STATE BOARD OF EDUCATION

PROCLAMATION 2024

QUESTIONS AND ANSWERS

Issued September 2022

TEKS on the Texas Gateway.

8. **Question** Are the ELPS required to be machine-readable?

   Answer No. The use of machine-

14. **Question**   How do you expect correlated content for digital course submissions to be referenced in correlations?

     Answer   Publishers must provide the component ISBN, page number, description of the content's location on the page, and a hyperlink that directs users to the exact locations of the content that the publisher believes sufficiently addresses the breakouts of the student expectations (SE). The correlations of online products must also be embedded in the product.

15. **Question**   When you say that publishers must embed correlations, do you mean that the correlations must be on our native site, that we must put a direct link in the correlations, or both?

     Answer   Both. Links are required on the correlation document but providing them does not meet the embedding requirement unless the document is integrated into the digital program. Publishers can choose how they embed the correlations.

16. **Question**   Does the state review panel use the publisher-supplied correlation document as its primary references for locating coverage of the TEKS, or is the publisher correlation only a secondary aid?

     Answer   The state review panels use the publisher-supplied correlation document as their primary references as they review the instructional materials. The importance of carefully constructed and accurate correlations cannot be overstated. If the publisher-supplied correlations are vague or confusing, reviewers may not be able to locate the content and may reject the citations.

17. **Question**   If an SE has eight individual breakouts, then does that mean you must have 16

21. **Question**   Is Spanish science curriculum expected to mirror an English science curriculum (authentically translated), or is it expected to be a unique experience?

    Answer   There are not any specific requirements for the Spanish materials. Districts may prefer that the content is translated to ensure a comparable experience for all students.

22. **Question**   Are publishers expected to submit Spanish science as a separate submission, or as part of their English submission?

    Answer   There are not any specific requirements. You can choose whether to submit one product that contains English and Spanish content or to submit separate products.

23. **Question**   If we plan on translating our English curriculum, does that qualify as a separate Spanish submission? If so, do we have to have the entire translated version ready for submission with the same English timeline?

    Answer   You can choose whether to submit one productprmii4AMC6tingems Engli6teisimeli r

would be required to provide NIMAS files for that content.

29. **Question**   Will Personal Financial Literacy and Economics be a replacement for the current high school economics course?

   Answer   The Personal Financial Literacy and Economics course will not replace the current high school economics course, it will be an additional option for students to satisfy the graduation requirement.

30. **Question**   Does the Personal Financial Literacy and Economics course fulfill the 1/2 credit graduation requirement for economics? How does AP Economics relate to Personal Financial Literacy and Economics?

   Answer   Yes, the Personal Financial Literacy and Economics course will fulfill the 1/2 credit graduation requirement for economics. Personal Financial Literacy and Economics course is a TEKS-based course for which the SBOE has called for instructional materials and AP Economics is based on College Board AP standards and the SBOE has not called for instructional materials.

31. **Question**   The legislative action that created the Personal Financial Literacy and Economics course takes effect in the 2022–2023 school year. Since **Proclamation 2024** does not have a call for any new purely economics texts, the assumption is that only the Personal Financial Literacy and Economics text will be on the state's adopted materials list from 2024 to 2032. Given that school districts have ever broadening discretion about how to use state instructional materials funds, will districts be able to purchase economics texts that are not on the adoption list?

   Answer   Economics materials were adopted in November 2014 through Aho ws onomi(h)0.6 ovr

33. **Question** Can content in the material intended for student use be used to meet the requirement to address the TEKS in the material intended for teacher use?

    Answer Yes, the teacher has access to content that is intended for teacher use, content that is intended for student use, and content that is intended for both. Therefore, citations for content in materials intended for student use may meet the requirement to address the TEKS in the teacher materials.

34. **Question** Will the state review panels accept products that are not assembled in a specific scope or sequence?

    Answer There is no scope and sequence requirement in the SBOE adoption process.

35. **Question** Can you please define the term **student text narrative**?

    Answer The **student text narrative** is the part of the instructional material that instructs the student or provides an opportunity for the student to acquire knowledge or learn a skill. Any content in the instructional material that is both intended for use by the student and provides an opportunity for the student to acquire knowledge or learn a skill could be considered **student text narrative**.

36. **Question** Please define material intended for student use and the material intended for teacher use.

    Answer The material intended for student use encompasses all the components of an instructional materials submission that are intended for use by the student (e.g., 0.7 (u)-0.6 (s)-.8 (d)-0.6 ( )-t Ay 49n e1

38. **Question** Should coverage of an SE be only in the printed content, or can one be covered by accessing a companion website or other digital resource?

