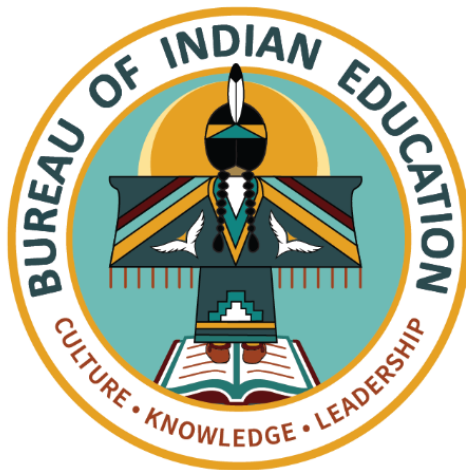


BIE Federal Programs Spending Guide

Supplemental Education Programs

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U.S. Department of the Interior
Bureau of Indian Education



Office of the Division of Performance and Accountability

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This manual would not have been possible were it not for the work these three groups put into the development of this document.

Margo DeLaune
Associate Deputy Director
Division of Performance and Accountability

Purpose of this Guide

The BIE Federal Spending Guide is designed to assist BIE-funded schools in planning, implementing, and managing federal education programs. It serves as a practical resource for principals, school leaders, business managers, and federal program directors, coordinators, and managers by providing guidance on federal program requirements, allowable uses of funds, and effective implementation practices.

Developed by the Supplemental Education Programs (SEP) team, this guide complements the Division of Performance and Accountability's tiered technical assistance and monitoring by helping schools make informed programmatic and fiscal decisions that support continuous school improvement and improve student outcomes.

SEP's Theory of Action

IF SEP provides tiered technical assistance and monitoring supports to all BIE schools THEN the number of programmatic and fiscal findings will be reduced; schools will implement programs effectively to address student needs; and student achievement and outcomes will increase.

Using this Guide

This guide is intended to help BIE-funded schools understand federal program requirements and make informed programmatic and fiscal decisions. While it is not a substitute for federal law or official guidance issued by the U.S. Department of Education (USED) or the Bureau of Indian Education (BIE), it serves as a practical reference for planning, implementing, and managing federal education programs.

The guide is organized by each federal grant program administered by the Supplemental Education Programs (SEP) team and includes:

- Program purpose
- Examples of allowable and unallowable activities
- Key program requirements
- Resources and additional guidance, where applicable

To further support schools, the guide also includes:

- A Federal Spending Quick Guide
- Glossary of terms and acronyms
- Additional resources

The examples provided throughout this guide are intended to assist schools in making informed decisions; however, they are not all-inclusive and may not apply to every situation. Allowability of an expenditure depends on the specific circumstances, the purpose and intent of the federal program, the school's identified needs, and alignment with the Comprehensive Needs Assessment and BIE One Plan.

When questions arise regarding a specific expenditure or program requirement, schools are encouraged to work with their assigned DPA Education Program Specialist for guidance and technical assistance.

Schools should also ensure that federal funds are used in accordance with applicable laws, regulations, and guidance while supporting identified student needs, continuous school improvement, and improved student outcomes.

Aligning Federal Programs with BIE's Strategic Direction

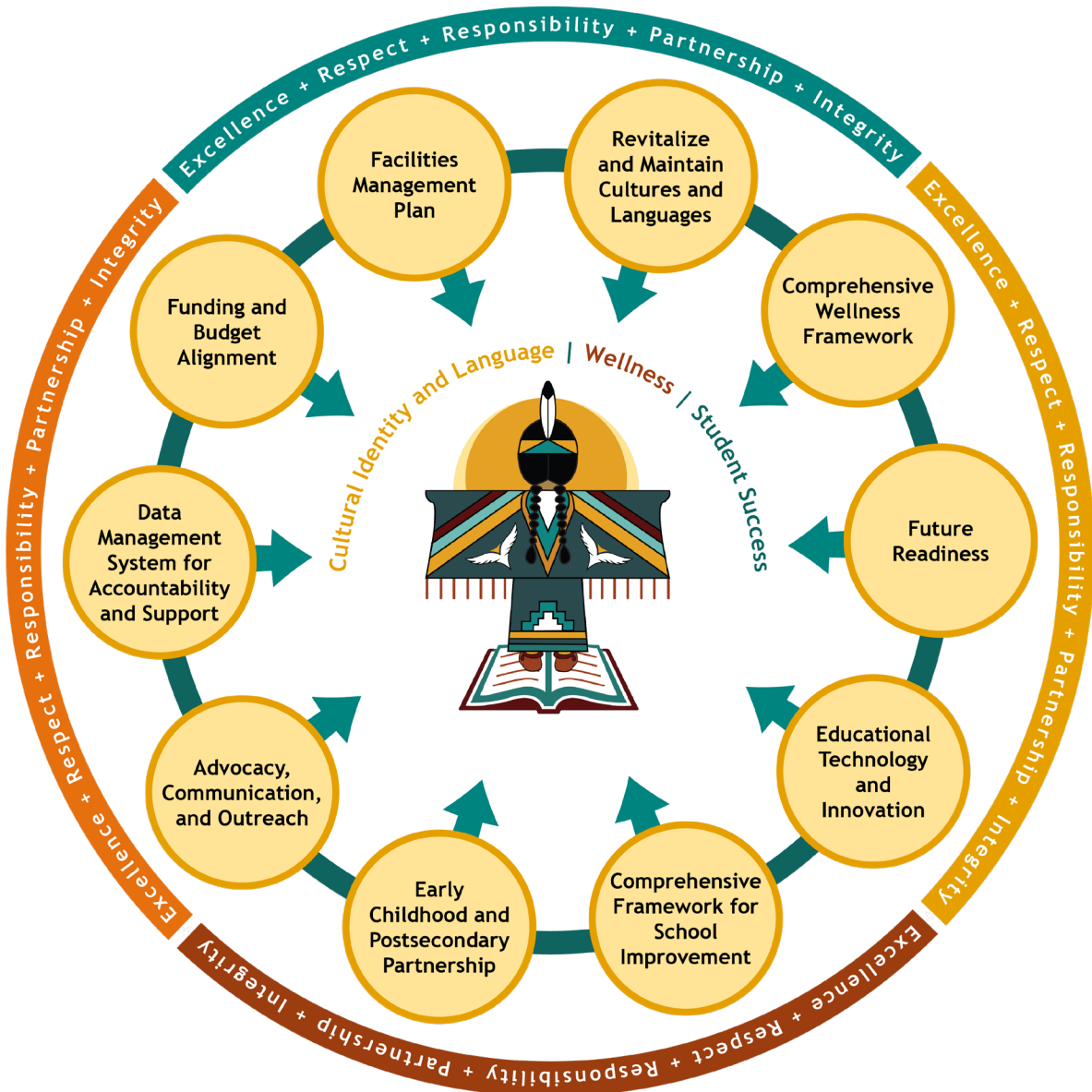
The Bureau of Indian Education's 2024–2030 Strategic Direction provides the vision and framework to strengthen Indian education and improve outcomes for Native students. Developed through collaboration with students, families, Tribal Nations, educators, and community partners, the Strategic Direction reflects BIE's commitment to providing a student-centered education that honors tribal sovereignty, supports the whole child, and promotes culturally relevant learning.

