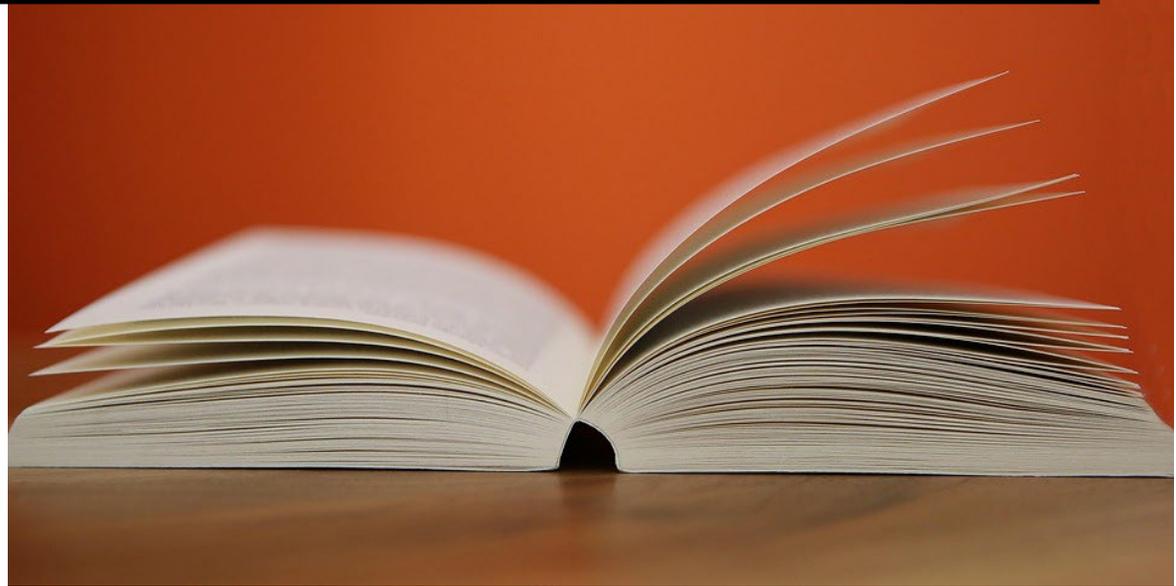


2026-2031



Bureau of Indian Education (BIE) Comprehensive Literacy State Development (CLSD) Grant



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Bureau of Indian Education (BIE) Comprehensive Literacy State Development (CLSD) Grant

Grant Period: October 1, 2026 – September 30, 2031

I. Introduction & Purpose

The Bureau of Indian Education (BIE) announces the availability of funds under the Comprehensive Literacy State Development (CLSD) Program for fiscal years 2026–2031. The CLSD program, authorized under the Elementary and Secondary Education Act (ESEA), is designed to advance literacy skills for children from birth through grade 12, with a particular focus on supporting high-need schools serving Native students and their families.

The Bureau of Indian Education (BIE) schools continue to be challenged in moving students to proficiency or advanced levels in literacy or to graduate from high school. Through the CLSD discretionary grant, the BIE will continue to move forward in addressing the literacy needs of our children, birth to grade 12. The purpose of the Literacy Plan under the CLSD discretionary grant is to describe how the BIE will lead literacy instruction and provide support to the schools it serves.

The BIE has 183 elementary and secondary schools and dormitories. Of these, 55 are BIE-operated and 128 are tribally operated under BIE contracts or grants. BIE-operated schools are administered by oversight of the U.S. Department of the Interior. Under tribal control, each tribe and its respective schools are incorporated, and as such, operate under a system of sovereignty with a focus on the uniqueness of the tribal culture and language and a strong belief in and legal identification of self-determination. Though these schools are governed by separate entities, and up until now, directed by 23 different sets of state standards and assessments, the same organizational concepts still apply: instructional leadership, evidence-based best practices, adult learning, and accountability for results.

