadcast (259975)

Newsletter/Newspaper (259977)

5a. Additional Assessment Data Use

Indicate how assessment data from the previous school year were used.

(259893)

Type: (L/list-radio)

No changes in services/programs

NOCHG

6. Public Hearing Requirement Date

Having a public hearing satisfies the program requirement of providing a full opportunity to understand the program and to offer recommendations regarding the program. Holding a public hearing is a required element for all Indian Education Formula Grant applicants and must be conducted prior to application certification.

The Public Hearing must be held on or after October 1 of the current school year and on or before the Part II close date.

Indicate the date on the public hearing was held for SY 2021-22:

(259509)

Type: (D/date)

05-04-2021

7. Description of Meaningful Collaboration with Tribes

To be answered by LEAs, LEA-C, BIE Operated, and Bureau Grant and Contract Schools and Consortium of BIE contract/grant schools only.

As required by ESEA Section 6114, provide information detailing your LEA's meaningful collaboration with Tribes located in the community in the development of the comprehensive program and the results of the collaboration.

1. Are there local Indian Tribes located in the community?

(259511)

Type: (M/multiple-opt)

[X]

Yes (260277)

No (260279)

Enter narrative response here (please limit to 2,000 characters)

(259881)

Type: (T/text-long)

The district, in collaboration with the 22 Native Alaskan Tribes located in our school district, developed Indian Policies and Procedures to articulate the collaboration, notification, recommendations, and other involvement procedures for Tribes and parents of Native students. Applications, evaluation, program plans, and activities are posted on the district webpage and emailed to Tribes and parents of Native students with sufficient notice for review and to solicit recommendations. Through surveys, emails, and meetings, the district encourages Tribes and parents of Native students to provide input on educational programs, activities, and Native student participation. This includes soliciting recommendations on the needs of their children and how to help these children benefit from programs and initiatives. The district meets with CNE-PAC (Tribal parent advisory committee that is comprised of Tribal representatives selected by each of the 22 Tribes) three to four times per year to collaboratively develop the Indian Education application, along with developing and providing recommendations on other programs. The district facilitates meaningful collaboration with Tribes and parents of Native students continually throughout the school year. CNE-PAC representatives are also encouraged to serve on their individual School improvement planning teams to offer input on the school needs assessment, goals, and comprehensive plan in collaboration with other school, family, and community stakeholders.

Section 4: Budget Information (21495)

Allocated Amount: \$1460966

(259887)

Type: (*equation)

1460966

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

Enter narrative response in the comment box below (Please limit to 2000 characters):

(259667)

Type: (T/text-long)

Our school-wide programs provide sites a mechanism for comprehensive school-wide reforms. School improvement teams, comprised of school, family, and community stakeholders, conduct an annual needs assessment and develop comprehensive plans to address identified needs. It is important to note that 95% of our student body identifies as American Indian/Alaska Native; therefore, their needs drive the school and district programs.

Each school-wide plan serves as the master plan to coordinate programs and services. It contains information about current levels of student performance and program development, visions for the future, and action steps to make the visions a reality. The school-wide plan coordinates services between Indian Education and other formula grant programs.

The school-wide program is a benefit to our Indian students because it allows for comprehensive schoolwide reform rather than piece-meal programs.

Section 5: Section 427 of General Education Provisions Act (GEPA) (21497)

¹A response to address Section 427 of GEPA is required in this comment box.

2.

³Use the space below (limited to 2000 characters) to provide information for GEPA Section 427. Describe the steps you propose to take to ensure equitable access to, and participation in, the project or activity to be conducted with such assistance, by

addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability, and age.

(259529)

Type: (T/text-long)

The district's mission is to ensure bilingual, culturally appropriate and effective education for all students, thereby providing them with the opportunity to be responsible, productive citizens. The LKSD School Board is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on age, gender, race, color, religion, national origin, ethnic group, marital or parental status, physical or mental disability or any other unlawful consideration. The Board shall promote programs which ensure that discriminatory practices are eliminated in all district activities. STEPS: Implement a district strategic planning process (Strategic Thinking Model) to identify and address educational barriers and create action plans to improve the academic performance of all students. Ensure the District Strategic Improvement Team represents a broad spectrum of stakeholders (such as parents, community members, tribal organizations, students, teachers, principals, classified staff, directors, administration, board members). Give employment preference to American Indians/Alaska Natives to the greatest extent possible for positions funded from awards that are primarily for the benefit of Indians such as the Indian Education Formula Grant. Provide language programs such as the Dual Language program to support the Yup'ik language and to provide curricula and materials written in the Yup'ik language. Conduct child find activities to identify children with disabilities who need services and post notices in both the English and Yup'ik language. Provide social workers to coordinate a wide variety of counseling, consultation, and referral of services to students, family, schools, and communities. Provide cultural responsiveness training for new teacher induction training. Offer interpretation services to parents as needed and appropriate.

Section 6: General Comments (21499)

General Comment.