The Strategic Direction is guided by the vision of "**Excellence in Student-Centered, Indian Education**" and is built around three priorities:

- **Cultural Identity and Language**
- **Wellness**
- **Student Success**

These priorities are supported through strategies that strengthen Native language and culture, promote student well-being, improve teaching and learning, build meaningful partnerships, encourage innovation, and strengthen accountability.

The federal education programs included in this guide play an important role in advancing these priorities. Schools are encouraged to use federal funds strategically to support identified student needs, implement evidence-based practices, and align their Comprehensive Needs Assessment and BIE One Plan with the goals of the BIE Strategic Direction.



Excellence in Student-centered, Indigenous Education

In partnership with Indigenous Nations, the BIE promotes a culturally-based, holistic education that prepares and empowers students to be healthy and successful.

[Visit BIE.edu](http://BIE.edu) to see the full BIE Strategic Direction Plan.

Every Student Succeeds Act (ESSA)

The Elementary and Secondary Education Act of 1965 (ESEA) was reauthorized as the Every Student Succeeds Act (ESSA) and signed into law in December 2015. ESSA replaced the previous reauthorization known as the No Child Left Behind Act (NCLB) and continues to provide the framework for federal education programs administered by the Bureau of Indian Education.

ESSA provides states and school systems with greater flexibility in implementing federal education programs while maintaining a strong focus on improving student achievement, supporting students with the greatest needs, and ensuring schools have the information and resources necessary to make informed decisions.

Under ESSA, federal programs are designed to:

- Support high-quality educational opportunities for all students, particularly those with the greatest academic needs.
- Provide educators, families, and communities with meaningful information through statewide assessments that measure student progress.
- Encourage evidence-based and locally developed strategies that address the unique needs of schools and communities.
- Promote continuous school improvement through accountability and targeted support for schools needing additional assistance.

Evidence-Based Interventions

ESSA emphasizes the use of evidence-based interventions to improve student achievement and school performance. Schools are encouraged to select strategies, programs, and practices that are supported by research and have demonstrated positive results when implemented with fidelity.

Federal education funds should be used to support interventions that address identified needs through the school's Comprehensive Needs Assessment and BIE One Plan.

ESSA recognizes four levels of evidence:

- **Tier 1: Strong Evidence**
 - Demonstrates strong evidence from at least one well-designed and well-implemented experimental study.
- **Tier 2: Moderate Evidence:**
 - Demonstrates moderate evidence from at least one well-designed and well-implemented quasi-experimental study.
- **Tier 3: Promising Evidence**

- Demonstrates promising evidence from at least one well-designed, well-implemented correlational study with statistical controls.
- **Tier 4: Demonstrates a Rationale**
 - Practices that have a well-defined logic method or theory of action, are supported by research and have some effort underway by an SEA, LEA/school, or outside research organization to determine their effectiveness.

The **Grounded in Research Evidence-Based Intervention Chart** below provides additional information about each evidence tier and can assist schools in selecting appropriate interventions that support continuous school improvement and student success.

GROUNDED IN RESEARCH EVIDENCE-BASED INTERVENTION CHART

Tier	Evidence Type	Description	Power	Sample	Outcomes
1	Strong Evidence: Randomized Controlled Experiment	Has treatment and control groups, uses random assignment.	Demonstrates convincing causation.	Multi-site with at least 350, from a similar context to the school wishing to implement.	Statistically significant, positive results.
2	Moderate Evidence: Quasi-Experiment	Has treatment and control group, but they are NOT randomly assigned.	Demonstrates probable causation.	Multi-site with at least 350, from a similar context as the school wishing to implement.	Statistically significant, positive results.
3	Promising Evidence: Correlational Study	Examines relationship between treatment and outcome but does not establish causation.	Demonstrates probable relationship.	Statistical controls for selection bias applied.	Statistically significant, positive results.
4	Theory Under Evaluation: Logic Model	Identifies key components of proposed intervention, describes relationship between components and relevant outcomes.	Cannot demonstrate causation.		Ongoing effort to study.

Note: Interventions applied under Title I, Section 1003a (School Improvement) must have strong, moderate, or promising evidence (Tiers 1–3) to support them. All other programs under Titles I–IV can rely on Tiers 1–4.

Federal Cost Principles

Federal funds must be used responsibly and in accordance with applicable federal laws, regulations, and grant requirements. Regardless of the federal program, every expenditure should support the intent and purpose of the grant and address an identified need.

Before approving an expenditure, schools should ensure the cost is:

- **Allowable:** The expenditure is permitted under federal law, program regulations, grant requirements, and applicable guidance.
- **Reasonable:** The cost reflects sound business practices, is comparable to current market value, and would be considered an appropriate use of federal funds.
- **Necessary:** The expenditure is essential to carrying out the purpose of the federal program and supports identified student or school needs.
- **Allocable:** The cost directly benefits the federal program being charged and is assigned in proportion to the benefit received.

In addition to meeting these four principles, expenditures should be:

- Aligned with the school's **Comprehensive Needs Assessment (CNA)**;
- Included in the **BIE One Plan**, when applicable;
- Adequately documented and budgeted within the grant; and
- Consistent with generally accepted accounting principles and applicable federal regulations.

Federal Expenditure Checklist

Every expenditure charged to a federal grant should support an identified student or school need and align with the federal program's purpose. Before obligating federal funds, use the checklist below to help determine whether the expenditure meets federal requirements, program intent, and identified school needs.