Program Purpose and Goals

The purpose of the CLSD discretionary grant is to create and strengthen comprehensive literacy instruction to eligible BIE schools to advance literacy skills – including pre-literacy skills, reading, and writing – for students from birth through grade 12, including limited-English-proficient students and students with disabilities through the development, implementation, and sustainability of systems that:

- Build capacity for equitable literacy practices across early learning through grade 12.
- Support high-quality, evidence-based professional development for educators and leaders.
- Promote culturally responsive, linguistically appropriate instruction that honors Native languages and cultures.
- Increase literacy proficiency for students, especially those from low-income families and high-need schools.
- Expand family and community engagement in literacy development.

Furthermore, applying entities must partner with one and no more than two early childhood providers and coordinate program efforts from elementary through high school to sustain a continuous feeder program structure.

What is a Comprehensive Literacy Program?

A comprehensive literacy program is an integrated system of instruction, intervention, and support that ensures all students develop strong reading, writing, speaking, and listening skills. Comprehensive programs:

- Align curriculum, assessment, and instruction across all grade levels.
- Provide explicit, systematic, evidence-based instruction.
- Use data-driven decision-making to guide instruction and intervention.
- Incorporate universal design for learning principles.
- Engage families and communities as literacy partners.
- Emphasize cross-disciplinary literacy, ensuring students can read and comprehend complex texts in all subject areas.

II. Statutory Definitions (ESEA)

Applicable terms and definitions are defined in the following sections of the ESEA.

- Comprehensive Literacy Instruction [Section 2221\(b\)\(1\)](#)
 - Developmentally appropriate, explicit, systematic, and evidence-based instruction across content areas, aligned to State standards.
- Eligible entity [Section 2221\(b\)\(2\)](#)
 - A local educational agency (LEA), in this case, Bureau of Indian Education-funded schools.
- Evidence-Based [Section 8101\(21\)\(A\)](#)
 - An activity, strategy, or intervention supported by strong, moderate, or promising evidence.
- High-need school [Section 2221\(b\)\(3\)\(A\)](#)
 - A school that serves a high percentage of students from low-income families, has high teacher turnover, or has a high proportion of teachers not teaching in their field.
- Low-income family [Section 2221\(b\)\(3\)\(B\)](#)
 - A family whose income is below the poverty line or who otherwise qualify for Title I eligibility measures.
- Professional development [Section 8101\(42\)](#)
 - Sustained, intensive, job-embedded training aligned with evidence-based practices.
- Well-rounded education [Section 8101\(52\)](#)
 - Instruction that includes literacy across disciplines and prepares students for success in college, career, and life.

III. Eligible Applicants

Only Local Educational Agencies (LEA) will be eligible to apply for the CLSD discretionary grant. Within the BIE, LEAs are schools that are BIE funded¹. Not all schools are eligible for funding. In terms of funding priority, the BIE – ED CLSD MOU provides that

¹ A BIE-funded school is defined as any school providing an academic program from kindergarten through twelfth grade which receives Indian School Equalization Program (ISEP) funds.

1. 15 percent of the subgranted funds serve children from birth through age five;
2. 40 percent of the subgranted funds serve students in Kindergarten through grade five; and
3. 40 percent of the subgranted funds serve students in middle and high school, including an equitable distribution of funds between middle and high schools.

Government Performance and Results Act of 1993

The Government Performance and Results Act of 1993 (GPRA) requires all federal agencies to manage their activities with attention to the consequences of those activities. Consistent with this mandate, agencies must collect and analyze performance data to assess program effectiveness, measure progress toward stated goals, and report results to ensure accountability and transparency.

The BIE will submit information on the following GPRA performance measures for the CLSD discretionary grant:

- (a) The percentage of participating 4-year old children who achieve significant gains in oral language skills;
- (b) The percentage of participating 5th grade students who meet or exceed proficiency on State English language arts assessments (section 111(b)(3)) of ESSA;
- (c) The percentage of participating 8th grade students who meet or exceed proficiency on State English language arts assessments (section 111(b)(3)) of ESSA;
- (d) The percentage of participating high school students who meet or exceed proficiency on State English language arts assessments (section 111(b)(3)) of ESSA.
- (e) The percentage of evidence-based activities implemented by subgrantees that meet the requirements of strong or moderate evidence in the definition of “evidence-based” in the Notice Inviting Applications (NIA) published on April 3, 2020.

