Electronic Application Process

Applicants are required to complete and submit the application, including all required attachments to:

hatfieldt@michigan.gov

Applications will be received on an ongoing basis and will be reviewed in the order in which they are submitted.

Applicants must respond to each question/item in each section of the application. Incomplete applications will not be considered.

Technical support will be available Monday – Friday, from 9:00 a.m. – 4:00 p.m.

All information included in the application package must be accurate. All information that is submitted is subject to verification. All applications are subject to public inspection and/or photocopying.

Contact Information

All questions related to the preferred provider application process should be directed to:

    Anne Hansen
    Consultant
    Office of Education Improvement & Innovation

OR

    Tammy Hatfield
    Consultant
    Office of Education Improvement & Innovation

Telephone: (517) 373-8480 or (517) 335-4733
Email: hatfieldt@michigan.gov
Under the Final Requirements for School Improvements Grants, as defined under the Elementary and Secondary Education Act of 1965, as amended, Title I, Part A. Section 1003(g) and the American Recovery and Reinvestment Act as amended in January 2010, one of the criteria that the MDE (SEA) must consider when an LEA applies for a SIG grant is the extent to which the LEA has taken action to “recruit, screen, and select external providers...”. To assist LEA’s in this process, the MDE is requesting information/applications from entities wishing to be considered for placement on a preferred provider list that will be made available to LEA’s on the MDE website. If an LEA selects a provider that is not on the list, the provider will have to go through the application review process before engaging in the turnaround intervention at the LEA. Applications will be reviewed on their merits and not on a competitive basis. Please note that the application and accompanying attachments will be accessible online to LEA’s seeking to contract for educational services.

Preferred external providers will be required to participate in a state-run training program that specifies performance expectations and familiarizes providers with state legislation and regulations. External providers will be monitored and evaluated regularly and those who are not getting results will be removed from the preferred provider list.

All decisions made by the MDE are final. There is no appeal process.

Please note that being placed on the Preferred Provider List does not guarantee that a provider will be selected by an LEA to provide services.

Two or more qualified reviewers will rate the application using the scoring rubric developed by the Michigan Department of Education (MDE).

Applications will only be reviewed if:

1. All portions of the application are complete;

2. All application materials, including attachments, are submitted electronically prior to the due date;

Applications will only be approved if:

1. The above conditions are met for review;

2. The total application score meets a minimum of 70 points
<table>
<thead>
<tr>
<th>Exemplar</th>
<th>Total Points Possible</th>
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<tbody>
<tr>
<td>1. Description of comprehensive improvement services</td>
<td>25</td>
</tr>
<tr>
<td>2. Use of scientific educational research</td>
<td>15</td>
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<tr>
<td>3. Job embedded professional development</td>
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<td>4. Experience with state and federal requirements</td>
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<td>5. Sustainability Plan</td>
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<td>6. Staff Qualifications</td>
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<td><strong>Total Points Possible</strong></td>
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<tr>
<td><strong>Minimum Points Required for Approval</strong></td>
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**Note:** Applicants may apply to become preferred providers in all or some of the program delivery areas listed in Section B. If applicant does not wish to become a provider in a program area, that should be noted on the application.

If an applicant is applying to be a preferred provider in less than the five areas listed, they must have a review score not less than the following in each area for which they apply:

- Section 1 15 points
- Section 2 10 points
- Section 3 10 points
- Section 4 10 points
- Section 5 10 points
- Section 6 10 points  Section 6 must be completed by all applicants.
APPLICATION OVERVIEW

The Application is divided into four sections.

Section A contains basic provider information.

Section B requests information related to six exemplars (program delivery information and staff qualifications). Responses in Section B must be in narrative form. You may include figures (e.g., tables, charts, graphs) to support your narrative, but such items will be counted toward applicable page/word limits.

Section C contains the Assurances. Please read each statement carefully. By submitting your application, you certify your agreement with all statements therein.

Section D Attachments
Please enter the requested information in the spaces provided. Be sure to read all notes, as they provide important information.

**Instructions:** Complete each section in full.

<table>
<thead>
<tr>
<th>1. Federal EIN, Tax ID or Social Security Number</th>
<th>2. Legal Name of Entity</th>
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<tbody>
<tr>
<td></td>
<td>Renaissance Learning, Inc.</td>
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3. **Name of Entity as you would like it to appear on the Approved List**
Renaissance Learning, Inc.

4. **Entity Type:**
- [ ] For-profit
- [ ] Non-profit

5. **Check the category that best describes your entity:**
- [ ] Business
- [ ] Community-Based Organization
- [ ] Educational Service Agency (e.g., RESA or ISD)
- [ ] Institution of Higher Education
- [ ] School District
- [ ] Other
  (specify): ____

6. **Applicant Contact Information**

<table>
<thead>
<tr>
<th>Name of Contact</th>
<th>Phone</th>
<th>Fax</th>
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<tbody>
<tr>
<td>Submissions Services Department</td>
<td>800-338-4204</td>
<td>866-558-4056</td>
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<tr>
<td>2911 Peach Street, PO Box 8036</td>
<td>Wisconsin Rapids</td>
<td>WI</td>
<td>54495-8036</td>
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<tr>
<th>E-Mail</th>
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<tr>
<td><a href="mailto:dept10@renlearn.com">dept10@renlearn.com</a></td>
<td><a href="http://www.renlearn.com">www.renlearn.com</a></td>
</tr>
</tbody>
</table>

7. **Local Contact Information** (if different than information listed above)

<table>
<thead>
<tr>
<th>Name of Contact</th>
<th>Phone</th>
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8. **Service Area**

List the intermediate school district and each individual district in which you agree to provide services. Enter “Statewide” ONLY if you agree to provide services to any district in the State of Michigan.

- [ ] Statewide

<table>
<thead>
<tr>
<th>Intermediate School District(s):</th>
<th>Name(s) of District(s):</th>
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</table>
9. Conflict of Interest Disclosure

Are you or any member of your organization currently employed in any capacity by any public school district or public school academy (charter school) in Michigan, or do you serve in a decision making capacity for any public school district or public school academy in Michigan (i.e. school board member)?

☐ Yes ☒ No

What school district are you employed by or serve:_____

In what capacity are you employed or do you serve (position title):_____

Schools or school districts are encouraged to apply to become preferred providers. However, the school or school district may not become a preferred provider in its own district. This restriction does not apply to Intermediate School Districts or Regional Educational Service Authorities.

**IMPORTANT NOTE:** Once approved, providers must operate within the information identified in this application.

Changes in application information may be requested in writing to MDE. The request must include the rationale for the changes. All changes must receive written approval from MDE prior to implementation and will be determined on a case-by-case basis. This includes, but is not limited to, information changes in the following categories:

- Change in service area
- Change in services to be offered
- Change in method of offering services
SECTION B: PROGRAM DELIVERY AND STAFF QUALIFICATION NARRATIVES

**Instructions:** Section B responses must be in narrative form. Provide data/documentation of previous achievements where applicable. All responses must comply with stated page limits. Figures such as tables, charts and graphs can be included in the narrative, but such information will be counted toward page limits. Text and figures beyond the stated page limit will not be considered and should not be submitted with the application. All references must be cited.

**Exemplar 1: Description of Comprehensive Improvement Services (25 points possible)**

Describe how comprehensive improvement services that result in dramatic, documented and sustainable improvement in underperforming urban secondary schools will be delivered to LEA’s that contract for your services. Comprehensive services include, but are not limited to the following:

- Support systems to ensure student and teacher success and sustain improvement
- Content and delivery systems and mechanisms proven to result in dramatic and sustained improvement linked to student achievement
- Job embedded professional development at leadership, teacher and support levels to increase internal capacity for improvement and sustainability linked to student achievement
- Comprehensive short cycle and summative assessment systems to measure performance and goal attainment linked to the building school improvement plan.
The Renaissance School Improvement Program™ is a comprehensive school improvement model for all students, built on solid data, organized around yearly targets, and sustained by embedded professional development. Renaissance School Improvement offers a suite of formative and interim assessment tools and other instructional resources that provide educators with actionable data and meaningful support to systematically manage continuous instructional improvement. These software and hardware tools have been gathering, storing, and reporting student achievement data in real time for over two decades. In conjunction with and building on the results of these resources, over 900,000 teachers and school leaders have participated in Renaissance Learning™ professional services programs. Renaissance Learning has been fully committed to the work of increasing internal capacity for instructional improvement and accelerating student achievement since it was founded in 1986.

As the Michigan Department of Education requests, our comprehensive improvement services include:

**Support systems to ensure student and teacher success and sustain improvement**
Renaissance Learning offers research-based educational technology tools for assessment, progress-monitoring, effective practice, differentiating instruction, and data analysis, in conjunction with professional development. This approach reinforces and builds the capacity of teachers and school leaders to successfully raise student achievement by increasing academic learning time (ALT) and creating an engaging and motivating environment for students and educators alike. Academic learning time – when students are engaged and the material is at the right level of challenge for success – is the time when maximum learning takes place. Studies indicate that increasing ALT, especially increasing time spent practicing and mastering key skills, promotes growth, and this is a foundational principle of Renaissance School Improvement.

Renaissance School Improvement is appropriate for use with all students from elementary through high school, in both urban and rural districts, including those who are working below or above grade level, special needs students, English language learners, and historically disadvantaged students. These key elements – software and intervention materials, 1:1 educational computing, and increased academic learning time – supercharge the school’s selected evidence-based curriculum, accelerate learning, and ensure that all students are ready for college and career.