- Does this expenditure support an identified student or school need?
- Is the need documented in the school's Comprehensive Needs Assessment?
- Is the expenditure aligned with the school's approved BIE One Plan, when applicable?
- Is the expenditure allowable under the federal program being charged?
- Is the cost reasonable and consistent with sound business practices?
- Is the expenditure necessary to achieve the goals and objectives of the federal program?
- Is the cost allocable to the federal program being charged?
- Is the expenditure adequately documented, budgeted, and supported by applicable federal requirements?

ANSWERING "NO" OR "UNSURE"

If the answer to any of the questions above is No or Unsure, pause before obligating federal funds. Consult your assigned DPA Education Program Specialist to determine whether the expenditure is appropriate and allowable under the applicable federal program.

Remember: An expenditure may appear to be allowable under a federal program; however, it must also be reasonable, necessary, allocable, adequately documented, and aligned with the school's identified needs and approved plans before federal funds are obligated.

BIE Supplemental Education Programs

The Bureau of Indian Education (BIE), Division of Performance and Accountability (DPA), Supplemental Education Programs (SEP) administers federal education programs that provide supplemental resources and support to BIE-funded schools across the nation. These programs are designed to improve student achievement, strengthen educational opportunities, and support continuous school improvement for students attending BIE-funded schools, including residential programs.

The programs administered by SEP are authorized primarily under the Elementary and Secondary Education Act of 1965 (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA). Together, these programs provide schools with resources to address identified needs, implement evidence-based strategies, strengthen educator effectiveness, support student well-being, and improve educational outcomes.

SEP administers two types of federal grant programs.

Formula Grant Programs

Formula grants are noncompetitive awards distributed to eligible BIE-funded schools based on funding formulas established in federal law. Schools receive allocations based on program-specific requirements and use these funds to implement activities that support the purpose and objectives of each federal program.

Formula Grant Programs include:

- Title I, Part A – Improving Basic Programs Operated by BIE-Funded Schools
- Title I, Part A – School Improvement (Section 1003(a))
- Title II, Part A – Supporting Effective Instruction
- Title IV, Part A – Student Support and Academic Enrichment
- Title V, Part B – Rural and Low-Income School (RLIS) Program

Discretionary Grants Programs

Discretionary grants are competitive awards that schools or eligible entities apply for through an application process. Funding is awarded based on established program requirements and selection criteria.

Discretionary Grant Programs include:

- Title IV, Part B – Nita M. Lowey 21st Century Community Learning Centers
- Title VII, Part B – Education for Homeless Children and Youth (McKinney-Vento)
- Comprehensive Literacy State Development (CLSD)

Formula Grant Programs

Title I, Part A—Improving Basic Programs Operated by BIE-Funded Schools

WHAT IS IT?

The purpose of Title I, Part A – Improving Basic Programs Operated by BIE-Funded Schools is to provide federal funding that helps improve academic achievement for students attending schools with the greatest educational needs. Title I, Part A is intended to ensure all students have access to a high-quality education and to support schools in closing achievement gaps through evidence-based strategies and targeted academic support.

Each year, Congress appropriates Title I, Part A funds to the U.S. Department of Education (USED), which allocates funding to the Bureau of Indian Education (BIE). The BIE reserves a portion of the funds for required set-asides, administrative purposes, and other authorized activities. The remaining funds are distributed to BIE-funded schools.

The BIE determines each school's Title I allocation using the funding formula established in federal law and in collaboration with the BIE School Operations Division. All BIE-funded schools operate schoolwide Title I programs and use their Title I allocation to implement strategies and activities that address identified student needs.

Schools are responsible for ensuring that Title I expenditures support the purpose of the program, align with the school's Comprehensive Needs Assessment (CNA) and BIE One Plan, and comply with applicable federal requirements.

WHAT CAN IT FUND?

All BIE-funded schools operate schoolwide Title I programs, allowing Title I, Part A funds to be used to improve the overall educational program rather than serving only a specific group of students. Schoolwide programs provide schools with the flexibility to implement comprehensive, evidence-based strategies that address identified needs and improve student achievement.

Title I, Part A funds may be used to support any reasonable and necessary activity that:

- Supports the purpose and intent of Title I, Part A;
- Addresses needs identified through the school's Comprehensive Needs Assessment (CNA);
- Aligns with the school's BIE One Plan;
- Meets applicable federal cost principles; and
- Is designed to improve student outcomes.

Examples of allowable schoolwide activities include:

- Upgrading curriculum and instructional materials;
- Implementing evidence-based instructional strategies and interventions;
- Implementing an early warning system;
- Extending learning opportunities through an extended school day, intersession, or summer learning programs;
- Increasing teacher collaboration and professional learning;
- Hiring additional instructional staff to support evidence-based interventions;
- Reorganizing instructional programs to provide personalized learning opportunities;
- Expanding college and career readiness initiatives, including career academies and early postsecondary opportunities;
- Implementing school safety, school climate, and student wellness initiatives; and
- Strengthening parent, family, and community engagement to support student success.

Title I, Part A funds are intended to strengthen the overall educational program by supporting activities that improve academic achievement and increase opportunities for student success. Schools should ensure that expenditures are aligned with identified needs, support evidence-based practices, and contribute to continuous school improvement.

ADDITIONAL PROGRAMMATIC REQUIREMENTS

PARENT AND FAMILY ENGAGEMENT

Schools receiving a Title I, Part A allocation greater than \$500,000 are required to reserve at least one percent (1%) of their Title I allocation to support parent and family engagement activities. Schools should use these funds to implement meaningful activities that strengthen partnerships between families and schools and support improved student academic achievement.

HOMELESS EDUCATION

All BIE-funded schools are required to reserve a portion of their Title I, Part A allocation to provide comparable services for students experiencing homelessness, as required under the McKinney-Vento Homeless Assistance Act and Section 1113(c)(3)(A) of the Elementary and Secondary Education Act (ESEA).

The amount reserved should be determined through a review of local data and a Comprehensive Needs Assessment, taking into consideration the number of students experiencing homelessness and the educational barriers they face. Schools should annually review local student identification data, trends, and identified barriers to determine an appropriate Title I reservation for students experiencing homelessness. The reservation should be sufficient to provide services that support school enrollment, attendance, participation, and academic success.

Title I, Part A - School Improvement (Section 1003(a))

WHAT IS IT?

Title I, Part A – School Improvement (Section 1003(a)) provides supplemental funding to support the planning and implementation of evidence-based school improvement activities for Title I schools identified for improvement under the Elementary and Secondary Education Act (ESEA).

HOW ARE FUNDS DISTRIBUTED?