These measures will include data disaggregated for disadvantaged students, including limited-English-proficient students and students with disabilities.

BIE’s State Literacy Plan Framework

BIE’s Eight Components of the Comprehensive Literacy State Development Plan	
Leadership	Effective leadership is established through defined roles and collaborative teamwork among all levels.
Aligned Curriculum	The integration of the five components (phonological awareness, phonics, reading fluency, vocabulary, and reading comprehension) of reading informs BIE’s literacy initiative.
Instructional Best Practices	Purposeful, direct, explicit, and systematic instruction is valuable for continuous literacy achievement.
Multi-Tiered System of Support (MTSS)	All students benefit from literacy instruction provided within a multi-tiered system of support that provides students instruction that is needs-based, intensive, and of sufficient duration to accelerate learning.
Literate Environment	Research-based instructional approaches fostering communication skills, including oral and written language, to promote access, opportunity, and academic achievements.
Assessments	Valid and reliable student literacy achievement data support grantees and constituents in measuring the success of initiatives.

Professional Development/Learning	The process of developing the necessary knowledge and skills teachers require to carry out their role of effectively implementing instruction to meet the literacy needs of students.
School, Parent, and Community Engagement	Collaboration among education professionals, family, and community members are essential to improved student literacy achievement. Student learning and motivation are enhanced by a connection to cultural experience and personal relevance.

Authorized Activities

Birth – Age 5

- Implement evidence-based early literacy practices.
- Engage families in literacy activities (Family Literacy Nights, take-home literacy resources).
- Participate in annual oral language/literacy assessments.

Grades K–5

- Implement disciplinary literacy strategies.
- Establish a literacy team including administrators, literacy coaches, and teachers.
- Implement foundational reading assessments and Reading Success Plans.
- Provide job-embedded coaching cycles and professional development.
- Support workplace literacy initiatives in partnership with career/technical programs.
- Proposing strong evidence-based literacy interventions.
- Implementing Science of Reading High-Quality Instructional Materials (HQIM) for teacher educators.
- Implementing evidence-based Professional Development (i.e., LETRS (Language Essentials for Teachers of Reading and Spelling by Dr. Louisa Moats); OLLA (Online Language & Literacy Academy) and the Teaching Reading Sourcebook both by CORE; and GLEAN Education.
- Utilizing assessment to drive decision-making and instruction.
- Utilizing the Multi-Level System of Support (MLSS) Framework

Grades 6–12

- Implement disciplinary literacy strategies.
- Establish a literacy team including administrators, literacy coaches, and teachers.
- Implement foundational reading assessments and Reading Success Plans.
- Provide job-embedded coaching cycles and professional development.
- Support workplace literacy initiatives in partnership with career/technical programs.

All Programs

- Participate in professional development aligned to state/tribal literacy initiatives.
- Submit required data and evaluation reports biannually.
- Identify a Project Coordinator who will work to manage the CLSD grant.

Subgrant Options

BIE will award subgrants through a competitive process to eligible BIE schools and early learning programs. Applicants may apply for more than one of the four options, depending on the grade levels the school serves.

Early Childhood Programs (Birth–5)

- **Option 1:** Birth to Age 5 – Early Learning Programs
 - BIE Family and Child Education (FACE) sites may apply for CLSD funds to enhance transition services and literacy of Pre-K to Kindergarten. Schools will use a developmentally appropriate measure to assess children’s readiness for pre- school.

Grades K–5

- **Option 2:** Grades K–5 – Elementary Literacy Development
 - Schools may apply for CLSD funds to enhance transition services and literacy of grades Kindergarten-5th. Schools will submit a local literacy plan inclusive of developmentally appropriate measures to assess children’s readiness for grades Kindergarten to 5th and include advancing literacy for all students.

