Renaissance™ solutions are appropriate for federal funding.

Discover which Renaissance Learning programs fit within Formula and Competitive applications.

**Formula funds** are distributed to districts based on census poverty data (allocated based on need). Title I is the most widely used formula fund. Although these funds are not competitive, school districts must submit a short application to their state department in order to receive formula funds. The application must include descriptions of the services to be provided, how the program will be coordinated with regular instruction, what assessments will be used to gauge program outcomes, and how professional development will be provided.

**Competitive funds** are awarded through grants, either directly from the federal Department of Education (www.ed.gov) or from the federal government to state education departments, which then hold competitions for schools or districts. An applicant may receive a competitive grant award if the applicant’s submitted proposal is among the highest-scored responses for that grant competition.

Renaissance Programs and Federal Funding

Renaissance programs are based on scientific research and qualify for funding under a number of federal initiatives. Additionally, Renaissance supports the Common Core State Standards by helping students build foundations in reading and math, preparing them for college and career pathways.

On the next page are summaries of some of the federal funding sources available to districts, as well as the Renaissance programs that qualify for each fund. These codes indicate the funding classification of each federal source:

- F: Formula funding
- C: Competitive funding
<table>
<thead>
<tr>
<th>Code</th>
<th>Federal Funding Source</th>
<th>Appropriate Renaissance Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>F</strong></td>
<td><strong>College and Career Readiness—Title I, Part A</strong>&lt;br&gt;Title I, Part A promotes the use of effective methods and strategies that are grounded in scientifically based research. Title I outlines standards, accountability, and adequate yearly progress provisions that are aimed at increasing students’ college and career readiness.</td>
<td>Assess&lt;br&gt;• STAR 360&lt;br&gt;• STAR Custom&lt;br&gt;• STAR Reading&lt;br&gt;• STAR Math&lt;br&gt;• STAR Early Literacy&lt;br&gt;Teach&lt;br&gt;• Professional Services&lt;br&gt;Learn&lt;br&gt;• Accelerated Reader 360&lt;br&gt;• Accelerated Reader&lt;br&gt;• Subtext iOS&lt;br&gt;• English in a Flash&lt;br&gt;• Accelerated Math 2.0&lt;br&gt;• Accelerated Math Live&lt;br&gt;• Accelerated Math Fluency&lt;br&gt;• Accelerated Math Intervention</td>
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<td><strong>F</strong></td>
<td><strong>Improving Teacher Quality—Title II, Part A</strong>&lt;br&gt;This funding offers teachers and principals access to scientifically research-based professional development strategies that increase student achievement. This includes training on using data and assessments to improve student learning and ways to integrate technology into curricula.</td>
<td>Renaissance Professional Services provides educators with custom, research-based professional development strategies to close the gap between Knowing, Doing, and Achieving. Professional Services include:&lt;br&gt;• Custom onsite seminars&lt;br&gt;• Champions’ Academy Training of Trainers&lt;br&gt;• Leadership seminars&lt;br&gt;• Implementation and data coaching&lt;br&gt;• Implementation site visits&lt;br&gt;• Renaissance-U</td>
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<tr>
<td><strong>F</strong></td>
<td><strong>Language Instruction for Limited English Proficient and Immigrant Students—Title III, Part A</strong>&lt;br&gt;The goal of this funding is to ensure English learners attain English proficiency in the four domains (listening, speaking, reading, and writing), develop high levels of academic competence in English, and meet challenging state standards.</td>
<td>Assess&lt;br&gt;• STAR 360&lt;br&gt;• STAR Custom&lt;br&gt;• STAR Reading&lt;br&gt;• STAR Reading Spanish&lt;br&gt;• STAR Early Literacy&lt;br&gt;Teach&lt;br&gt;• Professional Services&lt;br&gt;Learn&lt;br&gt;• Accelerated Reader 360&lt;br&gt;• Accelerated Reader&lt;br&gt;• Subtext iOS</td>
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</tbody>
</table>
| F    | IDEA (Individuals with Disabilities Education Act) | Assess  
• STAR 360  
• STAR Custom  
• STAR Reading  
• STAR Math  
• STAR Early Literacy  
Teach  
• Professional Services  
Learn  
• Accelerated Reader 360  
• Accelerated Reader  
• Subtext iOS  
• English in a Flash  
• Accelerated Math 2.0  
• Accelerated Math Live  
• Accelerated Math Fluency  
• Accelerated Math Intervention |
| F    | Rural Education Achievement Program (REAP)—Title VI, Part B | Assess  
• STAR 360  
• STAR Custom  
• STAR Reading  
• STAR Math  
• STAR Early Literacy  
Teach  
• Professional Services  
Learn  
• Accelerated Reader 360  
• Accelerated Reader  
• Subtext iOS  
• English in a Flash  
• Accelerated Math 2.0  
• Accelerated Math Live  
• Accelerated Math Fluency  
• Accelerated Math Intervention |