Each year, the Bureau of Indian Education (BIE) receives Title I, Section 1003(a) School Improvement funds from the U.S. Department of Education to support eligible Title I schools identified for improvement.

The BIE awards School Improvement funds to eligible schools identified as:

- **Comprehensive Support and Improvement (CSI)**
- **Targeted Support and Improvement (TSI)**
- **Additional Targeted Support and Improvement (ATSI)**

When making funding decisions, the BIE considers federal requirements, identified school needs, and the school's commitment to implementing evidence-based improvement strategies designed to improve student achievement and student outcomes. 1003 funds are formula funds that are a part of BIE's Title I, Part A award. These funds are awarded to BIE schools annually that meet the definition described above.

WHAT CAN IT FUND?

Section 1003(a) funds are intended to support the implementation of evidence-based school improvement strategies identified through the school's Comprehensive Needs Assessment and BIE One Plan.

Examples of allowable activities include:

- Implementing evidence-based instructional strategies;
- Strengthening leadership and educator effectiveness;
- Providing targeted professional learning;
- Expanding academic intervention and student support services;
- Improving school climate and student engagement;
- Strengthening family and community engagement;
- Implementing continuous improvement processes; and
- Supporting activities identified in the school's approved School Improvement Plan.

KEY PROGRAM REQUIREMENTS

Schools receiving Section 1003(a) funds must:

- Implement evidence-based interventions that address identified areas for improvement;
- Develop and implement a School Improvement Plan aligned with federal and BIE requirements;
- Monitor implementation and progress toward meeting school improvement goals;
- Use data to evaluate the effectiveness of improvement strategies; and
- Ensure expenditures support the approved School Improvement Plan and comply with applicable federal requirements.

ELIGIBILITY

Title I schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) under Section 1111(d) of the Elementary and Secondary Education Act (ESEA) are eligible to receive Section 1003(a) School Improvement funds.

COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

In accordance with Section 1003(a) of the ESEA, the BIE's Comprehensive Support and Improvement (CSI) grant provides supplemental funding to Title I schools identified for Comprehensive Support and Improvement. A school may be identified as a CSI school if it is:

- Among the lowest-performing five percent (5%) of Title I schools serving grades K–12; or
- A high school with a four-year adjusted cohort graduation rate below 67 percent.

TARGETED SUPPORT AND IMPROVEMENT (TSI) AND ADDITIONAL TARGETED SUPPORT AND IMPROVEMENT (ATSI)

Schools identified for TSI or ATSI are also eligible to receive Section 1003(a) funds to implement evidence-based improvement strategies that address the needs identified through the accountability system and support improved student outcomes.

WHAT DOES THIS MEAN FOR MY SCHOOL?

If your school is identified as CSI, TSI, or ATSI, you may be eligible to receive Title I, Section 1003(a) School Improvement funds.

These funds should be used to implement evidence-based strategies that address identified needs and support the goals outlined in your School Improvement Plan.

Title II, Part A - Supporting Effective Instruction

WHAT IS IT?

The purpose of Title II, Part A – Supporting Effective Instruction is to improve student achievement by increasing the effectiveness of teachers, principals, and other school leaders. Title II, Part A provides federal funding to support high-quality professional learning, strengthen instructional leadership, and build the capacity of educators to meet the diverse academic needs of students.

Title II, Part A is designed to help BIE-funded schools:

- Improve student achievement by strengthening the effectiveness of teachers, principals, and other school leaders;
- Recruit, prepare, support, and retain effective educators;
- Increase access to high-quality professional learning that is evidence-based, sustained, and job-embedded;
- Strengthen instructional leadership and school leadership capacity; and
- Increase access to effective educators for students with the greatest academic needs.

Title II, Part A recognizes that effective teachers and school leaders are essential to improving student achievement and creating positive learning environments. Schools should use these funds strategically to strengthen instructional practices, support continuous professional growth, and improve educational outcomes for all students.

BEST PRACTICE

Title II, Part A funds have the greatest impact when professional learning is ongoing, job-embedded, data-driven, and aligned with the school's Comprehensive Needs Assessment and BIE One Plan. One-time workshops should be part of a broader professional learning strategy that supports continuous improvement and improved student outcomes.

WHAT CAN IT FUND?

Title II, Part A funds are intended to strengthen educator effectiveness by supporting activities that improve instruction, instructional leadership, and student achievement. Schools should use these funds to implement evidence-based strategies that address identified needs through the Comprehensive Needs Assessment (CNA) and align with the BIE One Plan.

Examples of allowable activities include:

PROFESSIONAL LEARNING

Provide high-quality, evidence-based professional learning for teachers, principals, paraprofessionals, and other school staff.

Examples may include:

- Literacy or mathematics instructional coaching
- Professional Learning Communities (PLCs)
- Data-driven instructional training
- Classroom management training
- Trauma-informed practices
- Culturally responsive instructional practices
- Professional conferences aligned with identified school needs

EDUCATOR RECRUITMENT, SUPPORT, AND RETENTION

Develop and implement initiatives to recruit, prepare, support, and retain effective educators, particularly in hard-to-fill positions.

Examples may include:

- New teacher induction and mentoring
- Teacher mentoring programs
- Teacher retention initiatives
- Recruitment activities for shortage areas
- Grow-your-own educator initiatives

LEADERSHIP DEVELOPMENT

Strengthen instructional leadership and build the capacity of principals and other school leaders.

Examples may include:

- Leadership academies for aspiring principals
- Instructional leadership coaching
- Principal mentoring
- Leadership development workshops

OTHER EVIDENCE-BASED ACTIVITIES

Implement other evidence-based activities that support the purpose of Title II, Part A and contribute to improved student achievement and educator effectiveness.

KEY PROGRAM REQUIREMENTS

Schools must meaningfully consult with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other appropriate stakeholders during the planning and implementation of Title II, Part A activities.

Consultation should be ongoing and used to evaluate the effectiveness of supported activities, identify emerging needs, and inform continuous improvement efforts.

Title IV, Part A - Student Support and Academic Enrichment (SSAE)

WHAT IS IT?

The purpose of Title IV, Part A – Student Support and Academic Enrichment (SSAE) is to improve student achievement by providing BIE-funded schools with flexible funding to support well-rounded educational opportunities, safe and healthy learning environments, and the effective use of technology.

Title IV, Part A is designed to increase the capacity of BIE-funded schools to provide students with a well-rounded education, create positive learning environments that support student success, and improve the integration of technology to enhance teaching, learning, and digital literacy.

WHAT CAN IT FUND?