Grades 6–12

- **Option 3:** Grades 6–12 – Secondary Literacy and Career Readiness
 - Schools may apply for CLSD funds to enhance transition services of grades Middle and High Schools (6-12) and promote literacy among these grade levels. Schools will submit a local literacy plan inclusive of developmentally appropriate measures to assess children’s readiness for 6-12 grades and include advancing literacy for all students.

Grades K–12 Non-traditional grade bands (only five schools in BIE)

- **Option 4: (Non-traditional grade bands not covered in options 2-3):** [Only applicable to five schools within BIE]
 - Schools may apply for CLSD funds to enhance transition services of non-traditional grade spans not covered in options 2-3 and promote literacy amongst the non-traditional grade levels. Schools will submit a local literacy plan inclusive of developmentally appropriate measures to assess children’s readiness for non-traditional grade bands not covered in options 2-3, and include advancing literacy for all students.
 - This option is only applicable to five schools within the BIE:
 - Circle of Nations School (Serves grades 4-8)
 - Duckwater Shoshone Elementary School (Serves grades 1-7)
 - Jones Academy (Serves grades 1-6)
 - Pierre Indian Learning Center (Serves grades 1-8)
 - Riverside Indian School (Serves grades 4 -12)

General Priorities

- Schools not funded in the past five years.
- Schools offering strong evidence-based literacy interventions.
- Schools implementing Science of Reading High-Quality Instructional Materials (HQIM) for teacher educators.
- Schools implementing evidence-based Professional Development (i.e., LETRS (Language Essentials for Teachers of Reading and Spelling by Dr. Louisa Moats); OLLA (Online Language & Literacy Academy) and the Teaching Reading Sourcebook both by CORE; and GLEAN Education.
- Schools utilizing assessment to drive decision-making and instruction.
- Schools utilizing the Multi-Level System of Support (MLSS) Framework

IV. Grant Requirement

Alignment to the BIE One Plan

Sub-grantees serving kindergarten through 12th grade must ensure that their grant-funded strategies and activities align with the BIE One Plan. These proposed strategies and activities should be documented in the Needs Assessment section under School Programs & Processes within the Plan4Learning portal. In addition, the strategies/activities must connect to a SMART Goal, and all related strategies/activities should be entered as Strategies/Activities in the SMART Goal section of the plan.

Tip: Ensure your One Plan is updated to reflect the goals, strategies, and action steps supported by this grant.

Integrating Comprehensive Literacy Programming

Effective integration of the comprehensive literacy program within the regular school day requires that there be a dedicated effort and strong intention to achieve ongoing communication and articulation of expectations between teachers, instructional coaches, and administrators. Collaborative efforts may include but are not limited to combining meeting or training opportunities, identifying preferred methods of instructional delivery, monthly meetings with school leadership and literacy department teams, and active participation of school staff in planning, implementing, and evaluating grant-funded activities.

Measures of Effectiveness

To meet the grant expectations for Option 1-4, the following measures of effectiveness are required: the local literacy plan, periodic evaluation of results, and continuous improvement efforts. All necessary documents should be uploaded into the Comprehensive State Literacy Development folder within the Plan4Learning portal, categorized by their respective school.

- **Local Literacy Plan** – Upon award, the program is expected to develop and submit a local literacy plan that (1) is informed by a comprehensive need assessment and that is aligned with the BIE’s (state) comprehensive literacy plan. (2) provides for professional development; (3) includes interventions and practices that are supported by moderate evidence or strong evidence, where evidence is applicable and available; and (4) includes a plan to track children’s outcomes consistent with all applicable privacy requirements.
- Upon award, the subgrantee shall undergo a **PERIODIC EVALUATION** to assess the subgrantee’s progress towards achieving the goal of providing high-quality literacy programming for academic success. The results of evaluations shall be used to refine, improve, and strengthen the program or activity, and to refine the performance measures; made available to the public upon request, with public notice of such availability provided; and used by the BIE to determine the continuation of the subgrant. All grantees will submit an Evaluation Report at the end of each yearly cohort grant cycle.
- **Continuous Program Improvement** - The results of monitoring and evaluations and other administrative data to inform the program’s continuous improvement and decision making will be made available upon request of the BIE. Additionally, educators, families, and other key stakeholders must receive the results of the evaluations conducted on the effectiveness of the program in a timely fashion, consistent with all applicable federal, state, and other privacy requirements.