Answer TEKS coverage may occur in any component of a submission, including a companion website or other digital resource. Links to outside resources should be direct, and the content should be easy for users to access.

Before including links to outside web resources, publishers should remember that,

43. **Question**   Is it correct that if a publisher misses one breakout of an SE that has several breakouts, the whole SE is considered "not met," and even the breakouts that were met are discounted and do not count toward the 50%?

   Answer   That is correct. The 50% requirement refers to SEs, not breakouts. The purpose of parsing each SE into breakouts is to ensure that each portion of an SE is addressed. Accordingly, if all the breakouts of an SE are not sufficiently covered, then the entire SE is considered not addressed and does not count toward the 50%.

44. **Question**   Each of the TEKS is comprised of a knowledge and skills statement and SEs. Must each of the SEs in a given standard (related to the same knowledge and skills statement) be addressed for the other SEs within the same standard to be considered addressed?

   Answer   No. Each SE is considered addressed or not addressed individually, without respect to any other SEs. The 50% requirement refers to SEs, not knowledge and skills

47. **Question**   If a publisher submits both online and print materials as a package, does the TEKS coverage percentage have to be identical? Will the evaluators look at each product

properties that can be described in space, time, energy, and matter. Change and constancy occur in systems as patterns and can be observed, measured, and modeled. These patterns help to make predictions that can be scientifically tested, while models allow for boundary specification and provide a tool for understanding the ideas presented. Students should analyze a system in terms of its components and how these components relate to each other, to the whole, and to the external environment. Since they do not appear in the Knowledge & Skills or Student Expectations and are not to be assessed at the high school level, Instructional Materials may incorporate them in a wide range of ways and with varying emphasis. However, best practice tells us that using the recurring themes ██ t schema for students.

English Language Proficiency Standards (ELPS)

67. **Question** Is coverage of the ELPS required by **Proclamation 2024**?

    Answer Yes. Coverage of the ELPS is required for each science course and career and technical education courses for which a student earns science credit included in **Proclamation 2024**

68. **Question** What is considered 100% ELPS coverage? Is it 100% of section C 1–5? Or does it include sections A (Introduction) and B (School district responsibilities) as well?

    Answer ELPS coverage is based on the applicable breakouts of the cross-curricular second language acquisition knowledge and skills (section C 1–5). The science ELPS breakouts are posted on the TEA website.

Bids and Pricing

69. **Question** Are teacher materials required to be included with submissions?

    Answer Material intended solely for use by teachers is not required.

70. **Question**

74. **Question** In previous adoptions replacement consumable materials were required to be provided for free throughout the life of the adoption. Will this be a requirement of **Proclamation 2024**?

    Answer **Proclamation 2024** did not call for consumables, but if the pricing option includes consumables, the bid price must include the price of the consumable for the term of the contract.

75. **Question** Is it permissible to bid the same program in multiple courses across the same subject area in **Proclamation 2024**?

    Answer Yes. It is permi   swee0 Tcple(on)1.t 2onct (n)-s1 (n4.

provided in the initial bids.

79. **Question**

product that provides specific information about the student book and the teacher book (core content) only.

iii. By Monday, August 21, 2023, the publisher submits its **Official Bids**

Samples

92. **Question**   Are there specific technical requirements for the pre-adoption samples?

     Answer   Yes. If the sample is provided as a PDF, the PDF must meet the requirements of the [Web Content Accessibility Guidelines (WCAG) 2.1 AA](). Publishers can find more information about PDF accessibility on the [World Wide Web Consortium (W3C)]() and [Adobe]() websites. If the sample will be hosted on a website, the website may not contain any sales or marketing content, including links to such content. In addition, publishers may not require users to provide any identifying information (e.g., name, email address, phone number) prior to accessing the pre-adoption sample, the correlations must be embedded, and the sample must include a word search feature.

93. **Question**   Are there any system requirements for the platform or media types used by publishers for digital delivery?

     Answer   Instructional materials delivered digitally must meet the technical standards of the Federal Rehabilitation Act, Section 508, and all materials delivered online must meet minimum web-based standards, available at https://www.w3.org/TR/WCAG21/. Aside from these standards, there are no specific system requirements for the platform of electronically delivered instructional materials. However, on the **Statement of Intent to Bid** and **Complete Description**, a publisher must disclose the system requirements of the product.

94. **Question**   Is it permissible to provide third-party software with an instructional materials submission?

     Answer   There is no restriction on including third party software in an instructional materials s[(Q)-4ewafnnari[s (t)-3.8(ar)35.6 (i)9 BDC (w)-0.6 (s)-35p0.6 (-4 (n)-0)Tj/TT2rn

TEKS, within each component.