**Content and delivery systems and mechanisms proven to result in dramatic and sustained improvement linked to student achievement**
Firmly based in 20 years of experience, Renaissance Learning tools offer educators the enabling technology to collectively gather and use actionable, easy-to-interpret data that facilitates improved instruction. The result is intense focus on the daily events in the classroom that really accelerate learning. Students benefit and educators benefit, for the same reasons: better use of time, clearer shared and attained objectives, and a sustainable culture of learning and success that extends to the surrounding community.

**Software:** Renaissance School Improvement is built on the data generated by Renaissance Learning’s tools for formative and short-cycle interim assessment.

Accelerated Reader Enterprise™, Accelerated Math Enterprise™, and MathFacts in a Flash™ are daily reading and math practice tools that facilitate the formative-assessment process. Research shows that systematic reading and math practice substantially improves achievement.

STAR Reading Enterprise™, STAR Math Enterprise™, and STAR Early Literacy Enterprise™ are valid and reliable interim assessments. STAR Reading Enterprise and STAR Math Enterprise bridge assessment and instruction by mapping student scores to research-based learning progressions. With STAR Enterprise’s Instructional Planning tools, teachers can determine instructional readiness, identify
prerequisite skills, and access materials for instruction and practice of each skill. STAR Enterprise helps teachers evaluate students’ knowledge and skills relative to a specific set of academic standards, including the Michigan Grade Level Content Expectations (GLCEs) and the Michigan High School Content Expectations (HSCEs) and the Common Core State Standards.

All of Renaissance Learning’s Web-based tools for assessment are delivered on one software platform, called Renaissance Place Real Time™, making it easy to consider multiple points of data simultaneously at the student, class, school, and district level.

**Intervention:** Utilizing the powerful data generated by these assessment tools to identify students who may be at risk, Renaissance School Improvement also offers research-based intervention programs for reading and math.

Successful Reader™ is a research-based reading intervention program for struggling readers in grades 4-12. The program is comprised of two complementary and equally reinforcing parts: the Instructional Book Club and Guided Independent Reading Practice. Successful Reader focuses on the most critical reading skills that have the greatest impact on reading achievement—comprehension and vocabulary—while addressing the motivational needs of struggling readers. With a straightforward, consistent, structured instructional model, teachers are able to successfully implement the program and start helping struggling readers quickly.

Accelerated Math for Intervention™ is a highly effective, research-based math intervention program for grades 3–12. It enables teachers to identify and address gaps in critical skills, provide targeted instruction with differentiated practice, increase student engagement and motivation, and use formative assessment to generate actionable data about their students. The program harnesses the power of Accelerated Math, MathFacts in a Flash, and STAR Math software, and includes comprehensive, ongoing professional development training to help build a dynamic environment for learning that meets the needs of all students.

**Hardware:** NEO 2™, designed specifically for schools, helps educators create classroom learning environments where technology works seamlessly with instruction, practice, and assessment to increase academic learning time.

- Durable and cost-effective, NEO 2s facilitate the 1:1 computing that increases academic learning time and helps develop 21st Century and STEM skills.
- Teachers are trained to integrate NEO 2 into their daily routines and design modern lessons to improve writing composition skills, create content for oral and written work, gather information, increase keyboarding proficiency, and routinely monitor and assess comprehension.
- NEO 2 integrates learning in a manner consistent with digital learners.

The NEO 2 includes a multitude of features that make it vital component of the Renaissance School Improvement program.

- With 1:1 computing, students have instant access to daily math facts, reading, keyboarding, and writing practice.
- The NEO 2 comes with the most sophisticated student response tool on the market. The 2Know!™ Classroom Response system includes quiz-building software to enable efficient creation of teacher-made tests. It also has built-in classroom response functionality, including short answer, so students can give real-time feedback, further improving engagement and instruction.
- NEO 2 Write-On!™ Lessons promote writing across the curriculum. Write-On includes 387 writing lessons on NEO 2 that helps students create written content in any curricular area including science and math. Lessons include such skills as process writing, vocabulary development, and summarization.
• With NEO Share™, NEO 2s become a virtual hub connecting all classroom technologies including interactive white boards, desktop and laptop computers, document cameras, online sources, and internet content.
• NEO Share allows teachers to retain control of how students use classroom technologies facilitating focused learning directed by the teacher – not the technology.

Renaissance Learning software, intervention, and hardware products, implemented with fidelity and supported by professional services, positively impact the essential skills of reading, mathematics, and writing, as outlined in the Renaissance Z plans:

35Z90 Plan: This plan presents a research-based strategy for creating a culture of reading throughout schools and districts. This plan is called the 35Z90 Plan, after the following primary benchmarks for increase in reading practice:

- 35: Thirty-five minutes of deliberate reading practice per school day for all students in grades K–12 (in addition to, not instead of, time allocated to instruction)
- Z: Ensuring that this practice is within each student’s personalized reading level—called the Zone of Proximal Development (ZPD)
- 90: Each student’s tested reading comprehension of all literature on average is at least 90%

The goal of the 35Z90 plan is for all students to read at or above grade level, which then serves as the foundation for acquiring knowledge in all curricular areas: social sciences, humanities, physical sciences, and the arts. All three of these vital metrics will be measured automatically and continuously by Accelerated Reader software. Reading practice levels, and early reading readiness and skill levels, will be determined and regularly monitored using STAR Reading and STAR Early Literacy computerized reading assessments. In the early grades, reading practice consists primarily of teachers, parents, older students, and adult volunteers reading books aloud to students. In these early reading stages, Accelerated Reader quizzes assess the children’s listening comprehension. Once students learn to read independently and silently on their own, they read self-selected fiction and nonfiction books both in school and at home and are quizzed on their independent reading comprehension using Accelerated Reader.

Z4 Plan: This plan presents a research-based strategy for building a strong foundation of math skills throughout districts and schools. The Z4 plan is named for the primary benchmarks for building students’ skill base in math:

- Z: Ensuring that all practice is within, but at the frontier of, each student’s current achievement level, or the Zone of Proximal Development (ZPD)
- 4: Sufficient time will be dedicated to master each of the four (4) math facts operations (+,−,×,÷). Students practice an average of 10 minutes each day until they develop mastery, or close skill gaps
- Mastery of four (4) discrete math objectives per week is another benchmark of Z4. Objectives will be linked to state standards and will build upon each other to support the district curriculum and achieve those standards. Forty minutes of problem-solving practice per day on objectives linked to the Michigan GLCEs and HSCEs, and Common Core standards, is the recommended goal.

With the Z4 plan, skills practice will be measured automatically and continuously by the Accelerated Math and MathFacts in a Flash software. Math practice levels will be determined and regularly monitored using the STAR Math computerized math assessment. The Accelerated Math and MathFacts in a Flash software, because they create the ability to manage and track assignments at the skill level according to each student’s achievement and progress, will facilitate complete differentiation and individualization of learning. This will benefit all students, particularly those in need of remediation at any level, but also higher achieving students.

NEO Plan: The NEO plan is not a new or separate writing curriculum. Instead, it aims to amplify or “supercharge” the district’s existing curriculum. Its different components do, however, address nearly every aspect of the elements of effective writing instruction. Writing improvement goes hand-in-hand with
reading improvement; good writers are good readers. So the first step in improving writing is to adopt a
district-wide reading plan: 35Z90. But reading, while necessary for good writing, is not sufficient. These
other elements are also necessary to build good writers:

- Starting as early as possible to develop keyboarding skills. Students must practice for 10-15
  minutes a minimum of three times a week working toward grade-level goals.
- Evidence-based instruction in the various aspects of writing. Sufficient regularly scheduled
  opportunities using NEO 2s and their associated software to practice grammar, mechanics,
  composition, and revision skills in language arts and other classes.
- Motivation, which includes fostering an exciting community of writers
- A school-wide dedication to writing throughout the day and across the curriculum

Insufficient access to technology is often a constraint on school improvement efforts of all kinds. Ready
access to computers, on the other hand, will greatly assist the assessment and practice requirements of the
35Z90 and Z4 plans, and it will also improve writing in a number of ways. All three plans—reading, math,
and writing—depend on increased flow of student data, which the NEO 2 system facilitates. The system
will provide a steady conduit for quantitative measures of reading comprehension and math proficiency,
reports on skills mastery or skills deficiency, and texts of writing assignments with associated responses,
suggestions, and edits. The NEO plan is based on the principles that undergird the reading and math plans
while extending the scope to include writing.

**Job embedded professional development at leadership, teacher, and support levels to increase internal
capacity for improvement and sustainability linked to student achievement**

The Renaissance School Improvement plan is built on Renaissance Learning’s many years of commitment
to and experience in providing comprehensive and continuous staff and leadership development. Our
professional development materials and activities focus on translating the research on elements of effective
instruction into practical strategies that can be applied in the classroom with the help of software/hardware
that make them doable. This will be discussed in greater detail in our response to Exemplar Three.