Program Effectiveness

20 U.S.C § 6643(b) requires that an eligible entity applying for a subgrant must include a description of “how the subgrant funds will be used to evaluate the success of the activities assisted under the subgrant in enhancing the early language and literacy development of children from birth through kindergarten entry.”

This means that subgrantees are required to determine whether the funded activities themselves are effective. For example, assessing the design, implementation and outcomes of the literacy activity or intervention

Initiatives funded through the CLSD discretionary grant must be supported by moderate or strong evidence of effectiveness, and documentation of effectiveness must be included within the application.

- *Moderate Evidence of Effectiveness:* To be supported by moderate evidence, there must be at least one well-designed and well-implemented quasi-experimental study on the intervention. The study must meet What Works Clearinghouse Evidence Standards, with reservations or is of equivalent quality for making causal inferences.
- *Strong Evidence of Effectiveness:* To be supported by strong evidence, there must be at least one well-designed and well-implemented experimental study (e.g. randomized control trial) on the intervention. The study must meet What Works Clearinghouse Evidence Standards, without reservations, or be of equivalent quality for making causal inferences.

Resources for identifying programs that meet moderate or strong evidence of effectiveness include, but are not limited to:

- What Works Clearinghouse: <https://ies.ed.gov/ncee/wwc/FWW>
- [Best Evidence Encyclopedia | Program Reviews](#)
- [Home - Evidence for ESSA](#)

Project Coordinator

An applicant must include a project coordinator who will work to manage the CLSD grant. This individual will serve as the primary point of contact for the BIE for information dissemination and coordination of required activities such as reporting, monitoring, and evaluation. The Project Coordinator should be someone other than the school administrator. The coordinator should know of and oversee all aspects of the grant to include:

- Budget management, review, and accountability
- Compliance with Uniform Grant Guidance
- Managing continuous quality improvement activities (program quality assessments and action planning, school year and summer)
- Submitting all required reports
- Attend any required annual meeting/training and an initial orientation
- Participate in BIE-sponsored professional development as part of continuous improvement and program quality work

Initiating and managing a discretionary grant program is labor-intensive. Organizations with currently existing programs should plan and budget administrative tasks carefully based on the signed assurances and the requirements outlined in this project guide.

Cross-Coordinating with other Title Programs

To ensure that the program takes place in a safe and easily accessible facility, cite all student safety policies, procedures, and requirements that ensure a safe and secure learning environment. Student safety policies,

procedures, and requirements must also include description of how students participating in the program carried out by the outreach to implement literacy-based service-learning projects will travel safely to and from school.

V. Evaluation & Accountability

Program Accountability-Risk-Based Monitoring

Sub-grantees are required to submit information and reports requested by the BIE. Sub-grantees are responsible for creating and maintaining all necessary documentation related to programmatic and fiscal grant management.

The BIE reserves the right to review and revise reporting and monitoring elements during the duration of the CLSD grant to create a more effective system. Evaluation requirements may change to ensure quality data collection as well as program quality and compliance. The results of annual evaluations and monitoring reports will be made available to the general public in compliance with FERPA.

Satisfactory Progress

The BIE will determine whether satisfactory progress has been achieved based on the following criteria:

- Demonstrated progress, both qualitative and quantitative, toward project outcomes
- Evidence of alignment of CLSD program activities to the core academic program and student needs
- Evidence of student success and improvement over time using multiple measures: BIE Uniform Assessment, ACT, NAVVY, etc.

Continuation Funding Requirements/Grant Modifications

Each school year, sub-grantees will be required to submit an Annual Continuation Document to the BIE-DPA CLSD Point of Contact (POC) in order to set up the budget for the next year and make any programming modifications related to continuous quality improvement. Such modifications must be submitted to the BIE DPA CLSD POC for review and approval prior to implementing the change. The continuation of funds will be reviewed for consistency with the original grant and will require BIE DPA review.