97. **Question** What is the extent to which the word search feature must function in the digital sample? Must each component be searchable individually or must the word search span all the products and components we have submitted in a subject area across grade levels?

    Answer Each component must be searchable individually.

98. **Question** Is the need for a word search feature specifically for the state review panels or should the word search be customer facing? If it must be customer facing, must the word search feature be included in both teacher and student materials?

    Answer The word search feature requirement is specific to pre-adoption samples, which are made available to the public through TEA's website. The feature is used to search for specific words and phrases within the student and teacher materials. Publishers are strongly encouraged to include the word search feature in the final version of teacher materials.

99. **Question** Do videos need to be included in the word search feature?

    Answer Yes, a specific phrase or word search should yield all applicable results that contain the content, including videos.

100. **Question** Can you clarify the functionality of the word-search feature required for the March submission? Will browser search functionality suffice for that criteria? Does "content" refer to individual materials such as contextual PDFs for learning content or does it refer to cross-platform searching across a library of materials?

    Answer The word search feature must allow users to search for specific words, such as important terms, within the text and each component must be searchable individually.

101. **Question** We plan to have all content complete for the March 6, 2023, deadline; however, there seems to be diverging language around tech features. In the introductory language: Publishers can make technical enhancements to adopted electronic instructional materials that do not affect content. In the pre-adoption samples language: Pre-adoption samples must be complete electronic versions of the final product and must include all content, components, and features intended to be in the final product, not just the content identified in the correlations. How are "features" defined in the pre-adoption sample language? Do these mean technical features?

    Answer The section you are referring to is in reference to the final adopted version, not the pre-adoption sample. The version you submit for the pre-adoption sample should include all content that will be in the final version, not just the content needed for TEKS and ELPS alignment. Additionally, it needs to be fully functional. Features represents all attributes of the program. This would include functionality and technical features.

102. **Question** Will various formats, e.g., print, software, and/or a combination of both, be permitted in **Proclamation 2024**?

    Answer Yes. Publishers may submit print materials, digital materials, or a combination of

print and digital materials.

103. **Question**

108. **Question**   What format is required for the state review panel samples?

   Answer   In accordance with 19 TAC §66.28(d)(8), publishers have the option to provide print samples, electronic samples in an open or closed format, or galley proofs to the state review panels. If the sample will be hosted on a website, the website may not contain any sales or marketing content, including links to such content.

109. **Question**   Can you please define **galley proof**?

   Answer   Yes. A **galley proof** is a complete (as to content), print sample that is bound (e.g., in a 3-ring binder or as a spiral). It is representative of the final pagination, layout, and organization of the product. A galley proof shows the actual size of the product (either by the trim size of the galley pages or with crop marks), resembles an advance reading copy of the final material rather than a proofreading or copyediting copy, and provides the state review panel an accurate depiction of what the final bound or online product will look like. For example, color laser proofs of final files to be used for "A-printing" that are bound in a 3-ring binder are acceptable as galley proofs. Printed signatures (also called "folds and gathers") that are bound together in a spiral binding is another example of an acceptable galley propi1 o colew aropg idnor smpyae rarg ordit-1.6 (ed)-0.6 ( )-5.5 (a)-2.9 (n)-4.1 (u)s-2 (9c)-4.2

114. **Question** Some classroom kits include several components like game boards, card sets, manipulatives, or posters. We do not believe any of these are necessary for evaluating the merits of the curriculum. Would it be acceptable to present photos of these materials, preferably on our website, rather than sending them to the state or ESCs?

Answer Participants submitting instructional materials for adoption must submit electronic samples of each product bid. The format by which the electronic samples are submitted is at the discretion of each individual publisher. Publishers may submit photos of manipulatives or links to images but should keep in mind that providing only an image of a manipulative may make determining TEKS coverage more difficult for the state review panel.

115. **Question** Should all submissions of instructional material be in full color or black and white?

Answer The samples must be fully representative of the final product. A black and white sample would only be acceptable if the final product will be black and white.

116. **Question** If **Proclamation 2024** materials are submitted in print format, is there a requirement to have an electronic version for any reason, e.g., sampling?

Answer Yes. Participants submitting instructional materials for adoption must submit electronic samples of each product bid. Electronic samples may be in either an open or closed format.

117. **Question** Can you please define **open-file** and **closed-file format**?

Answer Open-file formats are published and free to be used by anyone. Examples of open-file formats are HTML and PDF. Closed formats require the user to download and install proprietary software. If samples are provided in a closed-file format, users must be able to download all necessary files for free.

118. **Question** Are galley proofs the only option with respect to print samples (i.e., please confirm that we cannot provide final format print samples to the state, review panels, and 20 ESCs, only galley proofs)?