Title IV, Part A funds provide schools with flexibility to design and implement evidence-based programs and activities that address local needs identified through the Comprehensive Needs Assessment (CNA) and align with the BIE One Plan. Activities supported with Title IV, Part A funds should strengthen student learning, improve school climate, and enhance the effective use of technology to support academic achievement.

Title IV, Part A funds may be used to support activities in one or more of the following three focus areas:

WELL-ROUNDED EDUCATIONAL OPPORTUNITIES

Support programs and activities that provide students with access to a broad, enriching educational experience that prepares them for college, careers, and lifelong learning.

Examples may include:

- STEM education
- Native language and culture
- Fine arts
- College and career readiness
- Environmental education
- Civics and service learning

SAFE AND HEALTHY STUDENTS

Support activities that improve school climate, student wellness, mental health, physical safety, and other conditions that promote student learning and well-being.

Examples may include:

- Mental health services
- Bullying prevention
- School climate initiatives
- Physical education
- Drug and alcohol prevention
- Suicide prevention

EFFECTIVE USE OF TECHNOLOGY

Support activities that improve the use of technology to enhance teaching and learning, increase digital literacy, and expand access to high-quality educational opportunities.

Examples may include:

- Digital learning tools
- Technology integration
- Online learning platforms
- Assistive technology
- Technology professional development
- Cybersecurity awareness

KEY PROGRAM REQUIREMENTS

Title IV, Part A program includes specific spending requirements based on the amount of funding a school receives. Schools should determine which requirements apply to their allocation before developing their budget.

BIE-funded school receiving \$30,000 or MORE in SSAE funds must:

- Conduct a needs assessment every three years.
- Meet the minimum spending requirements in each of the focus areas:
 - at least 20 percent of funds to support well-rounded educational opportunities,
 - at least 20 percent of funds to support safe and healthy students,
 - a portion of funds to support the effective use of technology (with no more than 15 percent for technology infrastructure).

BIE-funded schools receiving less than \$30,000 in SSAE funds must:

- Support at least one of the three focus areas, but no minimum amounts are required.

Schools receiving Title IV, Part A funds should use these key program requirements to determine the spending requirements applicable to their allocation and to ensure expenditures align with the program's purpose and identified school needs.

Remember: Schools receiving \$30,000 or more in Title IV, Part A funds must meet the required spending percentages before budgeting remaining funds for other allowable activities.

Title V, Part B - Rural and Low-Income Schools (RLIS) Program

WHAT IS IT?

The purpose of the Rural and Low-Income School (RLIS) Program is to provide supplemental funding to eligible rural BIE-funded schools to support initiatives that improve student achievement and address local educational needs. The RLIS program recognizes the unique challenges faced by rural schools and provides flexible funding to help schools strengthen educational opportunities and improve student outcomes.

RLIS is a non-competitive formula grant. Eligibility is established by federal law, and funds are allocated to eligible BIE-funded schools through the Bureau of Indian Education (BIE).

One of the key benefits of the RLIS program is its flexibility. Schools may use RLIS funds to support allowable activities authorized under several Elementary and Secondary Education Act (ESEA) programs, enabling schools to address locally identified needs while maximizing the impact of their federal resources.

LOW-INCOME

A school is considered low-income if 20 percent or more of children ages 5 through 17 served by the school are from families with incomes below the federal poverty line, based on data from the U.S. Census Bureau's Small Area Income and Poverty Estimates (SAIPE).

RURAL

A school is considered rural if all schools within the local educational agency (LEA) are assigned one of the following National Center for Education Statistics (NCES) locale codes:

NCES Locale Code	Description
32	Town – Distant
33	Town – Remote
41	Rural – Fringe
42	Rural – Distant
43	Rural – Remote

Schools may also qualify if they are located in an area designated as rural by the state, in accordance with federal requirements.

HOW FUNDS ARE AWARDED

Eligible BIE-funded schools do not receive RLIS funds directly from the U.S. Department of Education (USED). Instead, USED awards RLIS funds to State Educational Agencies (SEAs), which then award subgrants to eligible BIE-funded schools in accordance with federal requirements and state procedures.

WHAT CAN IF FUND?

The Rural and Low-Income School (RLIS) Program provides schools with flexible funding to support evidence-based activities that improve student achievement and address locally identified needs. Schools should use RLIS funds to implement activities that align with the Comprehensive Needs Assessment (CNA), the BIE One Plan, and the purpose of the RLIS program.

The Rural and Low-Income School (RLIS) Program provides schools with flexibility to support allowable activities authorized under multiple Elementary and Secondary Education Act (ESEA) programs. The table below highlights the federal program areas that may be supported with RLIS funds.

Authorized Program	Examples of Allowable Activities
Title I, Part A	Academic interventions, extended learning opportunities, instructional materials, and evidence-based instructional strategies
Title II, Part A	Professional learning, instructional coaching, mentoring, educator recruitment and retention, leadership development
Title IV, Part A	Well-rounded educational opportunities, safe and healthy students, effective use of technology
Parent and Family Engagement	Activities that strengthen partnerships between families and schools and support student learning

Discretionary Grant Programs

Title IV, Part B - Nita M. Lowey, 21st Century Community Learning Centers

WHAT IS IT?

The purpose of the Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) Program is to provide students with high-quality academic enrichment opportunities during non-school hours or when school is not in session. The program is designed to help students meet challenging academic standards by offering engaging learning experiences that reinforce and complement the regular school-day program.

In addition to academic enrichment, 21st CCLC programs provide students with opportunities to participate in activities that support their academic, social, emotional, cultural, and physical development. The program also encourages meaningful family engagement by offering opportunities that strengthen literacy, learning at home, and partnerships between schools and families.

ELIGIBILITY

Title IV, Part B funds are awarded through a competitive subgrant process to eligible entities that propose to serve students who primarily attend schools eligible for Title I schoolwide programs or schools serving a high percentage of students from low-income families.

In awarding subgrants, priority is given to applicants proposing to serve students who primarily attend schools that:

- Are identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI), or other schools identified by the LEA or BIE-funded school as needing additional support to improve student achievement and student outcomes; or
- Serve students who may be at risk of academic failure, dropping out of school, involvement in delinquent or criminal activities, or who lack access to positive adult role models.

WHAT CAN IT FUND?

Title IV, Part B – 21st Century Community Learning Centers (21st CCLC) funds may be used to support evidence-based programs and activities that provide students with academic enrichment, expanded learning opportunities, and services that promote student success beyond the regular school day. Activities should be designed to complement the school's

academic program, address identified student needs, and support the overall goals of the program.