**IDEA funds** are primarily for providing special education and related services to children with disabilities. 15% of these funds, however, may be used to support Coordinated Early Intervening Services (CEIS) benefiting non-disabled children, kindergarten through grade 12, with particular emphasis on K-3 students. These are students who have not been identified as needing special education services, but who do need additional support to succeed in a general education environment.

**ELIGIBILITY**
CEIS funds may be used to support Response to Intervention (RTI). Although all students may participate in a school-wide RTI model, CEIS funds may be spent only on tier two activities (specialized small group instruction for students determined to be at risk for academic problems) or tier three activities (specialized individual instructional support).

Funding is made to each state and then subgranted to districts using the following formula: 85% based on their relative share of children within the age range served by IDEA and 15% based on their relative share of children within that age range living in poverty.

**REAP consists of two programs:** Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS). SRSA provides additional formula funds and flexibility to small, rural districts. RLIS awards funds, either by formula or competitively, to rural districts that serve high concentrations of students from low-income families.

**ELIGIBILITY:**
1. Districts must have a specific rural designation to be eligible for REAP funding.
2. Districts receive funds based on the number of enrolled students and the number of students from low-income families. Check with your state department for a listing of eligible districts.
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<tr>
<td>C</td>
<td><strong>School Improvement Grants—Title I, Part A, Section 1003 (g)</strong>&lt;br&gt;These are grants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools through one of four models: turnaround, restart, school closure, or transformation.&lt;br&gt;<strong>ELIGIBILITY</strong>&lt;br&gt;Eligibility is tied to persistently low achievement in schools that are receiving Title I funds or that are eligible for Title I funds but do not receive them (such as high schools with graduation rates less than 60%). Schools must be in the lowest-achieving 5% in improvement, corrective action, or restructuring or among the lowest-achieving five Title I schools in the State.</td>
<td>Assess&lt;br&gt;• STAR 360&lt;br&gt;• STAR Custom&lt;br&gt;• STAR Reading&lt;br&gt;• STAR Math&lt;br&gt;• STAR Early Literacy&lt;br&gt;&lt;br&gt;Teach&lt;br&gt;• Professional Services&lt;br&gt;&lt;br&gt;Learn&lt;br&gt;• Accelerated Reader 360&lt;br&gt;• Accelerated Reader&lt;br&gt;• Subtext iOS&lt;br&gt;• English in a Flash&lt;br&gt;• Accelerated Math 2.0&lt;br&gt;• Accelerated Math Live&lt;br&gt;• Accelerated Math Fluency</td>
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<tr>
<td>C</td>
<td><strong>21st Century Community Learning Centers—Title IV, Part B</strong>&lt;br&gt;The purpose of this funding is to establish or expand after-school community learning centers that provide students with academic achievement enrichment opportunities along with activities designed to complement the regular day academic program.&lt;br&gt;<strong>ELIGIBILITY</strong>&lt;br&gt;Applications must be jointly submitted by at least one public or private community-based organization and a Title I district.&lt;br&gt;1. Priority is given to programs or schools with a high percentage of students from low-income families.&lt;br&gt;2. Priority is given to programs that target students who attend schools identified as “in need of improvement” (under Title I).</td>
<td>Assess&lt;br&gt;• STAR 360&lt;br&gt;• STAR Custom&lt;br&gt;• STAR Reading&lt;br&gt;• STAR Math&lt;br&gt;• STAR Early Literacy&lt;br&gt;&lt;br&gt;Teach&lt;br&gt;• Professional Services&lt;br&gt;&lt;br&gt;Learn&lt;br&gt;• Accelerated Reader 360&lt;br&gt;• Accelerated Reader&lt;br&gt;• Subtext iOS&lt;br&gt;• English in a Flash&lt;br&gt;• Accelerated Math 2.0&lt;br&gt;• Accelerated Math Live&lt;br&gt;• Accelerated Math Fluency&lt;br&gt;• Accelerated Math Intervention</td>
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<tr>
<td>C</td>
<td><strong>Striving Readers Comprehensive Literacy—Title I, Part E</strong>&lt;br&gt;The purpose of the Striving Readers Comprehensive Literacy (SRCL) discretionary grants is to advance literacy skills — including pre-literacy skills, reading, and writing — for students from birth through grade 12. Funds were awarded to states on a competitive basis. Each awarded state must distribute 95% of its funding to subgrantees.&lt;br&gt;<strong>ELIGIBILITY</strong>&lt;br&gt;Subgrantees must serve high-need children and youths, limited English proficient students, and students with disabilities. Activities should have the characteristics of an effective literacy program such as professional development, screening and assessment, targeted interventions for students reading below grade level, and other research-based methods of improving classroom instruction and practice. At least 15% of the subgranted funds must be used to serve children from birth to age 5, at least 40% must be used to serve students in kindergarten through grade 5, and at least 40% must be used to serve students in middle and high school with an equitable distribution of funds between middle and high schools.</td>
<td>Assess&lt;br&gt;• STAR 360&lt;br&gt;• STAR Custom&lt;br&gt;• STAR Reading&lt;br&gt;• STAR Early Literacy&lt;br&gt;&lt;br&gt;Teach&lt;br&gt;• Professional Services&lt;br&gt;&lt;br&gt;Learn&lt;br&gt;• Accelerated Reader 360&lt;br&gt;• Accelerated Reader&lt;br&gt;• Subtext iOS&lt;br&gt;• English in a Flash</td>
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| C    | Investing In Innovation, ARRA, Title XIV, Section 14007 | Assess  
• STAR 360  
• STAR Custom  
• STAR Reading  
• STAR Math  
• STAR Early Literacy  
Teach  
• Professional Services  
Learn  
• Accelerated Reader 360  
• Accelerated Reader  
• Subtext iOS  
• English in a Flash  
• Accelerated Math 2.0  
• Accelerated Math Live  
• Accelerated Math Fluency  
• Accelerated Math Intervention  |
| C    | Race to the Top—District | Assess  
• STAR 360  
• STAR Custom  
• STAR Reading  
• STAR Math  
• STAR Early Literacy  
Teach  
• Professional Services  
Learn  
• Accelerated Reader 360  
• Accelerated Reader  
• Subtext iOS  
• English in a Flash  
• Accelerated Math 2.0  
• Accelerated Math Live  
• Accelerated Math Fluency  
• Accelerated Math Intervention  |
| C    | Race to the Top—Early Learning Challenge | Assess  
• STAR Early Literacy  
• STAR Reading Spanish  
Teach  
• Professional Services  
Learn  
• Accelerated Reader  |