Answer Publishers may provide final-format print samples to the state review panels. Publishers may not provide final-format print samples to TEA or ESCs. The acceptable format of samples is dependent on the recipient of the samples. (Answer continued on the next page.)

are able to make changes to errors we identified or add additional content like extension activities (unrelated to TEKS coverage)?

Answer   Submitting a **List of Corrections and Editorial Changes** allow the publishers document all proposed corrections, editorial changes, and approved new content made to each component after pre-adoption samples are submitted. Publishers should include responses to errors identified by the SRP and the public and editorial changes made in response to SRP and the public comments. **List of Corrections and Editorial Changes** e-8 r

130. **Question** Will publishers be allowed to revise and update content? Will the publisher be able to add new content? If updates either to functionality of the digital product or to content are allowed, will changes have to be submitted to TEA for approval before being implemented in the product?

Answer In accordance with 19 TAC §§66.75 and 66.76, all requests for updates involving content in state-adopted instructional materials must be submitted to TEA. If the change impacts TEKS coverage, it must be approved by the SBOE prior to its introduction into state-adopted instructional materials. This includes adding additional components to packages. In accordance with 19 TAC §66.29(d), publishers must agree that their electronic, web-based, or online instructional adopted materials will not be altered in any way that removes content or that changes content without prior SBOE approval. Publishers, however, are permitted to make changes to functionality or interactivity without first seeking the approval of the commissioner or the SBOE.

131. **Question** Regarding program interactivity, is it permissible to embed blogging and synchronous communication exchange between users of the program or does the curriculum have to be staticM.6 (l)-2-1.9 (i)-1.5 (t)0.7 (h)-0Tw -0.6 hnl embvnyoe

materials before the post-adoption samples are due?

Answer   If you wish to propose any changes after adoption in November 2023, you must submit an update request.

Accessibility Requirements and Manufacturing Standards

137. **Question** Proclamation 2024 "Instructional materials delivered electronically must meet the

141. **Question** Proclamation 2024 states that instructional materials delivered electronically must meet the technical standards of the Federal Rehabilitation Act, Section 508, and that materials delivered online must conform to WCAG 2.1, Level AA, available at https://www.w3.org/TR/WCAG21/.

The W3C standards contain 7 broad categories of standards:

      a. Web Design and Applications

      b. Web Architecture

      c. Semantic Web

      d. XML Technology

      e. Web of Services

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activities outlined on pages 18–19 of **Proclamation 2024**

143. **Question** How soon should we get started on the accessibility report due on Monday, March 25, 2024?

     Answer Publishers of electronic instructional materials should build accessibility into their programs from the beginning. Third-party vendors typically take at least 3 to 4 weeks to complete an accessibility report. Publishers are encouraged to begin searching for a third-party vendor to complete their report at least 2 to 3 months prior to the deadline. Publishers that fail to provide the accessibility report that verifies the required accessibility standards have been met by the deadline will have their products removed from the adopted list.

144. **Question** What if my accessibility report lists components that are not compliant?

     Answer Materials that are found to not be compliant with required accessibility standards will result in that product's removal from the adopted list. Publishers should work to correct accessibility issues as soon as possible, complete a second accessibility report, and certify that the product meets the required accessibility standards. Products will be returned to the adopted list and EMAT once the report and i44.sJ(ep0 1 Tf-0.002 .7 5

Rehabilitation Act, Section 508. You are required to submit evidence of compliance when the post-adoption samples are due. Any instances of non-compliance will result in your materials being removed from the adopted list and EMAT and may result in contract termination.

147. **Question**   What percentage of digital applications and publishers do you currently have that meet the accessibility standards?

    Answer   All digital materials that were adopted under **Proclamation 2017** and beyond that are available for purchase in EMAT meet accessibility standards. You can see that information in [Currently Adopted Instructional Materials](#)

148. **Question**   If, as a small company, after receiving our audit, we cannot absorb all of the cost required for 100% compliance within one year, are there provisions or addendums that are allowed if we commit to a timeline for full compliance?

    Answer   If your materials are found to be out of compliance, you will have the opportunity to remedy the issues and submit evidence of compliance. If your contract has not yet been terminated, your materials will be returned to the adopted list and EMAT.

Glossary of Acronyms

EDI – Electronic Data Interchange
ESC – education service center
ISBN – International Standard Book Number
ISSN – International Standard Serial Number
MSST – Manufacturing Standards and Specifications for Textbooks
NIMAS – National Instructional Materials Accessibility Standard
SBOE – State Board of Education
TEA – Texas Education Agency
TEKS – Texas Essential Knowledge and Skills
WCAG – Web Content Accessibility Guidelines
W3C – World Wide Web Consortium