Examples of allowable activities include:

ACADEMIC ENRICHMENT

Provide students with opportunities to reinforce classroom instruction and improve academic achievement.

Examples may include:

- Tutoring and homework assistance
- Academic intervention and remedial education
- Credit recovery or credit attainment programs
- STEM and project-based learning
- Literacy and reading enrichment
- Expanded library services and extended library hours

STUDENT ENRICHMENT AND WELLNESS

Support activities that promote student engagement, healthy lifestyles, and positive youth development.

Examples may include:

- Healthy and active lifestyle programs
- Environmental literacy
- Drug and violence prevention
- Social-emotional learning and counseling
- Arts, music, and cultural enrichment activities

STUDENT SUPPORT SERVICES

Provide additional supports that help remove barriers to student success and increase school engagement.

Examples may include:

- Mentoring programs
- Services for truant, suspended, or expelled students
- Programs supporting English learners
- College and career readiness
- Financial literacy education

FAMILY ENGAGEMENT

Strengthen partnerships between schools and families to support student learning and success.

Examples may include:

- Parent and family engagement activities
- Family literacy programs
- Parent education that supports learning at home
- Workshops that strengthen family-school partnerships

TECHNOLOGY AND DIGITAL LEARNING

Support the effective use of technology to enhance learning opportunities and student engagement.

Examples may include:

- Technology and telecommunications that support program activities
- Digital learning resources
- Educational software and online learning platforms
- Technology that expands access to academic enrichment opportunities

Title VII, Part B – Education for Homeless Children and Youth

WHAT IS IT?

The Education for Homeless Children and Youth (EHCY) Program, authorized under the McKinney-Vento Homeless Assistance Act, is designed to ensure that children and youth experiencing homelessness have equal access to the same free, appropriate public education as their permanently housed peers. The program removes barriers to enrollment, attendance, participation, and academic success while ensuring students receive the educational opportunities and supports needed to meet challenging academic standards.

Under the McKinney-Vento Act, all BIE-funded schools are responsible for identifying children and youth experiencing homelessness and ensuring they receive the educational rights and protections provided under federal law. These rights include, but are not limited to:

- Immediate school enrollment, even when required documents are unavailable;
- School stability and, when in the student's best interest, transportation to the school of origin;
- Equal access to academic programs, extracurricular activities, and school services;
- Access to free school meals and other educational supports, as applicable; and
- The removal of barriers that may prevent students from enrolling, attending, participating in, or succeeding in school.

All BIE-funded schools, regardless of whether they receive a McKinney-Vento subgrant, must comply with the requirements of the McKinney-Vento Act. Schools are expected to collaborate with families, Tribal communities, community organizations, and local, state, and federal

partners to identify and support students experiencing homelessness and ensure they have every opportunity to achieve academic success.

WHAT DOES THIS MEAN FOR MY SCHOOL?

The McKinney-Vento Act is a federal law that applies to every BIE-funded school, regardless of whether the school receives a McKinney-Vento subgrant.

Every school is responsible for identifying students experiencing homelessness, removing barriers to their education, and ensuring students receive the educational rights and protections guaranteed under the law.

WHAT TYPE OF GRANT?

The McKinney-Vento Homeless Assistance Act applies to every BIE-funded school, regardless of whether the school receives a McKinney-Vento subgrant. All schools are responsible for complying with the requirements of the law, including the identification, enrollment, attendance, reporting, and provision of educational services for children and youth experiencing homelessness.

In addition to meeting the requirements of the law, eligible BIE-funded schools may apply for a McKinney-Vento Education for Homeless Children and Youth (EHCY) subgrant. The BIE awards McKinney-Vento subgrants through a competitive grant process, typically conducted every three years, to support schools in implementing comprehensive services for students experiencing homelessness.

Schools may also use the Title I, Part A Homeless Education reservation (set-aside) to provide educational services and remove barriers for students experiencing homelessness, regardless of whether the school receives a McKinney-Vento subgrant.

WHAT CAN IT FUND?

BIE-funded schools have two primary federal funding sources available to support children and youth experiencing homelessness.

TITLE I, PART A HOMELESS EDUCATION RESERVATION (SET-ASIDE)

All Title I schools are required to reserve funds to provide services that remove barriers to the identification, enrollment, attendance, participation, and academic success of students experiencing homelessness. Schools should determine the amount of the reservation annually by reviewing local student identification data, trends, and identified barriers through the Comprehensive Needs Assessment (CNA). The reservation should be sufficient to provide services that meet the educational needs of students experiencing homelessness.

MCKINNEY-VENTO EDUCATION FOR HOMELESS CHILDREN AND YOUTH (EHCY) SUBGRANT

Schools awarded a McKinney-Vento subgrant may use these funds to implement comprehensive, evidence-based programs and services that address the unique educational needs of children and youth experiencing homelessness.

Both funding sources may be used to remove educational barriers and support student success. Examples may include:

- School Stability
 - Transportation to maintain school stability
 - Assistance with school enrollment
 - School supplies and required instructional materials
- Academic Success
 - Tutoring and academic support
 - Credit recovery
 - Summer learning opportunities
 - Graduation support
- Student Participation
 - Clothing or other items required for full participation in school activities
 - Fees necessary for participation in educational programs
 - Extracurricular and enrichment opportunities
- Program Support
 - Salary and professional learning for the McKinney-Vento local liaison, as allowable under federal law
 - Outreach, identification, and coordination activities
 - Collaboration with community partners to support students and families experiencing homelessness

Schools should ensure all expenditures are reasonable, necessary, allocable, and directly support the educational needs of children and youth experiencing homelessness.

KEY PROGRAM REQUIREMENTS

Because all BIE-funded schools operate schoolwide Title I programs, every school is required to reserve a portion of its Title I, Part A allocation to support students experiencing homelessness. The amount reserved should be determined annually based on local student identification data, identified educational barriers, and the school's Comprehensive Needs Assessment (CNA). The reservation should be sufficient to provide services that support school enrollment, attendance, participation, and academic success.

Schools may use the Title I, Part A Homeless Education reservation to fund all or a portion of the salary of the local homeless liaison, as appropriate, to carry out the responsibilities required under the McKinney-Vento Act. Schools with larger populations of students experiencing

homelessness may also use these funds, when necessary, to support additional staff assisting with the duties of the local liaison.