Timely use of funds and Carryover Guidelines

All project funds must be spent according to the approved project proposal to be considered for the following year's funding. A school that receives a CLSD grant may use the funds for allowable costs only during the grant award period.

Carryover of program funds is highly discouraged. The budget should reflect expenditure during the period of availability.

Fiscal Monitoring

Fiscal review and monitoring (periodic submittal of itemized financial records and documents for review) will be implemented by the BIE as part of the overall risk analysis and monitoring system.

Reporting Requirements

Details regarding the reporting requirements will be provided after awards have been made. Reporting requirements include:

- Participant Attendance during Professional Development

- Student Achievement Data
 - Submit Detailed Budget Expenditure Reports to ensure funds are used effectively
 - BIE One Plan (Comprehensive Needs Assessment, Schoolwide Program Plan, SMART Goals, signed Assurances, and Schoolwide Budget)
 - End of Year Evaluation Report
 - Tracking implementation of direct student services in alignment with the program being funded.
 - Completing formative and summative reviews to monitor program performance through measurable outcomes in the BIE One Plan.
 - Maintaining records of:
 - Parent notifications
 - Provider contracts
 - Services delivered
 - Submit all required reports to the Bureau of Indian Education (BIE) to demonstrate compliance and impact.
-

VI. Allowable Uses of Funds

All expenses should follow Statutory Requirements outlined in *Elementary and Secondary Education Act*, Sec. 4205(a) - Authorized Activities. All costs must be **reasonable and necessary** to carry out the program's goals and objectives; allocable; properly documented; consistent with the grant program; and legal under Federal law. Funds must be used to support evidence-based literacy initiatives that improve instruction and student outcomes. Examples include:

Salaries:

- Partial salary for CLSD project director/literacy leader
- Partial salary for literacy interventionist or reading specialist/coach
- Salaries for personnel for before/after or summer programs
- Stipends for extended time for tutoring
- Substitute pay and/or stipends for professional development
- Stipends for after school and/or summer professional development during non-contract time

Employee Benefits:

- Partial employee fringe benefits for CLSD project director/literacy leaders
- Employee fringe benefits for CLSD staff including tutors, extended learning staff, non-contract professional development training and substitute teachers
- Tuition reimbursement for key personnel to receive reading endorsement/certification, with exceptions

Purchased Professional and Technical Services:

- Consultant/vendor services for professional development or other related activities consistent with the local literacy plan to effectively implement CLSD project activities

Purchased Property Services:

- Repairs and maintenance of equipment purchased with CLSD funds

Other Purchased Services:

- Site license for data management, iPad applications, eBooks, eReaders, etc. purchased with CLSD funds
- In-state travel, mileage, registration fees to attend literacy training, conferences, and workshops
- Out-of-state travel to attend literacy meetings or conferences

Supplies:

- Materials and supplies needed to support the Common Core standards aligned curriculum and consistent reading program within a school, including library materials
- Assessments required for CLSD implementation
- Library books
- Supplemental reading intervention program materials aligned to the Common Core standards and meet moderate or strong evidence of effectiveness
- Family literacy, parent outreach, and training materials to support literacy improvement
- Office supplies for CLSD staff
- Professional development materials for teachers, administrators, and CLSD staff, including books for book studies and other literacy-related publications
- Access to, and participation in, electronic networks for materials, training, and communication (e.g. platforms, such as Blackboard)

CLSD Unallowable Expenses (Not an exhaustive list):

- Administrative Cost
- Furniture for office use
- Salaries and benefits of classroom teachers and clerical/secretarial staff
- Pre-award costs
- Entertainment, refreshments, snacks, alcohol
- Field trips or retreats
- Promotional or marketing items
- Decorative items
- Land or building acquisition
- Construction costs or renovations/remodeling costs
- Gifts or incentives
- Fundraising costs
- Dues to organizations, federations, or societies for personal benefit
- Technology, including laptops, tablets, and printers.
- Student services such as AP testing fees, concurrent enrollment fees and books, or other direct student services
- Convocation/graduation costs