**Comprehensive short cycle and summative assessment systems to measure performance and goal
attainment linked to the building school improvement plan.**

Renaissance Learning tools serve a number of specific purposes at the classroom, school, and district
levels. These primarily fall into two categories: formative (short cycle) assessment and practice-
monitoring. They work with and support any evidence-based curriculum components for reading,
language arts, and math and provide data that is valid and reliable, intelligible, and easily incorporated into
classroom routines. Renaissance Learning software provides a variety of ways to assess student mastery of
standards-based objectives, before and after instruction. The technology of Web-based practice and
assessment makes the management of frequent formative assessment very efficient and offers instant
diagnostic reporting capabilities for students, educators, and community stakeholders.
Exemplar 2: Use of Scientific Educational Research
(15 points possible)

Describe how scientific educational research and evidence based practices will be used as the basis for all content and delivery systems and services provided to the LEA.

- The applicant should provide detailed data that supports successful performance in utilizing research and evidence-based practices in the delivery of systems and services, especially as applied to secondary school settings.
- Cite and reference available research studies (as appropriate) and provide data that indicate the practices used have a positive impact on the academic achievement of students in the subjects and grade levels in which you intend to provide services.
Exemplar 2 Narrative Limit: 3 pages (insert narrative here)

Backed by more than 20 years of classroom experience and more than 225 independent research studies and reviews, Renaissance Learning’s products and professional development are used on a daily basis by more than 72,000 schools nationwide. These Renaissance Learning products have been rated the most cost-effective way to measure and increase student learning. In addition, they have received positive ratings from such national organizations as:

- **National Center for Response to Intervention** - According to the National Center on Response to Intervention (NCRTI) and other experts, STAR Reading, STAR Early Literacy, STAR Math, Accelerated Math, and MathFacts in a Flash all meet rigorous scientific standards of quality and are perfect for screening and progress monitoring.

- **National Dropout Prevention Center/Network** - Accelerated Reader and Accelerated Math have both earned the top rating of “Strong Evidence” for Prevention and Intervention at all grade levels by the National Dropout Prevention Center.

- **National Center for Student Progress Monitoring** - Accelerated Reader, Accelerated Math, STAR Reading, STAR Early Literacy, and STAR Math meet the National Center on Student Progress Monitoring’s (NCSPM) rigorous criteria for scientifically based progress-monitoring tools.

- Comprehensive School Reform Quality Center - School Renaissance (using both Accelerated Reader & STAR Reading and Accelerated Math & STAR Math as key components of school reform) was rated in the top 3rd among 22 comprehensive school reform models by the federally funded Comprehensive School Reform Quality Center.

- **Northwest Regional Educational Laboratory** - School Renaissance (using Accelerated Reader alongside STAR Reading with best practices, and using Accelerated Math alongside STAR Math with best practices) is included in Northwest Regional Educational Laboratory's (NWREL) prestigious Catalog of School Reform Models. NWREL describes comprehensive school reform as a means to improve student achievement through reorganizing and revitalizing entire schools, rather than implementing isolated programs. Reform models must be based on research. They must also organize classroom practice, school structure, and school culture around a specific vision of teaching and learning. Comprehensive school reform models must address more than one subject area.

- **What Works Clearinghouse** - With more than 160 scientific research studies, Accelerated Reader is one of the few products with studies that met the selective criteria of the What Works Clearinghouse.

**Evidence-Based, Research-Proven**

Renaissance School Improvement tools and strategies have been shown by scientifically based research to be effective in helping educators dramatically accelerate academic growth across all demographics in K–12 classrooms. The large evidence base supporting Renaissance School Improvement consists of a number of experimental and quasi-experimental research studies on Renaissance Learning’s tools for formative and interim assessment and Renaissance Learning Best Practices™. These research studies are considered by both the No Child Left Behind Act and the research community to provide the strongest evidence of effectiveness and to be consistent with the definition of scientifically based research. This body of evidence includes articles that have been published in peer-reviewed journals.

35Z90 - The Renaissance School Improvement reading plan using Accelerated Reader, STAR Early Literacy, STAR Reading: The effectiveness of the reading products that comprise the 35Z90 plan are supported by more than 160 independent studies, including 23 articles published in peer-reviewed journals. Ensuring that students are practicing by reading books at appropriate challenge levels is a fundamental principle underlying Accelerated Reader referred to as AR Best Practices™. Guided
independent reading practice is proven to accelerate reading growth in all students regardless of reading ability (Borman & Dowling, 2004; Holmes, Brown, & Algozzine, 2006; Lewis & Samuels, 2003; Nunnery & Ross, 2007; Nunnery, Ross, & Goldfeder, 2003; Nunnery, Ross, & McDonald, 2006; Paul, 2003; Samuels & Wu, 2004; Topping, Samuels, & Paul, 2007). Research on Accelerated Reader shows that overall student reading achievement improves significantly if sufficient time is spent practicing reading at a high level of comprehension (Topping & Sanders, 2000; Borman & Dowling, 2004).

**Z4- The Renaissance School Improvement math plan using Accelerated Math, MathFacts in a Flash and STAR Math:** The effectiveness of the math products that comprise the Z4 plan are supported by more than 85 independent studies, including 17 articles published in peer-reviewed journals. One peer-reviewed journal article by Ysseldyke & Tardrew (2007) reports on a large experimental study which explores how Accelerated Math supports differentiated instruction and helps educators meet the wide-ranging learning needs of their increasingly diverse classrooms. It examines the math achievement and attitudes of a nationwide sample of 2,202 students in grades 3–10. It compares classrooms in 24 states that used Accelerated Math to same-school control classrooms that did not use it. Among the major findings are:

- Students in Accelerated Math classrooms experienced exceptional gains in math compared to students in control classrooms. The difference in the gains in one semester ranged from 7 percentile points in grade six to 14 percentile points in grades three and five.
- Gains were experienced across the achievement spectrum. An analysis of low-, middle-, and high-achieving students showed consistently strong rates of gain for each math objective mastered.
- The gain for students with a high level of implementation averaged 18 percentile points, which is about nine times the gain of the control students.
- Teachers of Accelerated Math classrooms spend more time providing individual versus group instruction and feel better able to meet the individual needs of their students.
- Significantly more students who participated in Accelerated Math reported that they like math, help each other with math, and like math better this year than last year.
- Implementation of Accelerated Math results in improved performance for students at multiple points on the ability/disability spectrum. Accelerated Math had a significant effect in all respects for students who are gifted and talented, low achieving, English language learners, eligible for free or reduced lunch, and Title I.

**NEO- The Renaissance School Improvement writing plan using NEO 2:** NEO 2 laptops are the latest generation of a device specifically designed for use in schools, proven in school-district use across the country since 1993. A number of independent studies have shown the effectiveness of NEO 2 and its predecessors in improving the quantity and quality of student writing (Donovan, 1998; Friedman, Zibit, & Coote, 2004; Hagerman, 2001; Outreach and Technical Assistance Network (OTAN), 2001; Russell, Bebell, Cowan, & Corbelli, 2003). One peer-reviewed journal article provides evidence for positive effects of NEOs, particularly when supporting the learning of special needs students (Swan, van’t Hooft, Kratcoski, & Unger, 2005).

The following offers a sample of published research supporting Renaissance Learning’s reading assessments for increasing reading achievement:


The following offers a sample of the published research supporting Renaissance Learning’s math
assessments for increasing math achievement:


The following published research supports Renaissance Learning Best Practices:


Additionally, for a case study of a Michigan school (North Godwin Elementary, Wyoming, Michigan) that achieved significant increases on MAEP scores after adopting the Renaissance school improvement process, see: [http://doc.renlearn.com/KMNet/R001289003GB87E1.pdf](http://doc.renlearn.com/KMNet/R001289003GB87E1.pdf)

For a study of a New York City High School (John Adams High School, Queens, New York) where, after implementing Accelerated Math with best practices, 9th-grade scores increased by 11 to 20 percentile points in just 6 months, see: [http://research.renlearn.com/research/pdfs/126.pdf](http://research.renlearn.com/research/pdfs/126.pdf)

Renaissance School Improvement is a model that focuses primarily on the improvement of the learning environment, with special emphasis on the effective use of data to improve instruction and the critical role of personalized practice to accelerate learning for all students. Renaissance Learning’s understanding and appreciation of students begins with the firm conviction that all students want to learn and can learn, despite persistent patterns of failure. The research proven results of this approach demonstrate rapid gains in student motivation and increased achievement across all demographics. To explore further research supporting Renaissance School Improvement, the Renaissance Learning research library is available online at: [http://research.renlearn.com/advancedsearch.asp](http://research.renlearn.com/advancedsearch.asp)
Exemplar 3: *Job Embedded Professional Development*  
(15 points possible)

Describe how a job-embedded professional development plan will be put in place to support principals, school leadership teams, teachers, and support staff.

- The applicant should provide detailed data that supports successful performance in developing job-embedded professional development plans for:
  - principals
  - school leadership teams
  - teachers
  - support staff
Renaissance Learning has more than 20 years of experience delivering high quality professional development services that translate research on effective instruction and assessment into classroom practices that are supported by software/hardware which make those strategies practical and efficient. Since 1986 we have provided training and support for more than 900,000 educators across the U.S. through our various professional service offerings.

**Approaches to Sustained, Ongoing Professional Development**

As an essential component to every Renaissance School Improvement implementation, educators are provided with ongoing professional development and support. A few key elements come together to ensure this approach:

- School and districts leaders and all teachers, are trained on the language of data and how to work in collaborative data teams.
- Consultants and coaches provide ongoing support through personalized and training.
- Cost-efficient modes of delivery such as a train-the-trainer model and online learning are used to help school staff administer formative and interim assessments with fidelity.
- Job-embedded experts are designated, trained and supported.
- Dedicated program managers lead every implementation including collaborative goals setting and ongoing data review with school and district leadership.

