

Introduction and Purpose



Oregon Office of Indian Education Title VI Lead -

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By the end of this slidedeck, LEAs and LEA-Cs should –

- Understand their responsibility of ensuring compliance to Section 6119 of Title VI Indian Education legislation
- Know how to submit their certified and completed EASIE Part II application

State Agency Compliance to Sec. 6119

Section 6119

- As a state educational agency, our scope of supporting Title VI Indian Education efforts is outlined in [Sec. 6119 of the Title VI Indian Education legislation](#) –

SEC. 6119. [20 U.S.C. 7429] STATE EDUCATIONAL AGENCY REVIEW.

Before submitting an application to the Secretary under section 6114, a local educational agency shall submit the application to the State educational agency, which may comment on such application. If the State educational agency comments on the application, the agency shall comment on all applications submitted by local educational agencies in the State and shall provide those comments to the respective local educational agencies, with an opportunity to respond.

- This expectation is also in the [EASIE Part II FAQ](#) document on page 29 –

11.4 Is there anything I need to do after my entity has certified my application? Yes, there are several remaining steps:

If you are an LEA, send a copy of your application to your SEA. Section 6119 of the ESEA requires that all LEA applicants send a copy of their Title VI Indian Education Formula Grant application to their SEA. If you do not have a specific contact, mail it to the SEA (or the State superintendent) at the general address.

Directions

If you are a Single Year Applicant -

If you are a Multi Year Applicant -

- 1 - After your entity has certified the EASIE Part II application, but before Part II closes on May 10, download and save the application in PDF form.
- 2 - Either upload your application to this Google Form - <https://forms.gle/V7DuT7JQz1cgAc8h6> - OR upload your application via Secure Data File Transfer on [ODE's District website](#). (Under "Applications" > Secure File Transfer > Login* and send the file to "stacy.parrish@ode.oregon.gov" using the dropdown menu of ODE staff recipients.

*Only authorized users can access this method. Contact your District Security Administrator for assistance. The ODE District website allows you to search for the name of your district's DSA.

Note that no information in this application contains "secure" information, but we did wanted to provide districts or consortiums a choice in how they submit the application.

Important Reminders -



- Certified EASIE Part II applications should be sent to ODE prior to submission to the US Department of Education. The EASIE Part II application deadline is May 10, 2024.
- As a reminder, this year NO COMMENTS will be made on any Formula Grant Part II Final applications. They will be received and kept on file in accordance to statute, as ODE phases in their standard operating procedure for compliance to Section 6119.

Changes to Anticipate for Next Year

May 2025 Comment Process

In SY2025-2026, ODE will receive and comment on 100% of Formula Grant Part II Final Submissions, regardless if a district selects to take part in Option 1 or Option 2 below.

OPTION #1 “REQUEST REVIEW & COMMENTS OPTION” - LEAs and LEA-Cs have the choice to submit their application to the agency during a predetermined ODE (SEA) review window (i.e. “April 5 to April 15, 2025”). This will allow for timely review of the application by ODE for the purpose of ODE providing comments on it, *allowing LEAs and LEA-C’s opportunity to respond to the comments, prior to them submitting their final application to the DOE by their published deadline* (example - May 10, 2025).

OPTION #2 “SUBMIT WITHOUT TIME TO RESPOND TO COMMENTS” - LEAs and LEA-Cs have the choice on whether to knowingly submit the copy of the final application to the SEA without adequate time to receive comments on the application prior to submission to the DOE. The SEA will still comment on the application, albeit, knowing the comments will be made on an LEAs or LEA-C’s final application after it has been submitted to the DOE. The district can always still respond to the comments if they choose, but their final application submission will have already been submitted to the US Dept of Education.

ODE has no authority to give additional responsibilities to the Indian Parent Committee outlined in statute; however, ODE recommends as a best practice, that LEAs and LEA-Cs provide the IPCs with an opportunity to review the comments provided by the SEA on the submitted application.

Important: An SEA’s comments on a Title VI Indian Education Formula Grant application have no impact on the Department of Education’s approval of an application.

The Comment Process will be conducted by an SEA Committee of individuals who have a vested interest in this work.

The Bigger “Why” - Looking Ahead

As codified into law in the American Indian and Alaska Native Student Success Plan, the Office of Indian Education has an obligation to our AI/AN Advisory Community and to the Government to Government Education Cluster, to uplift Objective 3 of our AI/AN SSP. This requires us as an SEA to have comprehensive knowledge and synthesis of all [Title VI formula grant applications](#) submitted by LEAs and LEA-Cs in order to uplift our AI/AN SSP Plan Goals –

The current AI/AN SSP can be found here - [American Indian and Alaska Native Student Success Plan \(AI/AN SSP\)](#)

OBJECTIVE 3: Foster and support the capacity of Title VI educators.	
OVERARCHING STRATEGY: Create intentional strategies designed to reduce professional isolation, foster greater collaboration, and spread the expertise and insights of individual Title VI educators throughout the state.	
Action	Benchmarks
Support Title VI Indian educators with professional learning/exchange of best practices.	<ul style="list-style-type: none">• Quarterly meetings with Title VI Indian Educators• Identify and monitor AI/ AN student learning needs• Title VI Peer review/constructive feedback of their colleagues’ program• Collaboratively develop and refine instructional techniques• Refine the support strategies used to help AI/ AN students
Support a professional learning environment for Title VI Indian Educators.	<ul style="list-style-type: none">• Co-create protocols—a set of parameters and guidelines developed by Title VI Indian Educators—to structure group conversations and help keep the discussions focused and productive• Create a repository of research-based resources for working with AI/ AN students
Support strategies to improve AI/ AN student outcomes.	<ul style="list-style-type: none">• Assist Title VI Indian Educators in developing materials to help schools increase Native culturally relevant and Trauma-Informed practices