



Instructional Materials and the Adoption Process

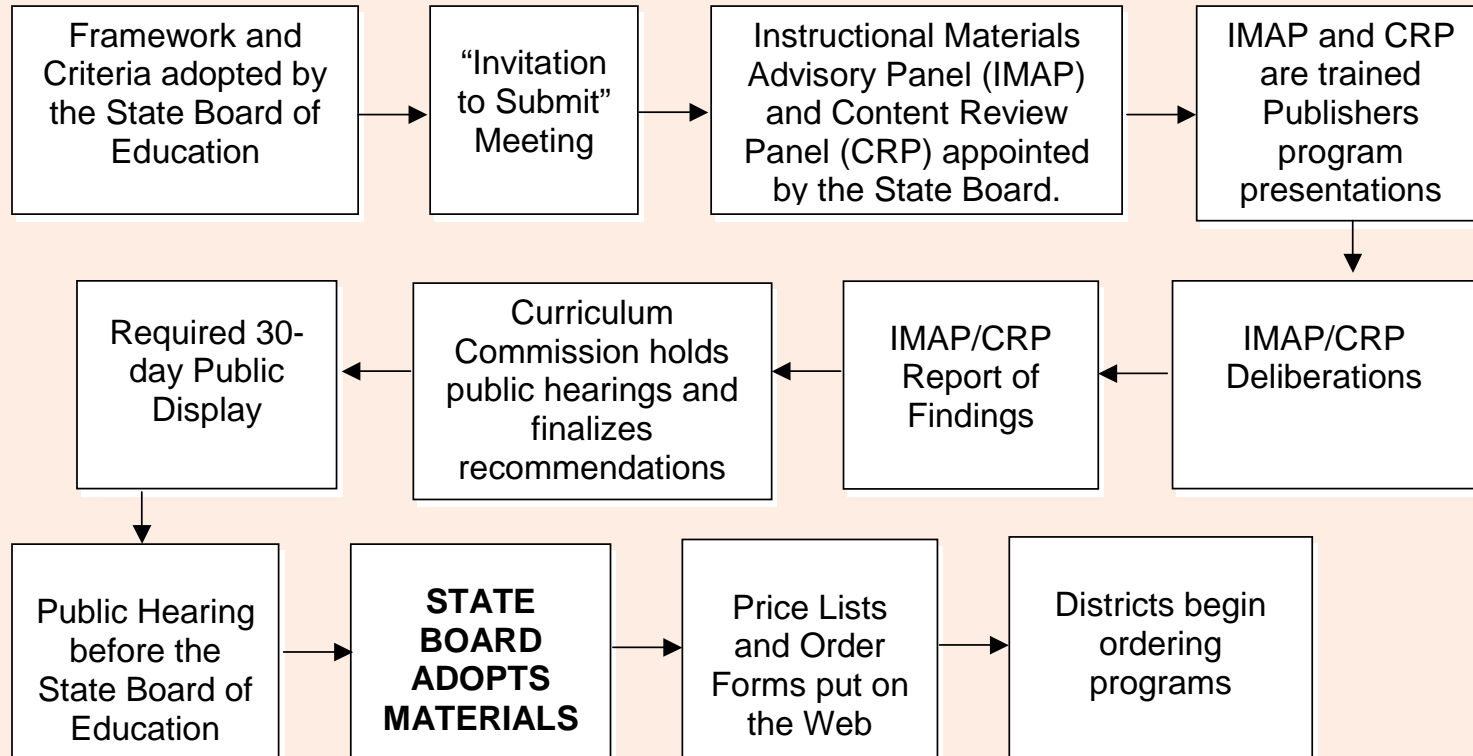
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State Superintendent
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Instructional Materials Adoption Process

This flowchart shows the sequence of major components of California's Instructional Materials Adoption Process. From the time samples of programs are submitted by publishers for evaluation, approximately six months elapse before final adoption action is taken by the State Board of Education.





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Framework and Criteria

- Curriculum Frameworks use current and confirmed research in education and the specific content area to provide a firm foundation for curriculum and instruction
- Frameworks describe the scope and sequence of knowledge and skills all students need to master (based on content standards)



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Framework and Criteria

- Curriculum Frameworks have been adopted by the State Board in the following subject matter areas:
 - Reading/Language Arts
 - Mathematics
 - History-Social Science
 - Science
 - Visual and Performing Arts
 - Health
 - Foreign Language
 - Physical Education (no adoption of instructional materials)



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Framework and Criteria

- Frameworks contain the criteria for the evaluation of instructional resources grades K-8, pursuant to Education Code sections 60200-60206.
- The evaluation criteria are used to evaluate materials and give direction to publishers for the development of instructional materials.
- Criteria must be adopted at least thirty months prior to when the Board is scheduled to take action on an adoption.