**Program Management:** Every Renaissance School Improvement implementation begins with a dedicated program manager working directly with principals, school leaders, and teachers both on and offsite. Program managers are implementation specialists who coordinate Renaissance School Improvement, by:

- assessing needs
- collaboratively establishing goals
- organizing learning around research-based reading and math benchmarks
- leading and facilitating data review sessions
- advising on next steps when data suggests established targets are not being met
- arranging targeted professional development sessions to assure fidelity of the school improvement implementation

**Leadership Development:** Renaissance Learning knows that successful schools begin with strong leadership. For this reason, we are committed to developing strong and empowered principals, superintendents, district leaders, and curriculum specialists. Our leadership training is job-embedded and ongoing offering building and district leaders training and practice in the following areas:

1. Setting school-wide goals shaped by research-based incremental benchmarks and yearly targets
2. Monitoring progress toward goals through an ongoing data review process
3. Reviewing data for the purpose of:
   - Monitoring engaged time metrics from class to class or school to school
   - Identifying learning gaps
   - Identifying which students are becoming probable readers
   - Monitoring reading comprehension levels at the class, school, and district level
   - Monitoring the number of math objectives mastered
   - Customizing professional development for teachers and staff
4. Scheduling to incorporate dedicated time for differentiated reading and math practice
5. Mandating a school-wide testing schedule for interim assessments
6. Establishing school-wide assessment and data literacy
7. Identifying Reading and Math Champions as embedded teacher experts
8. Leading collaborative data team meetings
9. Establishing school routines to include grade-level data team meetings based on the principles of Response to Intervention (RTI)
10. Monitoring class and school mastery of state and Common Core standards and progress toward proficiency on state assessments.

Additionally Renaissance School Improvement provides summer institutes in leadership development as an integral component of the implementation. Principals from across the nation gather to participate in seminars on various leadership topics, share experience with establishing a data-driven culture, collaborate in a supportive environment and develop relationships with peers and colleagues.

**Data Literacy**: Renaissance Learning’s experienced program managers and professional consultants work directly with principals, school leaders, district leadership, and superintendents to explore the data generated from Renaissance Learning assessments. These professional development consultants train educators to look at data as both a mirror and a window of information. Educators learn that data can be a mirror for self-reflection and self-assessment, offering principals and superintendents a space to understand the strengths and weaknesses within schools and districts and to ask deeper questions about student learning, instruction, and content delivery. Opportunities are created to make adjustments in teaching and learning while there is still time to intervene and make mid-course changes at the classroom, school, and district levels as necessary. Renaissance Learning also educates principals and district leaders on using data as a window for seeing beyond what is happening in their immediate environment and seeking guidance, collaboration, and professional development as necessary from varied resources. With this approach, we provide a safe environment for starting necessary conversations based on student data that empower school and district leaders and shape solid and targeted approaches for continuous instructional improvement.

**Collaborative Data Team Meetings**: With every Renaissance School Improvement implementation principals, curriculum directors, and other school specialists have common goals and a shared language to objectively discuss school improvement measures and create a shared vision. In a data-driven environment with collaborative data team meetings, principals and teachers are working together and discussing ideas based on data, not opinions. This empowers leadership to encourage teachers to take risks, improve instructional techniques, and share both successes and struggles in order to move the school forward in continuous improvement.

Collaborative data team meetings foster an environment for ongoing learning. Within this professional learning community, both new and veteran staff members develop assessment and data fluency, which is critical to sustaining change and improving learning. Teachers are empowered to use data to hone in on specific student skill development, to confer their findings with colleagues, to offer ideas and considerations for lesson planning and to follow through with targeted instruction rooted in data and supported by colleagues and leadership. This shared language of data allows for fluent and rich conversations to flow while deeply involving principals and teachers in setting student goals, developing targeted lessons, and employing research-proven instructional strategies. With collaborative data teams, all school members are working collectively to affect the outcomes of each and every student.

**Additional Professional Development**: Our semi-annual Symposia draw about 300 participants from around the country. On average we deliver 175 full day on-site sessions each month. This includes general training seminars held at regional sites, custom staff development sessions for individual schools, and job-embedded coaching/consulting. We also deliver approximately 1,205 hours of Web Seminar training, coaching, and support each month. The Renaissance Training Center™ Web site is available 24/7 to educators seeking information and strategies to enhance their implementation. Visit the Renaissance Training Center at: [http://www.renlearn.com/training/](http://www.renlearn.com/training/).
Exemplar 4: Experience with State and Federal Requirements (15 points possible)

Describe your experience with State and Federal Requirements, especially as it relates to the following:

- Aligning model(s) to be implemented with the School Improvement Framework
- The Michigan Comprehensive Needs Assessment
- Individual School/District Improvement Plans, North Central Association (NCA)
  - Response demonstrates alignment of the above mentioned elements, AKA “One Common Voice - One Plan.”
- Understanding of Title 1 (differences between Targeted Assistance and School-wide)
- State assessments — Michigan Educational Assessment Program (MEAP) and the Michigan Merit Exam (MME)
- Michigan Grade Level Content Expectations (GLCEs)
- Michigan High School Content Expectations (HSCEs)
- Michigan Merit Curriculum
- Michigan Curriculum Framework
- Section 504 of the Individuals with Disabilities Education Act (IDEA)
Exemplar 4 Narrative Limit: 2 pages (insert narrative here)

Renaissance Learning has extensive experience working with State and Federal program requirements and educational policy. We have a dedicated State and Federal Programs department which includes three former state superintendents who work with policy makers at the state and federal levels, analyze public policy, and monitor the alignment of our programs and products to various reforms and requirements. The Renaissance State and Federal Programs department has been working with the Chief Council of State School Officers and is an endorsing partner in the Common Core State Standards initiative. In addition, the Renaissance Learning Funding department works directly with schools and districts, providing support in identifying state and federal funds for implementing our educational products and services. We are work with schools across the nation to implement Turnaround, Transformation, and Restart School Improvement models. We have aligned Renaissance School Improvement with each of these models, and many districts have successfully included our programs in their School Improvement Grant applications.

Aligning model(s) with the School Improvement Framework

Our Renaissance School Improvement program offers the following within each strand of the Michigan School Improvement Framework:

**STRAND 1 - Teaching for Learning:** Renaissance School Improvement is effective with any evidence-based curriculum. We provide tools and training to improve teacher effectiveness and enhance instruction. We offer valid and reliable assessment tools that shape daily classroom routines and are instructional, diagnostic, predictive, evaluative, and provide actionable data.

**STRAND 2 - Leadership:** With Renaissance School Improvement, leadership is empowered with ongoing professional support from Renaissance experts. Principals are trained to establish a data-driven culture within their schools with dedicated time for collaborative data team meetings and school-wide commitment to reading and math practice. Principals are instructional leaders with increased capacity to continuously monitor school improvement processes.

**STRAND 3 - Personnel and Professional Development:** Professional development is customizable with opportunities for large group seminars, Web seminars, coaching, consulting and the train-the-trainers model.

**STRAND 4 - School and Community Relations:** Educators are offered effective, research-based strategies for engaging families and community stakeholders in student achievement. Renaissance School Improvement engages and involves family members in student learning, trains principals and teachers in way to include routine communications with parents and families in the learning process, and facilitate communication through the use of technology.

**STRAND 5 - Data and Information Management:** Renaissance School Improvement operates on the Renaissance Place Real Time™ platform, a Web-hosted system-wide management program that consolidates all Renaissance Learning software, manages student data, and generates reports for all Renaissance programs. Administrators can customize many of the reports in Renaissance Place to show participation and performance across the district and by various demographic subgroups at the student, classroom, school, and district levels.

The Michigan Comprehensive Needs Assessment

Renaissance program managers work with district and school leaders to establish incremental benchmarks and yearly targets that align Renaissance Learning programs to their goals for the Michigan Comprehensive Needs Assessment. Program managers are trained to collaborate with leadership to set school-wide goals and to routinely monitor progress toward those goals with ongoing data review sessions. Program managers provide schools with an initial library and technical needs assessment that can offer contributing information to the Michigan Comprehensive Needs Assessment.
**Individual School/District Improvement Plans, North Central Association (NCA)**

Renaissance School Improvement is a program that can work inside the larger framework of the “One Common Voice – One Plan” school improvement process. Renaissance School Improvement provides a research-based approach to using data to raise achievement and reduce learning gaps. Renaissance School Improvement complements One Common Voice–One Plan by offering the tools and the training to:

- Set goals and establish incremental benchmarks to raise reading and math achievement at the student, class, school, and district levels
- Implement research-based best practices for differentiating learning, targeting instruction, developing a formative assessment process and establishing routine interim assessment schedules
- Build the capacity of educators to collect and use data to inform instruction
- Effectively use technology to impact student learning
- Monitor individual, class, school, and district progress toward goals and benchmarks
- Evaluate the effectiveness of actions taken and make adjustments to student learning, teaching practice, and school-wide approaches based on data from Renaissance Learning assessments

**Understanding of Title I**

Title I School-wide funds are the most common federal funds used to purchase and implement our programs since these funds may be used to purchase programs for all students. Title I Targeted Assistance funds, of course, may only be used to purchase programs, materials, and services to benefit those students identified as eligible for services and may not be used by the general student population. We have experience helping schools obtain and use many federal funding programs including Title I, Part A, B, C, F, G, & H; Title II, Part B & D; Title III, Part A & B; Title IV, Part A & B; Title V, Part A, B, and D; Title VI, Part B; Title VII; and ARRA funds (Title I, Title II, D, SIG, and RTTT).