**ELIGIBILITY:**

1. Local Educational Agencies or a partnership between a nonprofit organization and one or more LEAs or a consortium of schools may apply.
2. Applicants must have closed achievement gaps, increased academic achievement, improved graduation rates, or increased the placement of high-quality teachers and principals, and be able to secure private sector match.

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**ELIGIBILITY:**

1. Local Educational Agencies or a partnership between a nonprofit organization and one or more LEAs or a consortium of schools may apply.
2. An applicant must serve a minimum of 2,000 participating students or may serve fewer than 2,000 participating students provided those students are served by a consortium of at least 10 LEAs and at least 75 percent of the students served by each LEA are participating students;
3. At least 40 percent of participating students across all participating schools must be students from low-income families;
4. An applicant must demonstrate its commitment to core educational assurance areas.

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**ELIGIBILITY:**

Only states can apply.
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<tr>
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</table>
| C    | Preschool Development Grants | Assess  
STAR Early Literacy  
STAR Reading Spanish  
Teach  
Professional Services  
Learn  
Accelerated Reader |

The purpose of the Preschool Development Grants is to support State and local efforts to build, develop, and expand High-Quality Preschool Programs so that more children from low- and moderate-income families enter kindergarten ready to succeed in school and in life. States which receive this funding will hold competitions to award subgrants.

ELIGIBILITY
Preschool Development Grants are targeted to states in either of two categories: Development Grants for small states or those serving fewer than 10% of their state’s preschool population and Expansion Grants – all other states plus the District of Columbia. Within the Expansion Grant category, states are further categorized as to those who received Race to the Top-Early Learning Challenge grants and those who did not.

To qualify for federal funding, educational tools must be supported by scientific research. The following key federally funded organizations confirm the research of one or more Renaissance Learning tools.

To learn more about the funding opportunities available to you and how Renaissance programs meet their requirements, please visit our funding center at [www.renaissance.com/Resources/Funding](http://www.renaissance.com/Resources/Funding) or call (800) 338-4204.