Use the space below (limited to 2000 characters) to provide additional information including the following:

(a) If you selected "Other" from any drop-down menu, provide comments describing the reason why "Other" was selected; if there is not space to define it within the data sections.

(b) If needed, provide an explanation of any anomalies that assist the Department in analyzing your application.

(259531)

Type: (T/text-long)

Additional Information Section 2.2.4.1 The selection of "Other Open Meetings" refers to the Lower Kuskokwim School Board meeting and Advisory School Board meetings, which are conducted at schools. Additional Information 2.2.5.1 Tribes in our district: Kasigluk Tradition Elders Council, Native Village of Eek, Native Village of Goodnews Bay, Native Village of Kipnuk, Native Village of Kongiganak, Native village of Kwigillingok, Native Village of Kwinhagak, Native Village of Mekoryuk, Native Village of Napakiak, Native Village of Napaskiak, Native Village of Nightmute, Native Village of Nunapitchuk, Native Village of Tuntutuliak, Native Village of Tununak, Newtok Village, Nunakauyarmiut Tribe, Organized Village of Kwethluk, Orutsararmiut Traditional Native Council, Oscarville Traditional Village, Platinum Traditional Village, Village of Atmautluak, Village of Chefornak. Additional Information The DLE program teaches students core content in both Yup'ik and English, with the expectation that fluency will be achieved in both by grade 6. Yup'ik language and culture classes are available K-12 with the course curriculum, support, and district-developed materials. As of fall 2018, Dual Credit Yup'ik language classes where students receive credit both in high school and college are offered. Culturally based curricula continue to be developed. The Seal of Biliteracy is awarded by districts in recognition of students who have attained proficiency in 2 or more languages by graduation. LKSD and the ASD collaborated to add Yup'ik to this program. Yup'ik is the first Native American language to be added as an approved world language under this program. Cultural activities are embedded throughout the curricula to optimize learning and emphasized during Cultural Heritage Weeks, Yup'ik Dance Festivals, and Native Youth Olympics. Our district actively seeks to hire and develop from within Native, certified teachers.

Supplemental Forms (21501)

Indian Parent Committee Approval Form (IPCA Form)

This item must be completed and submitted with LEA applications and LEA consortium applications on or before the certification deadline by uploading within the EASIE system. The IPCA Form can be found via this

link: <https://easie.grads360.org/#communities/pdc/documents/9671>

(259641)

Type: (/upload-files)

No comment

File type "pdf"

Bylaws (optional for all applicant types)

(259643)

Type: (/upload-files)

No comment

File type "pdf"

Certification (21503)

Certification

Certification for All Applicants

I, the legal authorized representative, have read and downloaded the program assurance forms, Standard Form 424B Assurances – Non-Construction Programs and Additional Program and Assurances for 84.060-Indian Education Formula Grants, and agree to their provisions. NOTE: You do not need to sign and upload the program assurances; however, checking the checkbox is equivalent to a signature. You should keep a signed copy on file for your project records.

(259671)

Type: (X/boilerplate)

I certify that, if required, all the Indian Student Eligibility Certification Forms for Title VI Indian Education Formula Grant Program (ED 506 Forms) are on file and will be provided to the Office of Indian Education upon request

(259673)

Type: (X/boilerplate)

I certify that the project for this application is made in open consultation with parents and family members of Indian children, representatives of Indian tribes on Indian lands located within 50 miles or any school that the agency will serve if such tribes have any children in such schools, teachers, and, if appropriate, Indian students from secondary schools, including through public hearings held to provide a full opportunity to understand the program and to offer recommendations regarding the program.

(259675)

Type: (X/boilerplate)

I certify that, if required, the Indian Parent Committee (IPC) participated in the development of the application submitted and approves the proposed application. I have uploaded the IPC information which includes IPC approval of the EASIE application and the IPC membership to verify composition. I have developed/will develop the IPC Bylaws within six months of receiving my award.

(259679)

Type: (X/boilerplate)

I certify that I am an employee authorized to legally bind this entity, and that by accepting the award for the Indian Education Formula Grant Program, this grantee will comply with all program assurances, agrees to carry out the program and meet all applicable requirements described herein. I certify that, to the best of my knowledge, the information in this application is true, reliable, and valid and I understand that any false statement provided herein that I have made is subject to penalties under The False Claims Act, 18 U.S.C. 1001.

(259681)

Type: (X/boilerplate)

Authorized Official Representative of the Applicant:

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

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

Prior Authorized Official Representative information is displayed below.

First Name:	
Last Name:	
Title:	
Applicant Name:	Lower Kuskokwim School District

Typing your Authorized Official Representative below certifies that you agree to all terms stated above.

(259889)

Type: (Q/multiple-short-txt)

Kimberly

Authorized Official Representative First Name: (260357)

Hankins

Authorized Official Representative Last Name: (260359)

Superintendent

Authorized Official Representative Title: (260361)

Lower Kuskokwim School District

Applicant Name: (260363)

Certification Date:

(259677)

Type: (D/date)

05-04-2021