**Michigan Educational Assessment Program (MEAP) and the Michigan Merit Exam (MME)**

Renaissance Learning programs, implemented with fidelity, help raise student achievement, which can be reflected in improved scores on the Michigan Educational Assessment Program (MEAP). For an example, see [MEAP gains](#), a case study reporting such gains at North Godwin Elementary School in Wyoming, Michigan.

**Michigan Grade Level Content Expectations (GLCEs)**

**Michigan High School Content Expectations (HSCEs)**

Renaissance Learning has more than two decades of experience developing K-12 practice and assessment content for reading, language arts, English language acquisition, and mathematics. In addition, Renaissance Learning has over ten years of experience researching and analyzing state and national standards, as well as aligning practice and assessment content, textbooks, and curriculum guides to state and national standards. Renaissance Learning has completed organizational summaries of the Common Core State Standards for English Language Arts and Mathematics, and has aligned all products to the Common Core State Standards. Renaissance Learning has alignments to Michigan state standards which can be viewed at: [www.renlearn.com/fundingcenter/statestandardalignments/michigan.aspx](http://www.renlearn.com/fundingcenter/statestandardalignments/michigan.aspx).

**Michigan Merit Curriculum**

**Michigan Curriculum Framework**

Renaissance School Improvement provides software and hardware tools, and the professional development to support them, that work with any evidence-based curriculum.

**Section 504 of the Individuals with Disabilities Education Act (IDEA)**

Renaissance Learning has experience with and can support schools using IDEA funding for Response to Intervention (RTI) implementations. Renaissance Learning offers a comprehensive array of practice, assessment, and intervention tools for RTI. Renaissance Learning assessments have been highly rated by the National Center on Response to Intervention.
**Exemplar 5: Sustainability Plan**

(15 points possible)

Describe how a sustainability plan will be put in place for the building to become self-sufficient at the end of the 3-year grant period.

- The applicant should demonstrate significant knowledge and experience in developing sustainability plans.
Exemplar 5 Narrative Limit: 2 pages (insert narrative here)

Creating a successful implementation that can be sustained over time with high levels of fidelity requires a strategic plan based on a shared vision that is accepted by all stakeholders. To this end, Renaissance Learning works with school and district leaders to craft DEEP (Developing Enduring Excellence through Partnership) Capacity™ professional development plans to help build an internal support structure that will ensure the sustainability of the school improvement implementation. To develop and support these customized multi-year plans, a team of Renaissance Learning professional services staff works in partnership with administrators and school leadership teams to:

- Analyze what the teaching and learning environment looks like today, establish goals for what it will look like in the future, and define how Renaissance Learning products will support achievement of the vision
- Outline a professional development strategy that will ensure all stakeholders have the knowledge and tools they need to meet expectations
- Provide ongoing assistance in monitoring the status of the implementation
- Provide guidance in terms of overcoming obstacles to success
- Build structures and internal capacity to support teachers in continually improving their effectiveness and maintaining a high quality implementation

These plans focus on supporting educators in their professional growth with job-embedded coaching and feedback. This approach helps to ensure transfer of what is learned into daily practice. Support options include:

- On-site seminars—face to face sessions including a combination of instruction, modeling, and hands-on experience to ensure that participants understand how to implement the products in their classrooms with best instructional practice
- On-site seminars on general topics in education such as formative assessment and differentiating instruction
- On-site consulting including classroom observations, data reviews, and other job-embedded support
- Web Seminars—interactive online sessions typically facilitated by a mentor or embedded expert at the school to provide incremental training and guidance over time
- Implementation coaching—unlimited telephone and Internet contact with a Renaissance Coach to provide just-in-time assistance in reviewing and interpreting data from the products and addressing any questions that arise during the implementation
- Training of Trainers—to equip a key individual or team from a school, district, or state with the deep knowledge, skills, and materials they need to provide customized, ongoing professional development for their staff members
- Program management—providing strategic and tactical guidance and support for the school, district, or state leadership team. This includes articulating clear goals and measures of success followed by ongoing monitoring and analysis of implementation data to ensure the expected outcomes are achieved
- Self-study opportunities—in the form of teacher guides and The Renaissance Training Center (www.renlearn.com/training), an online repository that provides 24/7 access to on-demand sessions and downloadable materials

Critical to the success of any initiative is regular monitoring of progress toward the expected outcomes. Renaissance Learning program managers assist school administrators and leadership teams with regular analysis of data regarding the progress toward implementation goals provided in reports and an easy to read dashboard. Program managers also assist educators with plans for celebrating success as well as overcoming obstacles.
Strong instructional leadership is a critical factor in sustaining lasting reform. Because administrators are charged with so many diverse responsibilities, monitoring all aspects of the improvement process can be very challenging.

The DEEP Capacity strategy ensures ongoing leadership consulting over the course of the Renaissance School Improvement implementation. Administrators will be equipped with tools to quickly identify areas of need as well as strategies to promote fidelity of implementation and overcome barriers to success. The ongoing consulting for school leaders during the implementation includes:

- Instruction in the use of an online dashboard and the various reports available to monitor the implementation
- Guidelines/rubrics that describe what to look for when observing classrooms
- Guidance in leading staff data team in analyzing and using data from Renaissance products for instructional decision-making

To assist the principal in sustaining fidelity over time, the Renaissance School Improvement plan calls for identifying and investing in teacher leaders who, over the course of the implementation, will deepen their knowledge and expertise and take on increasing responsibility for supporting their peers, sustaining an effective implementation over time, and ensuring that processes that promote success for all learners become an integral part of the school’s culture. At the beginning of the implementation the school identifies “champions” for each focus area (language arts/reading, math, assessment, technology). The champions participate in an intensive Training of Trainers program to develop a strong foundation in effective classroom practices and use of data to drive instructional decision making for core instruction and intervention. Throughout the course of the three year plan, the champions build their capacity by co-facilitating training events with Renaissance consultants, coaches and program managers.

Renaissance Learning believes in supporting the educators on the front lines of school reform – the teachers and principals striving to increase student achievement. We provide the technology and services to assist in this process through automation of record keeping, data collection, individualized skills practice and quiz generation, grading, screening, benchmarking, and reporting. In Renaissance schools, teachers’ energies are focused on lesson creation, instructional best practices, targeted and differentiated practice, collaboration with peers, goal setting, increased communications with families, and most importantly, individual learning time with each and every student. The Renaissance Learning hardware, the ongoing tech support, the classroom best practices learned, the job-embedded professional development strategies incorporated into the school culture throughout the implementation period remain with the school.
Exemplar 6: *Staff Qualifications*
(15 points possible)

Provide names and a brief summary of qualifications for the primary staff who will be involved in providing services to LEA’s. Provide criteria for selection of additional staff that are projected to be working with LEA’s. Include vitae of primary staff.

- Staff qualifications and vitae should match with areas that the applicant wishes to serve. Staff should have extensive experience in implementation of all applicable areas.
Exemplar 6 Narrative Limit: 1 page plus vitae for personnel (insert narrative and vitae here)

Renaissance Learning employs a national team of school improvement implementation experts who provide a combination of onsite and web-based services. This team of highly effective professional development consultants, coaches, and implementation specialists, translate research on elements of effective instruction (based on the work of Bob Marzano, Dylan Wiliam, Rick Stiggins, and Carol Tomlinson, among others) into clear classroom strategies for differentiating instruction, incorporating practice into daily classroom routines, providing immediate and specific feedback on daily classroom performance, and using data to drive instructional decisions.

In collaboration with members of the school’s own leadership team, Renaissance implementation experts help establish academic environments where all members of the professional learning community increase their capacity to use data to accelerate learning.

The implementation team we are presenting includes:

Gene Kerns, VP and Chief Academic Officer
Jan Bryan, VP Implementation
Kathryn (Kay) Jackson, Product Line Director – School Improvement
Deborah (Debbie) Hux, Director of Program Management
Cheryl Ballou, Manager Field Implementation
Brenda Reed-Pilcher, Implementation Manager
Dora (Doris) Chavez-Acuna, Director Educational Sales Support
Nathaniel (Nate) Adams, II, Program Manager
Robert Bryant, Program Manager
Allan Washington, Program Manager
Candace (Candy) Wehr, Renaissance Consultant
Diane Spraberry, Renaissance Consultant
Judy Coz, Renaissance Consultant

For detailed information regarding each person’s experience and education, please refer to the resumes on the following pages. In the event additional implementation staff would be required, their experience and educational background will be provided.
Gene M. Kerns
Dallas, TX 75230
(469) 417-1513

EDUCATION

BA- Cum Laude - Longwood College (VA) 1990
Major: English Education - Minor: Speech

M. S. - Longwood College (VA) 1996
Secondary Curriculum and Instruction

Ed. D. - University of Delaware 2005
Educational Leadership

PROFESSIONAL EXPERIENCE

Renaissance Learning, Inc- Irving, TX
Vice President & Chief Academic Officer
January 2011- Present
• Present at regional and national conferences
• Serve as key internal advisor on education topics and trends
• Serve on the company’s Executive Committee
• Oversee development and delivery of all training content