When using Title I, Part A Homeless Education reservation funds, schools should apply the following guiding principles:

- **Support educational access and success.** Expenditures must be reasonable, necessary, and directly support the identification, enrollment, attendance, participation, or academic success of children and youth experiencing homelessness.
- **Use funds strategically.** Before using the Title I, Part A Homeless Education reservation, schools should first consider whether the need can be met through other available federal, state, Tribal, local, or community resources. The reservation should be used when other appropriate resources are unavailable or insufficient to remove the educational barrier.

Schools should ensure all expenditures are reasonable, necessary, allocable, adequately documented, and aligned with the educational needs of children and youth experiencing homelessness.

BEST PRACTICES FOR MAXIMIZING RESOURCES

Supporting children and youth experiencing homelessness extends beyond the use of federal funds. Schools are encouraged to build strong partnerships, coordinate available resources, and collaborate with community organizations to maximize support for students and families while reducing duplication of services.

Examples of best practices include:

- **Collaborate with stakeholders.** Engage parents, families, Tribal communities, school staff, and advisory groups when identifying needs and planning services.
- **Coordinate federal, Tribal, state, and local resources.** Work collaboratively across programs to braid funding, avoid duplication of services, and maximize support for students experiencing homelessness.
- **Develop community partnerships.** Establish partnerships with shelters, public health agencies, housing programs, social service agencies, law enforcement, public libraries, food banks, nonprofit organizations, faith-based organizations, and local businesses to expand available resources.
- **Leverage postsecondary partnerships.** Collaborate with colleges and universities to provide mentoring, tutoring, counseling, internships, or other student support services through education, counseling, or social work programs.
- **Expand access to educational resources.** Provide students with access to technology, devices, internet connectivity, textbooks, school supplies, and other instructional materials needed to support learning beyond the school day.

- **Focus on removing barriers.** Use community partnerships and available resources to address barriers that may affect school enrollment, attendance, participation, or academic success.

FEATURED BIE TECHNICAL ASSISTANCE RESOURCE

[BIE McKinney-Vento Education for Homeless Children and Youth \(EHCY\) Program Resource Tool for Braiding Funding](#)

This companion resource provides comprehensive guidance on allowable activities and practical strategies for using **Title I, Part A Homeless Education reservation, McKinney-Vento subgrant funds**, and other federal, Tribal, state, local, and community resources to remove educational barriers for children and youth experiencing homelessness.

Schools are encouraged to use this resource in conjunction with this Federal Spending Guide when planning services, coordinating resources, and determining allowable expenditures.

Comprehensive Literacy State Development

WHAT IS IT?

The Comprehensive Literacy State Development (CLSD) Program, authorized under Sections 2222–2225 of the Elementary and Secondary Education Act (ESEA), provides competitive grants to improve literacy outcomes for children from birth through grade 12 through the implementation of comprehensive, evidence-based literacy programs.

The program supports the development and implementation of evidence-based practices, activities, and interventions that strengthen pre-literacy, reading, writing, speaking, and listening skills. CLSD places a particular emphasis on improving literacy outcomes for underserved students, including children experiencing poverty, English learners, children with disabilities, and other students identified as needing additional support.

A comprehensive literacy program is an integrated system of instruction, intervention, and support designed to ensure all students develop strong literacy skills across all grade levels and content areas.

Effective comprehensive literacy programs:

- Align curriculum, assessment, and instruction across grade levels;
- Provide explicit, systematic, and evidence-based literacy instruction;
- Use data to guide instructional decisions and targeted interventions;
- Incorporate Universal Design for Learning (UDL) principles to support diverse learners;
- Engage families and communities as active literacy partners; and
- Promote literacy across all subject areas by helping students read, write, speak, listen, and think critically using increasingly complex texts.

ELIGIBILITY

The Comprehensive Literacy State Development (CLSD) Program is a competitive discretionary grant awarded by the Bureau of Indian Education (BIE). Eligible BIE-funded schools apply through a competitive application process announced by the BIE. Schools may apply for the grant option that corresponds to the grade levels they serve.

BIE offers the following grant options:

Grant Option	Grade Levels Served
Option 1	Birth through Age 5
Option 2	Kindergarten through Grade 5
Option 3	Grades 6–12
Option 4	Schools serving non-traditional grade configurations not included in Options 2 or 3

KEY PROGRAM REQUIREMENTS

Schools awarded a Comprehensive Literacy State Development (CLSD) grant are responsible for implementing a comprehensive literacy program that is grounded in evidence-based practices and designed to improve literacy outcomes for all students.

As part of the grant application and implementation process, schools must:

- Conduct a comprehensive needs assessment to identify literacy needs and determine how CLSD funds will improve literacy instruction;
- Provide ongoing, high-quality professional learning for teachers, principals, other school leaders, specialized instructional support personnel (as appropriate), and other instructional staff;
- Establish a process for identifying students who need literacy interventions or additional support services;
- Describe how comprehensive literacy instruction will be integrated into a well-rounded educational program;
- Coordinate literacy instruction with early childhood education programs and out-of-school time programs, as appropriate; and
- Monitor implementation and evaluate the effectiveness of literacy initiatives to support continuous improvement.

All activities supported with CLSD funds must be evidence-based. In accordance with ESEA Section 8101(21), interventions, activities, and strategies funded through the CLSD grant must meet one of the following evidence levels:

- Tier 1 – Strong Evidence: Supported by at least one well-designed and well-implemented experimental study.
- Tier 2 – Moderate Evidence: Supported by at least one well-designed and well-implemented quasi-experimental study.

WHAT CAN IT FUND?

CLSD funds support the implementation of comprehensive, evidence-based literacy programs that improve reading, writing, speaking, and listening outcomes for children from birth through grade 12. Activities should align with the school's Comprehensive Needs Assessment (CNA), literacy plan, and approved CLSD application.

Examples may include:

- Evidence-based literacy curriculum and instructional materials;
- Professional learning that strengthens literacy instruction;
- Literacy coaching and instructional support;
- Multi-tiered literacy interventions;
- Universal literacy screening and progress monitoring;
- Family literacy and engagement activities;
- Early literacy initiatives and school readiness activities;
- Literacy programs that support students with disabilities, English learners, and other students requiring additional support; and
- Other evidence-based activities that strengthen comprehensive literacy instruction across all grade levels.

Remember: Unlike many other federal programs, CLSD requires that funded interventions, activities, and strategies meet Tier 1 (Strong Evidence) or Tier 2 (Moderate Evidence) under ESSA. Schools should verify the evidence level before purchasing instructional programs, materials, or services.