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Invitation to Submit

- The “Invitation to Submit” meeting for publishers is held approximately one year prior to Board action on an adoption.
- Publishers interested in submission are provided with the *Publishers’ Invitation to Submit*, a document that contains all of the regulations and requirements for an adoption.
- The *Publishers’ Invitation to Submit* comprises an expressed agreement with publishers who submit materials for consideration for adoption. Publishers who fail to adhere to the requirements are removed from consideration for adoption.



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IMAP and CRP appointed by the State Board

- Curriculum Commission recommends and the State Board appoints two types of review panels:
 - Instructional Materials Advisory Panel (IMAP)
 - Content Review Panel (CRP)
- Statewide recruitment efforts occur over six months, require direct and active dissemination of applications, and involve contacting all stakeholders including teachers, parents, administrators, and scholars.



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IMAP and CRP appointed by the State Board

- The IMAP is composed primarily of classroom teachers but also includes a broad range of other participants, (e.g., school administrators, curriculum specialists, and parents) who evaluate materials according to all elements of the criteria.
- The CRP is composed of recognized subject matter experts who review materials according to the content criteria and standards to ensure that the materials are accurate, adequate in their coverage, and are based on current and confirmed research.



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IMAP/CRP Training

- IMAP and CRP members are brought to Sacramento for a week-long training in the evaluation criteria.
- During the training, publishers have the opportunity to provide presentations on their programs to the reviewers.
- Following the training, the program(s) that each IMAP and CRP member is reviewing are sent directly to them by publishers.



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IMAP/CRP Deliberations

- Each reviewer has 2-3 months to review the programs assigned to their panel.
- Following this period, the IMAP/CRP members reconvene in Sacramento for a week of deliberations.
- All of the deliberations are public meetings and are open to publishers and the general public.



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IMAP/CRP Report Developed

- During deliberations, panels develop a consensus as to whether each program they are reviewing meets the evaluation criteria.
- At the end of deliberations, each panel writes a joint report of findings on each program that they reviewed.



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Curriculum Commission

- The Subject Matter Committee of the Curriculum Commission considers the advisory report of findings of the IMAP/CRP and recommends materials for adoption.
- Members of the Curriculum Commission conduct their own independent review of all of the submitted programs, hold a public hearing, and then vote to recommend materials to the State Board of Education for adoption.



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Required 30-day Public Display

- The adoption process is designed to ensure that the public has the opportunity to review and comment on resources considered for State Board adoption.
- Prior to the State Board of Education action, a 30-day public display period is held. Materials are on display at Learning Resource Display Centers (LRDCs) throughout the state and the public is encouraged to review them and send in comments.
- Written comments on the submitted materials are forwarded to the Curriculum Commission and the State Board for consideration.



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Public Hearing before the State Board of Education

- The public hearing is a final opportunity for the public to weigh in on the materials under consideration for adoption.
- In all, three separate public hearings are held prior to adoption:
 1. Before the appropriate Subject Matter Committee of the Curriculum Commission,
 2. Before the full Commission,
 3. Before the State Board.



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State Board Adopts Materials

- The State Board of Education considers the recommendations of the Curriculum Commission, public input, and their own review in making their final decision.
- Following the Board action, an Adoption Report is prepared and posted on the Department Web site.



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Price Lists and Ordering

- Following Board adoption, the materials are added to the Price Lists of K-8 Adopted Instructional Materials.
- CFIR Division maintains a searchable online database of all materials included in adopted programs.
- Districts begin piloting and purchasing materials for use in their schools.



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The Center for Specialized Media and Technology (CSMT)