Vice President of Training and Certification
January 2006 – January 2011
• Oversee the development and delivery all training, both internal (for employees) and external (for clients)
• Present at regional and national conferences
• Provide support to Sales for major contracts
• Serve on the Executive Committee
• Provide overall management for the Dallas office

Milford School District - Milford, Delaware
Supervisor of Academic Services
September 1997 – December 2005
• Served as the district’s Supervisor of Academic Services
• Directed and prepared staff development
• Oversaw all Renaissance Learning programs district-wide
• Directed the district’s assessment program for Grades 3-12
• During this time the district was named an “Outperforming District” by Standard and Poor’s and received numerous other state and national awards for academic performance and closing achievement gaps

Skylight Professional Development – Arlington Heights, Illinois
Independent Contractor
November 1995 to 2002
• Provided speaking services to train various audiences in the areas of authentic assessment, Multiple Intelligences theory, portfolio
assessment, professional portfolios, and integrating the curricula

- Served as one of the company’s lead trainers for Portfolio Assessment

University of Delaware – Newark, DE
Supplemental Faculty
June 2000 – July 2007
- Teach summer classes and Saturday seminars for Delaware’s Alternative Route to Certification Program which is coordinated through the University of Delaware

Christina School District - Newark, Delaware
Gauger-Cobbs Middle School (temporary contract position)
October 1996 – June 1997
- Taught Language Arts, Reading, and Math Enrichment classes for 7th and 8th grade students
- Coordinated the school’s Reading Renaissance/Accelerated Reader computerized reading management program
- Participated in a standards-based reform initiative sponsored by the Pew Charitable Trust by attending specialized training and authoring various integrated units involving Language Arts and Social Studies

Fuqua School - Farmville, Virginia - 1/88 to 6/96
Director of Student Activities
- Oversaw all non-athletic student activities
- Coordinated Intersession, a week of non-traditional learning activities (e.g. history tour of Philadelphia, history/literary tour of London and Paris, outdoor survival, caving, etc.) involving 350 students and 33 faculty members at the middle and high school levels

Teacher – Speech
- Taught Speech and Competitive Forensics classes open to students in Grades 9-12, as well as Speech Exploratory classes for middle school students
- Coached Forensic Team which competed in an average of 10 tournaments annually and which, in its best year, won 135 individual awards and 12 sweepstakes awards
- Coached 14 national competitors (National Forensic League and Catholic Forensic League) and one National Champion

Director of Development
May 1990 – July 1994
- Coordinated and directed all fund-raising activities for the school including capital campaigns, annual giving, and planned giving
• Directed capital campaign collecting over $2,200,000 in donations and pledges

CERTIFICATIONS
National Board for Professional Teaching Standards – National Certification in Adolescent/Young Adult English/Language Arts
Delaware Advanced License - Licensed as a Teacher of English, Teacher of Speech, and Administrator (Principalship through Superintendency)
Training Endorsements from Skylight Professional Development for Portfolio Assessment, Authentic Assessment, Multiple Intelligences Theory, Professional Portfolios, and Integrating the Curricula
Certified Trainer for “How to Differentiate Learning” by Robin Fogarty and Associates

ADDITIONAL TRAINING
“Project Zero Classroom 2000: Views on Understanding” – with Howard Gardner, David Perkins, and Lois Hetland - Harvard Graduate School of Education
“Student Involved Classroom Assessment: Training of Trainers” – with Rick Stiggins and Judi Arter – Assessment Training Institute – May 2002

ADDITIONAL TRAINING
Additional training on assessment for learning (Dylan Wiliam), PathWise, Frameworks (Charlotte Danielson), and numerous other topics, in many cases with primary authors/researchers.

AWARDS and SPECIAL RECOGNITION
National Quarter-Finalist, Outstanding Young Educator Award 2004
Association for Supervision and Curriculum Development “Outstanding Doctoral Student” for the Educational Leadership Program and subsequently for the College of Human Services, Education, and Public Policy at the University of Delaware – May 2003
State of Delaware House of Representatives Tribute “in recognition and appreciation for dedication to public education as a member of the Delaware Professional Standards Council” – June 2000
Delaware Department of Education “Merit Awards” – May 2000 and February 2000
Member, Renaissance Learning Advisory Board – Fall 2001 through Summer 2003

SELECTED PRESENTATIONS and INSERVICE TRAININGS
Profiles of Multiple Intelligences Theory at the Secondary Level – proposal accepted to the Sixth Annual Teaching for Intelligence Conference – Orlando, Florida – March, 2000
Professional Development: New Models for a New Millennium - proposal accepted to the Sixth Annual Teaching for Intelligence Conference – Orlando, Florida – March, 2000

Balanced Assessment - a video training series for pre-service teachers through Skylight Professional Development – Arlington Heights, IL

Encouraging School-wide Integration Initiatives - proposal accepted to the Fifth Annual International Teaching for Intelligence Conference - San Francisco, CA - April, 1999

Integrating Strategies for Grades 7-12 - Fourth Annual Teaching for Intelligence Conference –New York, NY - April, 1998


Portfolio Assessment Training of Trainers - Skylight Training and Publishing – Chicago, Illinois (August, 1997) and Orlando, Florida (July, 1998)

How to Integrate the Curriculum - Beacon Heights Elementary School - Prince George’s County, Maryland – October, 1996 and March 1997

Authentic Assessment Meets District-wide Standards - Franklin Public Schools - Franklin, Wisconsin – August,1996


Portfolio Assessment for Middle and High Schools - Prince George's County Public Schools - Bowie, Maryland - April, 1996

Introduction to Authentic Assessments and Portfolios - Longwood College - Farmville, Virginia - January, 1996 and September, 1995
Jan Bryan, Ed. D.
Flower Mound, TX
(800)788-1173

EDUCATION
Doctorate of Education (Ed. D.)
Texas Tech University- Lubbock (TX) 1995

Master of Science- Education
Texas Tech University- Lubbock (TX) 1987

Bachelor of Science- Education
Abilene Christian University- Abilene (TX) 1975

PROFESSIONAL EXPERIENCE
Renaissance Learning, Inc- Irving, TX
Vice President- Implementation Services
January 2011- Present
- Oversee Implementation Services operations
- Develop and support departmental budget
- Monitor Professional Development effectiveness
- Implement departmental goals and initiatives
- Recruit highly-qualified educators to serve as Implementation Consultants

Director- Hardware Professional Services
Director- AlphaSmart Training
April 2006- January 2011
- Recruited, trained, and managed external consultants
- Designed course content and resources
- Delivered internal and external training
- Represented company within professional organizations
- Supported grant and research initiatives

Manager of Training
May 2003 – April 2006
- Design course content and resources
- Deliver internal and external training
- Support sales team through product training, creating demonstration guides, and research

SchoolVision, Inc- Abilene, TX
Vice President- Professional Services
May 2000 – December 2001
- Managed a team of professional development consultants
- Supported sales of educational technology software and hardware solutions
- Developed and delivered customized professional development
• Authored a periodic educational technology grants newsletter
• Managed grant implementations and evaluations

Educational Technology Consultant
August 1997 – May 2000
• Supported educational technology sales with demo guides, conference proposals, software evaluations, and research analysis

**Missouri State University- Springfield, MO**
Assistant Professor
August 1996 – August 1997
• Designed and delivered pre-service teacher education courses at the undergraduate level
• Engaged in research and published in scholarly journals
• Developed and delivered a reading intervention program for K-2\textsuperscript{nd} grade students

**Texas Tech University- Lubbock, TX**
Teaching Assistant and Instructor
August 1992 – August 1996
• Designed and delivered pre-service teacher education courses at the undergraduate, post baccalaureate and graduate levels
• Engaged in research and published in scholarly journals

**Dimmitt Independent School District- Dimmitt, TX**
Classroom Teacher
August 1985 – June 1992
• Taught 1\textsuperscript{st} and 2\textsuperscript{nd} grades
• Participated in the teacher exchange program in New Zealand through the National Writing Project

**RECENT PUBLICATIONS**


Bryan, J. (2000). *KWWL: Questioning the Known* in Rasinski, et. al. (eds). *Teaching Comprehension and Exploring Multiple Literacies* International Reading Association: Newark, DE.


**RECENT WORKSHOPS, SEMINARS and PRESENTATIONS**


May 2005. USAID and Jamaica Ministry of Education Partnership. *Integrating AlphaSmart solutions across the curriculum*.

May 2005. Alberta Technology Teachers Association Conference. *Integrating Dana Wireless by AlphaSmart across the curriculum*.


April 2005. California Technology Assistance Project. Developing Vision for AlphaSmart Solutions. San Bernardino, CA CTAP.