Resources

- General Requirements
 - [Uniform Grant Guidance, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards](#)
 - [Education Department General Administrative Regulations \(EDGAR\) and Other Applicable Grant Regulations](#)
- Title I Resources
 - [Non-Regulatory Guidance: Supporting School Reform by Leveraging Federal Funds in a Schoolwide Program](#)
 - [ESEA Sec.1003 Funding for School Improvement & ESEA Sec. 1003A Direct Student Services](#)
 - [Statutory Requirements outlined in Elementary and Secondary Education Act, Sec. 4205\(a\) - Authorized Activities](#)
 - [Using Evidence to Strengthen Education Investments](#)
- Title II, Part A Resources
 - [Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Leading](#)
- Title IV, Part A Resources
 - [National Center on Safe Supportive Learning Environments: Title IV, Part A](#)
- Title IV, Part B
 - [21st Century Community Learning Centers Non-Regulatory Guidance](#)
 - [Non-Regulatory Guidance: Student Support and Academic Enrichment Grants](#)
- Title V, Part B Resources
 - [Rural and Low-Income School Program](#)
- McKinney-Vento Resources
 - [Education for Homeless Children and Youths Program Non-Regulatory Guidance](#)
 - [National Center for Homeless Education](#)
- Comprehensive Literacy State Development Resources
 - [Office of Elementary and Secondary Education – Comprehensive Literacy State Development](#)

Supplemental Education Programs Funding Quick Guide

The **Supplemental Education Programs Funding Quick Guide** is designed to help BIE-funded schools identify potential federal funding sources that may support school improvement initiatives and student needs.

The guide provides examples of common school improvement activities and identifies the Supplemental Education Programs that may support those activities when they are **allowable, reasonable, necessary, allocable**, and aligned with the school's **Comprehensive Needs Assessment (CNA)** and **BIE One Plan**.

The examples included in this guide are intended as a **quick reference** and are **not an exhaustive list** of allowable expenditures. Schools should consult the specific program requirements described in this guide and work with their assigned DPA Education Program Specialist when determining the allowability of expenditures.

The activities are organized around the **Four Domains of Rapid School Improvement** to support comprehensive planning and coordination of federal resources.

Four Domains of Rapid School Improvement				Examples of Allowable Activities	ESSA Federal Grants Overseen and Distributed by BIE						
Turnaround Leadership	Talent Development	Instructional Transformation	Culture Shift		Formula Grant Programs					Discretionary Grant Programs	
				Title I, Part A – Improving Basic Programs Operated by Local Education Agencies	Title I, Part A (1003)(g) School Improvement	Title II, Part A - Supporting Effective Instruction	Title IV, Part A – Student Support and Academic Enrichment	Title V, Part B -Rural and Low-Income Schools	Title IV, Part B – Nita M. Lowey 21 st Century Learning Community Center	Title VII, Part B – McKinney Vento Education for Homeless Children and Youth	Comprehensive Literacy State Development Program
		✓		✓	Instructional Professional Staff, Coaches, Program Administrator/Grant Manager <i>Examples: program coordinators, partial salaries for teachers, specialists, school counselors</i>	✓	✓	✓		✓	✓
	✓	✓	Salaries and Stipends for Support Staff, Tutoring <i>Examples: partial tutor salaries, stipend for academic coaches, certified teachers, instructional staff, mentors, collaborative planning, leadership training, paraprofessional salaries</i>	✓	✓	✓	✓	✓	✓	✓	

✓	✓	✓	<p>Administrative Salaries</p> <p><i>Examples:</i> partial salaries for administrative staff, grant manager, district mentoring/teacher induction</p>	✓	✓	✓	✓	✓	✓	✓	✓
	✓	✓	<p>Contracted Services, Consultants, Professional Development Resources</p> <p><i>Examples:</i> substitutes for teachers attending training, classroom management consultants, parent and family engagement consultants</p>	✓	✓	✓	✓	✓	✓	✓	✓
	✓	✓	<p>Family Engagement</p> <p><i>Examples:</i> Family Engagement activities and training activities that will support student engagement</p>	✓	✓	✓	✓	✓	✓	✓	✓
✓	✓	✓	<p>Professional Development</p> <p><i>Examples:</i> course fees, training for teachers and principals, access to and participation in electronic networks for materials, training, and communication</p>	✓	✓	✓	✓	✓	✓	✓	✓
		✓	<p>Curriculum and Instruction, Evidence-Based Strategies</p> <p><i>Examples:</i> support for college and career counseling, accelerated learning opportunities, teacher</p>	✓	✓	✓	✓	✓	✓	✓	✓

			<p><i>salary to reduce class sizes (justified & evidence-based), evidence-based strategies to accelerate the acquisition of content knowledge for English learners</i></p>									
	✓	✓	<p>Supplies and Materials for Professional Development</p> <p><i>Examples: professional development materials for teachers, administrators, and school staff, including books for book studies and other school improvement-related publications</i></p>	✓	✓	✓	✓	✓	✓	✓	✓	✓
	✓	✓	<p>Supplies and Materials for Instruction</p> <p><i>Examples: classroom literacy supplies, books, materials, and supplies needed to support the Common Core-aligned curriculum, supplemental textbooks, and teacher curriculum guides, supplies to be used in the classroom or by students</i></p>	✓	✓	✓		✓	✓	✓	✓	✓
		✓	<p>Use of Technology-Technology Equipment, Software Licenses</p> <p><i>Examples: digital software, ebooks, iPad applications, curriculum licenses for software, SMART</i></p>	✓	✓	✓	✓	✓	✓	✓	✓	✓

				<i>boards, projectors, instructional websites, laptops, chrome books</i>								
	✓	✓		Travel Conference and Course Registration <i>Examples: In-state travel, mileage, registration fees to attend training, Out-of-state travel to attend conferences, conference registration/fees, and/or reimbursement</i>	✓	✓	✓	✓	✓	✓	✓	✓
	✓	✓		Social and Emotional Supports <i>Examples: school social workers; support counseling; SEL programs (PBIS); trauma-informed practices, school-based mental health services, and partnerships programs with outside healthcare entities</i>	✓	✓	✓	✓	✓	✓		✓
		✓		Extended Learning Time <i>Examples: salaries for before and after school programs, high-quality preschool or full-day Kindergarten, and services to facilitate the transition from early learning to elementary education programs</i>	✓	✓		✓	✓	✓	✓	✓