VII. Funding & Allocation

Applicants are allowed to request funds based on the Subgrant Options. The following is the maximum award amount based on Subgrant Options:

Subgrant Options	Maximum Request
Option #1 (Birth – 5 yrs old)	Up to \$29,100.00
Option #2 (Grades K – 5)	Up to \$48,500.00
Option #3 (Grades 6 – 12)	Up to \$48,500.00
Option #4 (Non-Traditional grade band)	Up to \$48,500.00

To maximize the statewide impact, the BIE reserves the right to reduce or eliminate award amounts for the following reasons, but not limited to

- A school may be awarded a minimum of \$29,100.00 for Option 1 and \$48,500.00 for Options 2-4

- Contingent upon continued funding from U.S. Department of Education
- Year-to-year funding will be based on meeting program goals and objectives through measurable outcomes concerning student achievement, participation, and family engagement

The BIE reserves the right to impose Specific Conditions, as applicable, in accordance with 2 CFR 200.208 and to terminate the award, as applicable, under the provisions of 2 CFR 200.339. Also, the BIE reserves the right to determine the total award amount a school will receive.

Grant award period – July 1, 2026 through June 30, 2027 with yearly grant continuation award notices.

	Start Date	End Date
Initial Award (Year 1)	July 1, 2026	June 30, 2027
Year 2	July 1, 2027	June 30, 2028
Year 3	July 1, 2028	June 30, 2029
Year 4	July 1, 2029	June 30, 2030
Year 5	July 1, 2030	June 30, 2031

VIII. Timeline

Grant application released:	February 9, 2026
Application technical assistance webinars (select one) to attend	February 9, 2026 at 10am CST February 10, 2026 at 3pm CST February 17, 2026 at 3pm CST February 18, 2026 at 10am CST
Application due date:	March 31, 2026 Electronic submission due by 11:59 PM MDT
Awards announced:	No later than June 1, 2026
Year 1 Awards begin:	July 1, 2026
Awards Recipient Training:	August 2026

IX. Deadline

The school will submit **ONE** completed application, and the application must be received on or before **March 31, 2026** by the Division of Performance and Accountability (DPA). The BIE Comprehensive Literacy State Development Grant Point of Contact and/or State Coordinator is:

Cheryl Johnson
Bureau of Indian Education
Division of Performance & Accountability
Phone: 701-550-9505
cheryl.johnson@bie.edu

Applications are to be submitted electronically by 11:59 PM (MDT) on or before **March 31, 2026**. If an alternative form of submission is necessary, applicants should reach out to the BIE Comprehensive Literacy State Development Grant Point of Contact listed above.

For electronic submission: Schools are required to e-mail a completed application electronically in Adobe Acrobat PDF format and the CLSD Budget Worksheet in Excel format to the email below. Ensure the files are named as follows: **SCHOOLNAME_CLSD_Application.pdf** and **SCHOOLNAME_CLSD_Budget.xlsx**

Email: CLSDDiscretionaryGrant@bie.edu

If the application is approved, funds will be distributed by July 31, 2026. The application will not be returned, but copies will be made available upon request. **Please keep a copy of your application on file.**

X. Application Process

Scoring Weights

- The maximum possible points an application can receive is 100 points.
 - ✓ Application Format/Organization 5 points
 - ✓ Part I – School Information No points assigned
 - ✓ Part II – Project Application 75 points
 - ✓ Part III – Budget Spreadsheet (with written justification) 15 points
 - ✓ Part IV – Project Coordinator Job Description 5 points

- Applicant may also submit letters of support/memorandum of understanding but this is optional
- Applications that are not submitted in the required format specified and non-submission of any of the five parts required will not be reviewed and automatically disqualified.