**FUNDED PROGRAMS**


Kathryn Jackson  
Wisconsin Rapids, WI  
(715) 424-3636

EDUCATION  
BS- Elementary and Special Education  
St. Cloud State University, St. Cloud (MN) 1976

Graduate Studies- Education Administration & Leadership  
St. Cloud State University, St. Cloud (MN)

PROFESSIONAL EXPERIENCE  
Renaissance Learning, Inc- Wisconsin Rapids, WI
Product Line Director- School Improvement  
January 2011- Present

Product Line Manager- Services Development  
March 2006 – January 2011
• Develop high level service plans
• Develop marketing plans for service offerings
• Promote service offerings
• Research trends in education staff development

PLATO Learning, Inc.- Bloomington, MN  
Senior Product Manager  
2002 - 2006
• Managed the curriculum and accountability products targeted to Kindergarten through post-secondary educational institutions through their complete life cycle
• Worked with various functional groups to support customer success in implementing existing products and to develop new products that meet market needs and support the strategic vision

VRSCHOOLHOUSE, LLC – Minneapolis, MN  
Director- Professional Services  
1996 - 2002
• Worked with instructional leaders in over 85 school sites (K-12) from pre-sales consulting through project completion to ensure customer success
• Supported regional sales representatives in marketing the company’s products and services
• Facilitated strategic planning, monitored projects, and provided troubleshooting for schools to ensure successful product implementation
Independent School District 15- St. Francis, MN
Building-level Administrator
1977 - 1996
- Supervised education programs and staff
- Lead ongoing reading and language arts curriculum review and development
- Planned and delivered staff development to support building and district goals
- Coordinated school-to-home communication
- Developed staff and student schedules

ADDITIONAL TRAINING
- Bush Foundation Educational Leaders’ Fellowship Program
  University of Minnesota, Carlson School of Management, 1993- 1994
Deborah Hux  
Seminary, MS  
(800)788-1173

**EDUCATION**  
MA- Education (1977) and Specialist in Education (1980)  
William Carey College- Hattiesburg, MS

BS- English and Education, Minor in Social Studies (1972)  
University of Southern Mississippi- Hattiesburg, MS

**PROFESSIONAL EXPERIENCE**  
**Renaissance Learning, Inc- Wisconsin Rapids, WI**  
Director- Program Management  
August 2009- Present

- Oversee Program Management and deliver program management services
- Maintain clear communications with all stakeholders
- Deploy additional company resources as appropriate
- Manage strategic plans for select districts
- Identify sales opportunities

Program Manager- Memphis, Montgomery, Cleveland, St. Louis  
October 2005- Present

- Coordinate professional development and technical services with key customer accounts
- Conduct status meetings with district leaders
- Identify sales opportunities

Renaissance Consultant/ Associate Presenter  
February 1998– October 2005

- Deliver quality onsite/remote services to customers
- Stay current on new products/processes
- Provide Professional Development services as assigned
- Communicate availability to Field Services regularly
- Maintain satisfactory customer feedback

**Covington County School District- Collins, MS**  
1972- 2003  
Director of Curriculum and Special Programs  
Elementary Principal  
Assistant Elementary School Principal  
Assistant High School Principal  
Teacher- High School English
Cheryl A. Ballou
Dallas, TX
(800)788-1173

EDUCATION

Bachelor of Science- Education
University of Texas- Austin (TX) 1969

PROFESSIONAL EXPERIENCE

Renaissance Learning, Inc- Irving, TX
Manager- Field Implementation
January 2011- Present
• Mentor Implementation Consultants in the field
• Coordinate training for Implementation Consultants
• Present at selected sales events
• Deliver professional development events
• Work with School Improvement initiatives

Hardware Services Consultant
February 2008- January 2011
• Develop content for NEO product line
• Deliver custom and regional seminars
• Prepare and deliver conference presentations
• Assist with sales events
• Train NEO sales teams

Riverdeep, Inc.
Educational Consultant
2006- 2007
• Trained teachers to utilize curriculum software
• Provided guidance for implementing software
• Maintained communications and assisted with problem solving strategies between Riverdeep and school district

Lone Star Communications, Inc.- Grand Prairie, TX
Curriculum-Media Consultant/ Educational Trainer
October 2004- October 2006
• Provided educators with tools for instruction enrichment
• Implemented and encouraged use of digital resources in the classroom

Shepton High School- Plano ISD
Team Leader/ Teacher
August 1989 – May 2004
• Taught World Geography
• ATPE Secondary Teacher of the Year for Texas 2000
• National Semiconductor Internet Innovator Award 1998
Highland Park High School- Highland Park ISD
Teacher
1989
  • Taught World History

Richardson High School- Richardson ISD
Teacher
1974- 1978
  • Taught World History and World Geography
Brenda Reed-Pilcher
Collierville, TN
(800) 788-1173

EDUCATION
Bachelor of Science- Elementary Education
University of Arkansas (Pine Bluff, AR) 1980

PROFESSIONAL EXPERIENCE
Renaissance Learning, Inc- Wisconsin Rapids, WI
Implementation Manager- SetPoint
June 2010- Present
• Provides comprehensive onsite/remote management services
• Provides training for SetPoint schools
• Directs and coordinates work of Associate Renaissance Consultants
• Coordinates and delivers professional development services
• Makes recommendations for 'Best Practices'

Educational Consulting Services
Owner and Education Consultant
2001- 2010
• Researched and created high quality professional development for teachers, administrators, and parents
• Negotiated contracts with schools and administrators
• Administered Needs Assessment to determine services needed for school improvement

Compass Learning Corporation (formerly Jostens Learning)
Educational Consultant
1984- 2001
• Provided regular professional development for teachers and administrators
• Managed products and services through coaching and mentoring teachers

Scott Middle School, Pulaski County SSD
Middle School Reading and Technology Teacher
1982- 1984
• Taught grades 6 through 8

Omaha Public Schools
Corp Teacher
1980- 1982
• Reading Teacher for grades K- 12
Dora (Doris) Chavez-Acuna
Spring Hill, FL
(866)561-1979

EDUCATION
Bachelor of Arts - Linguistics
Mary Washington College – Fredericksburg (VA) 1996

PROFESSIONAL EXPERIENCE

Renaissance Learning, Inc.
Director: Educational Sales Support
2008 - Present
• Develop larger implementation plans
• Present at PD seminars
• Present implementation plans to key school districts
• Support sales in presenting PD options

Electronic Learning Products, Inc.
Professional Development Director/Lead Consultant
2006 - 2007
• Designed professional development plan for new innovating educational program now available nationwide including training in diverse settings; at school or e-learning
• Managed, trained and coached a team of consultants to successfully implement educational programs and curriculum in schools throughout the USA
• Responsible for reporting department utilization and profit/loss
• Accountable for hiring and keeping new talent

Plato Learning, Inc.
Senior Educational Consultant
2000 - 2006
• Provided school personnel; including administration, teachers and other staff sustained, capacity-building, professional development
• Supported school districts in the design and implementation of programs aligned to their school improvement plans as well as to the fulfillment of state and national standards
• Assisted sales organization in developing and executing presentations for customer support to successfully maintain and build revenue generating business
• Managed and supervised specialized government funded programs bringing revenue exceeding expectations with implementations in major urban areas
Chester County Intermediate Unit
Student Support Specialist
1996 – 2000
- Worked with students and families of Migrant Farm Workers to provide educational support during and after school and in-home instruction to improve literacy and school success rate
- Supervised summer school teachers to deliver supplemental services during summer school
- Created partnerships and develop action plans with school districts to provide better services to migrant families

Head Start Family Involvement Specialist
1996 - 1998
- Promoted family involvement throughout 5 Head Start centers to comply with federal requirements
- Maintained funding for services to low income families through fundraising, workshops and seminars

Instituto Lawrence – Monterrey, Mexico
EFL Teacher and teacher assistant (pre-school to 4th grade)
1991 - 1994
- Supported and taught English as a foreign language in private school
- Participated and developed internal workshops to keep teachers up to date in new trends for teaching English as a foreign language
Nathaniel E. Adams, II
Novi, MI
(800)788-1173

EDUCATION
Certification- Education Specialist- Education Leadership
Wayne State University (Detroit, MI) 1996

Master of Education- Guidance and Counseling Education
Secondary Teaching Certificate
Wayne State University (Detroit, MI) 1982

Bachelor of Arts- Political Science and Sociology
Albion College (Albion, MI) 1978

PROFESSIONAL EXPERIENCE
Renaissance Learning, Inc- Wisconsin Rapids, WI
Program Manager
July 2010- Present
- Coordinate professional development and technical services
- Maintain clear lines of communication between Detroit Public Schools and Renaissance Learning
- Deploy additional company resources as necessary
- Conduct status meetings with district leaders
- Identify sales opportunities

Detroit Public Schools- Detroit, MI
Executive Director- Human Resources
2008- 2010
- Developed and implemented human resources strategies aligned to DPS, instructional, and support divisions and HR divisional strategies and core objectives
- Administration of all district consultation services and support for areas including staffing, performance management, education, employee relations, and regulatory/ legal compliance
- Responsible for staffing and coordination of union and executive staff positions

Assistant Superintendent- School Leadership and Accountability
2006- 2008
- Supervised, evaluated, and mentored 42 principals and 22 assistant principals of Middle and Kindergarten- 8th grade schools
- Ensured high levels of achievement for over 20,000 students through the development, implementation and coordination of the district’s curriculum
- Designed, implemented, and lead innovative strategies to raise student achievement
• Ensured that leadership, instructional, and support staff received quality professional development
• Effectively involved parents and community in the on-going educational programs

Sherrill Elementary School- Detroit Public Schools
Principal
1996- 2006
• Provide leadership in developing, implementing, monitoring, and evaluating a school-wide plan of action.
• Responsible for the computerized management system including grade reporting, attendance, and records
• Conducted performance evaluations of all staff members

McMichael Middle School- Detroit Public Schools
Assistant Principal
1991- 1997
• Knowledgeable about team approaches, multiage grouping, collaborative learning, and inclusion of ESL students and students with special needs

Detroit Public Schools- Detroit, MI
Teacher
1978- 1991
• Taught Language Arts, English, Reading, and Social Studies
Robert G. Bryant
Detroit, MI
(800)788-1173