Criteria for Award

CATEGORY	POINTS
Application Format/Organization 5 Pts. <ol style="list-style-type: none"> Application should be typed or printed, single-spaced on white 8 ½" x 11" paper using a font no smaller than 11 point Times New Roman or similar. All pages should be organized according to the format provided in this document. Each attachment must reference the section to which it corresponds. Applicants are asked to provide a response to each section listed in the application utilizing the space provided in the application which is included in this document. <u>The proposal is limited to a maximum total of 20 pages.</u> Pages provided beyond the aforementioned maximum amount will not be considered during evaluation. Submissions should only include parts 1-4 of the application. 	5
Part I - School Information This section will include important school information and signatures from the School Administrator and School Board President.	---
Part II - Project Application: This section should address the areas A-F listed below clearly and concisely. <ol style="list-style-type: none"> Program Abstract (5 Pts.) Statement of Need (10 Pts.) Program Goals (10 Pts.) Program Design (30 Pts.) Program Evaluation (10 Pts.) Sustainability (10 Pts.) TOTAL POINTS	75
Part III - Budget Narrative/Spreadsheet <ol style="list-style-type: none"> Budget Spreadsheet (with written justification) (15 Pts.) TOTAL POINTS	15
Part VI - Appendices <ol style="list-style-type: none"> Position Description: Project Coordinator (5 points) Letter(s) of Support/MOUs (optional) TOTAL POINTS	5
TOTAL POSSIBLE POINTS	100

Application Review Process

All applications submitted will be scored. The BIE staff will only review applications submitted for accuracy and eligibility. All applications will be rated according to the following factors:

- BIE will identify and assign personnel experienced in literacy programming to review all applications.
- Each reviewer will rate and score each submitted application pursuant to the criteria described above.
- Upon completion of all individual reviews, all reviewer ratings will be tabulated, and an average score calculated for each non-disqualified application. However, in instances where large discrepancies exist between individual reviewer scores, a meeting of all reviewers will be held and a second, final score shall be calculated with the consensus of all reviewers.
- The BIE Comprehensive Literacy State Development Grant DPA Point of Contact and/or State Coordinator will make final funding award determinations based upon:
 - A review of the average scores submitted by the reviewers, with applicants ranked from highest score to lowest score.

- Available funding levels, with each sub-grantee awarded an amount, with each sub-grantee receiving a proportion of funding based upon the number of eligible students identified in the application.

Notification of Funding Decision

All applicants will be informed of the final funding decisions through email on or before July 31, 2026.

Rejection of Proposals

The BIE reserves the right to reject any application if it does not adhere to eligibility criteria, funding specifications, application preparation instructions, or submission deadlines. If the applicant alleges that the BIE has violated a federal statute or regulation through the rejection or disapproval of an application, they may request to appeal this decision (See Appeal Process on this page).

Replicating Another Comprehensive Literacy State Development Grant Application

If the discovery of replicating another CLSD grant is made known or brought to the attention of officials at the BIE during the grant competition, at the discretion of the BIE, the BIE has the right to remove the grant application from consideration because of the occurrence of cause. This includes duplication of previously-funded grant proposals that are repurposed for the current competition.

Additional Information Request

BIE staff is available for limited phone consultation with potential CLSD grant applicants. Due to the limited amount of staff time available, the BIE requests that applicants first utilize the technical assistance session and written/electronic resources prior to contacting the BIE. Specifically, the BIE can provide general assistance such as answering questions about program requirements and clarifying application instructions. To remain impartial in the grant process, BIE staff cannot recommend a particular program focus or develop program objectives or assist in developing local partners for applicants.

Appeal Process

Appeals will be considered from applicants who are dissatisfied with their application's final score; however, the award amounts are final and may not be appealed. The applicant can appeal their final application score within 10 calendar days of receiving official notification of their application funding status. The request must be submitted in writing to the DPA Point of Contact and/or State Coordinator (contact information provided on Page 10) and must provide specific factual information on the reason for appealing their final score.

The DPA will review each appeal by convening an internal review team to assess whether the appeal meets the allowable grounds and, if so, whether a scoring error occurred. The findings of the review team will be shared with the applicant within 30 days of the request for appeal. The BIE DPA office will then make any necessary determinations based upon the review team's decision. If an appeal is approved, the BIE DPA office will take appropriate action consistent with the review team's determination. Incomplete applications will not be reviewed.

XI. Appendices

Appendix A: Grant Application Rubric