EDUCATION

Master of Computer and Information Systems
Minor in Business and Management Systems
University of Detroit- Mercy (Detroit, MI) 2000

Bachelor of Science- Psychology
Minor in Business Administration
Wayne State University (Detroit, MI) 1996

PROFESSIONAL EXPERIENCE

Renaissance Learning, Inc- Wisconsin Rapids, WI
Program Manager
April 2010- Present
• Coordinate professional development and technical services
• Maintain clear lines of communication between Detroit Public Schools and Renaissance Learning
• Deploy additional company resources as necessary
• Conduct status meetings with district leaders
• Identify sales opportunities

J.P. Morgan Chase Bank, N.A.- Detroit, MI
Vice President- Branch Manager
August 2006- August 2008
• Supervised all functions and staff within the banking center
• Supervised the facilitation of a major housing development project with the Emerging Markets Division of Chase Home Finance, LLC
• Coached and developed sales and service behaviors of branch team
• Developed and cultivated long-term business and consumer relationships

Division of Leadership and Educational Accountability, Detroit Public Schools
Psychometrician and Web Content Master
August 2001- July 2006
• Supervised District’s Electronic School Improvement Planner and Learning Synergy Management projects
• Supervised project management teams, project work of IT consultants, and project implementation of district wide technology plan
• Managed the Essential Skills Assessment Test project
• Coached and trained divisional staff on effective use of technology and web based educational solutions
• Developed policy and procedure guidelines for completion of Career and Technical Education funding projects
Office of Research, Evaluation and Assessment, Detroit Public Schools
Project Manager
June 1997- August 2001
- Supervised the development design and analysis protocol of student recruitment and achievement data for the district-wide Detroit Compact Program
- Supervised the development, maintenance, and implementation of data management policies and procedures
- Managed project plans, work schedules, and budgets

Detroit Compact Program, Detroit Public Schools
Program Coordinator
August 1996- May 1997
- Supervised the recruitment of students
- Supervised the Detroit Compact Program for Osborn High School
- Developed partnerships with business and community stakeholders
Allan D. Washington
Berkley, MI
(800)788-1173

EDUCATION

Certification- MI State K-12 Administration
In Progress, expected completion 2013

Certification- MI State K-5 All Subjects/ K-8 Self Contained
2010

Master of Science- Educational Leadership
Radford University (Radford, VA) 2006

Bachelor of Arts- Elementary Education
Kentucky State University (Frankfort, KY) 1999

PROFESSIONAL EXPERIENCE

Renaissance Learning, Inc- Wisconsin Rapids, WI
Program Manager
August 2010- Present
• Coordinate professional development and technical services
• Maintain clear lines of communication between Detroit Public Schools and Renaissance Learning
• Deploy additional company resources as necessary
• Conduct status meetings with district leaders
• Identify sales opportunities

David Ellis Academy- Detroit, MI
Assistant Principal
January 2009- August 2010
• Disciplined students
• Evaluated, mentored, and coached instructors

Curriculum Coordinator
August 2008- January 2009
• Supervised and planned schedules and programs

Dean of Students
August 2007- July 2008
• Oversaw all programs and activities
• Served as a liason between students, parents, and school management

Instructor
February 2007- June 2007
• Taught 4th and 5th grade Mathematics, Science, and Social Studies
Ronald Brown Academy - Detroit, MI
Instructor
August 2001 - July 2005
- Taught 5th and 6th grade Science and 6th grade Mathematics
- Mentored and coached students and colleagues

Emma Hampton Elementary School - Detroit, MI
Instructor
August 2000 - June 2001
- Taught 4th and 5th grade Mathematics
Candace S. Wehr
Versailles, IN
(800)988-8048

EDUCATION

Master of Science- Education
Indiana State University 1983

Bachelor of Science- Education
Indiana State University 1977

Education Endorsement- Gifted and Talented Education
Purdue University (West Lafayette, IN) 1991

PROFESSIONAL EXPERIENCE

Renaissance Learning, Inc- Wisconsin Rapids, WI
Renaissance Consultant
January 2003- Present
- Deliver quality onsite/remote service
- Develop training sessions for current product line
- Provide Professional Development services as assigned
- Move schools towards Model/Master certification
- Assist sales presentations as requested/assigned

Associate Renaissance Consultant
March 2000- January 2003
- Deliver quality onsite/remote service, on as-needed basis

TEACHING EXPERIENCE

South Ripley Elementary School- Versailles, IN
Sixth Grade Language Arts Teacher
9 ½ Years

Versailles Elementary School- Versailles, IN
LD Teacher
1 Year

Tanglewood Tikes Pre-School
Pre-School Teacher
7 Years

Osgood Elementary School- Osgood, IN
Third Grade Teacher
3 Years
Rita (Diane) Spraberry  
Elkins, WV  
(800)988-8048

EDUCATION

Administration and Supervision Certification  
University of Southern Mississippi, Long Beach 1994

Master of Arts  
University of South Alabama 1975

Bachelor of Arts  
University of Southern Mississippi (Hattiesburg, MS) 1972

PROFESSIONAL EXPERIENCE

Renaissance Learning, Inc- Wisconsin Rapids, WI  
Renaissance Consultant  
June 2003- Present

• Provide support implementation to London office
• Deliver quality onsite/remote service
• Develop training sessions for current product line
• Provide Professional Development services as assigned
• Move schools towards Model/Master certification
• Assist sales presentations as requested/assigned

Colmer Middle School- Pascagoula, MS  
Principal  
1996- 2003

Bay Middle School- St. Louis, MS  
Principal  
1994-1996

Language Arts Teacher- 5th and 6th grades  
1990- 1994

Agricola Elementary School  
Teacher- Self-contained 4th and 5th grades  
Language Arts Teacher- 6th, 7th, and 8th grades  
1974- 1990

George County Middle School  
Reading Teacher- 6th grade  
1972- 1974
Judy C. Cox
Blountstown, FL
(800) 788-1173

EDUCATION

Master of Science- Reading and Language Arts
Florida State University (Tallahassee, FL) 1978

Bachelor of Science- Language Arts (Minor in Journalism)
Florida State University (Tallahassee, FL) 1972

Associate of Arts
Emmanuel College (Franklin Springs, GA) 1970

PROFESSIONAL EXPERIENCE

Renaissance Learning, Inc- Wisconsin Rapids, WI
Renaissance Consultant
August 2002- Present
- Deliver quality onsite/remote service
- Develop training sessions for current product line
- Provide Professional Development services as assigned
- Move schools towards Model/Master certification
- Assist sales presentations as requested/assigned

Southeastern Regional Director
September 1997- August 2002
- Make recommendations to hire consultants for the Southeastern Region
- Manage and direct staff of Associate Renaissance Consultants
- Meet with state personnel to increase their awareness of Reading Renaissance
- Consult and advise large districts in the implementation of their reading program
- Manage and present seminars at state and national conventions

Southeastern Regional Supervisor
July 1996- September 1997
- Present seminars at company sponsored events, district and state conventions
- Assist in the training and managing of Associate Renaissance Consultants
- Advise districts in the development of their reading plans
- Consult and advise schools in the implementation of reading programs

Associate Presenter
July 1995- July 1996
- Presented Reading Renaissance seminars on a part-time basis
**Blountstown Middle School- Blountstown, FL**  
Teacher  
1990-1996  
- Taught Title 1 Reading, Title 1 Math, and Language Arts (Honors Track)  
- Organized and supervised the Accelerated Reader and Reading Renaissance Program  
- Recognized as a STAR teacher  
- Presented at state and national conventions

**Blountstown Elementary School- Blountstown, FL**  
Teacher  
1982-1990  
- Taught Title 1 Reading and Math  
- Organized and supervised the Accelerated Reader Program

**Altha Public School- Altha, FL**  
Teacher  
1973-1982  
- Taught secondary Language Arts and Title 1 classes

**Blountstown Junior High- Blountstown, FL**  
Teacher  
1972-1973  
- Taught Language Arts, Reading, and Physical Education classes
SECTION C: ASSURANCES

The applicant entity:

1. will follow all applicable legislation and guidance governing the Section 1003(g) school improvement grants.

2. will follow all applicable Federal, state, and local health, safety, employment, and civil rights laws at all times.

3. will comply with the MDE Standards for Monitoring Section 1003(g) School Improvement Grants Preferred External Education Services Providers.

4. agrees to make all documents available to the MDE or LEA for inspection/monitoring purposes, and participate in site visits at the request of the MDE, the district, or facilitators/monitors for the SIG grant.

5. agrees to notify MDE and applicable district(s), in writing, of any change in the contact information provided in this application within ten business days.

6. ensures that it will provide written notification to MDE, when external preferred provider services will no longer be provided, thirty days prior to termination of services.

7. assures that they have accurately and completely described services they will provide to the LEA.

8. assures they will comply with SEA and LEA requirements and procedures.
SECTION D: ATTACHMENTS

- **Licensure:** Applicants must attach a copy of their business license or formal documentation of legal status with respect to conducting business in Michigan (e.g., certificate of incorporation, proof of 501(c)(3) tax-exempt status). Schools, school districts, and ISDs/RESAs may substitute documents that include address/contact information and the appropriate building or district code as found in the Educational Entity Master (EEM).

- **Insurance:** Applicants must provide a proof of their liability insurance or a quote from an insurance agency that reflects the intent to obtain general and/or professional liability insurance coverage.