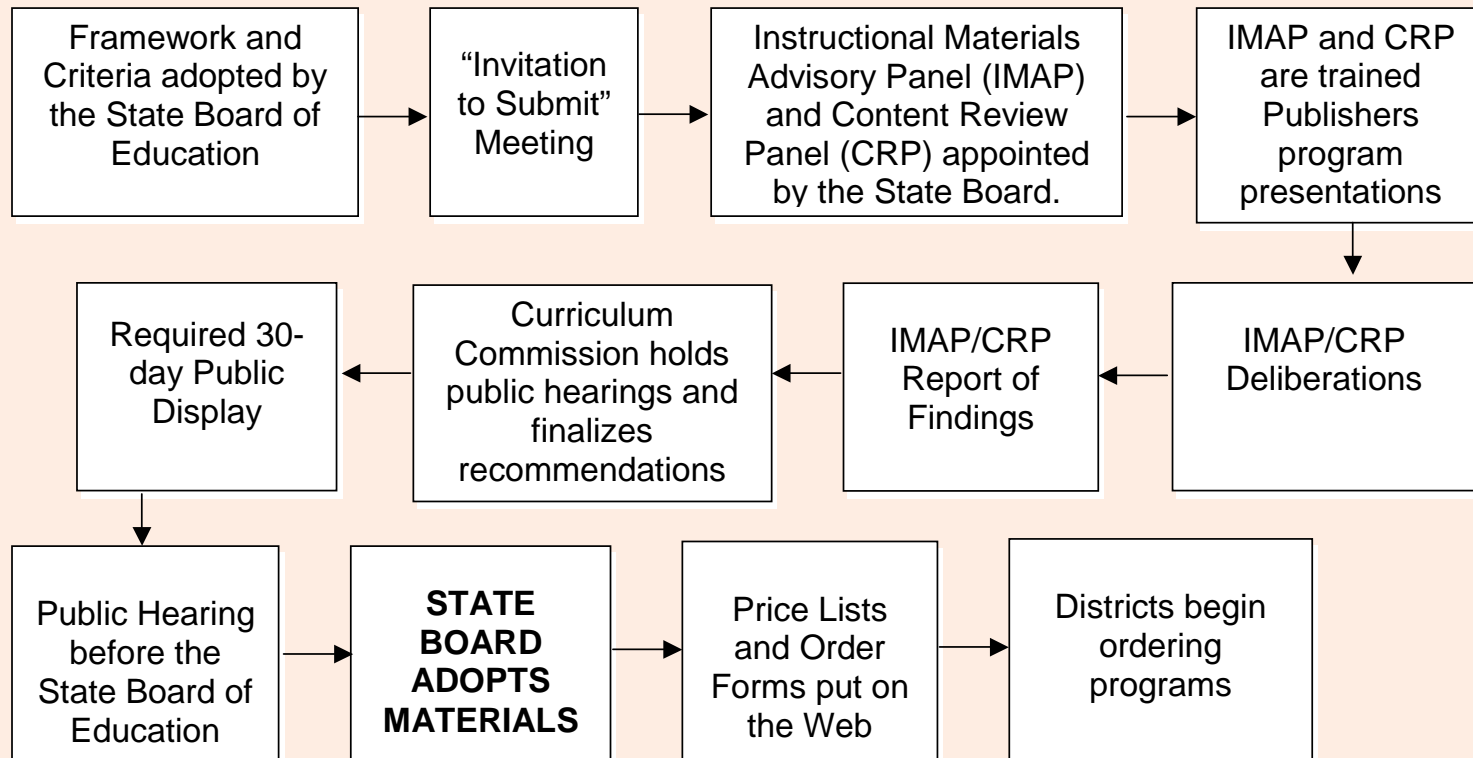
- The mission of the CSMT is to make learning resources and learning environments accessible and meaningful to students with disabilities.
- The CSMT provides the following services:
 - Reader Services for Teachers;
 - Braille and Large Print Editions of State-Adopted Texts;
 - Recorded Editions of State-Adopted Texts;
 - ASL VideoBooks;
 - Administers the American Printing House for the Blind (APH) Federal Quota Program₁₇



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The Importance of the California Market

- California represents approximately 10-12% of the national market for elementary and secondary instructional materials.
- Other states rely upon California's adoption lists to guide their instructional materials purchases.



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Instructional Materials Funding

- Sources of state instructional materials funding include:
 - Sunset: Instructional Materials Fund (IMF), Schiff-Bustamante
 - Current: Instructional Materials Funding Realignment Program (IMFRP), Proposition 20 Lottery Funds
 - One-time funds (\$47.1 million in 2002-03 for standards-aligned materials)



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Instructional Materials Funding

- Using IMFRP funds requires that districts certify that they have provided standards-aligned materials to all students, K-12, in the four core subjects before purchasing other materials.
- Starting in 2005, districts must purchase materials within 24 months of State Board adoption.
- Proposition 20 Lottery Funds (\$11.00 per pupil in 2003-04) are not governed by these restrictions.
- If a governing board finds insufficient instructional materials to meet pupil needs, Education Code Section 60119 allows flexible use of state funds.



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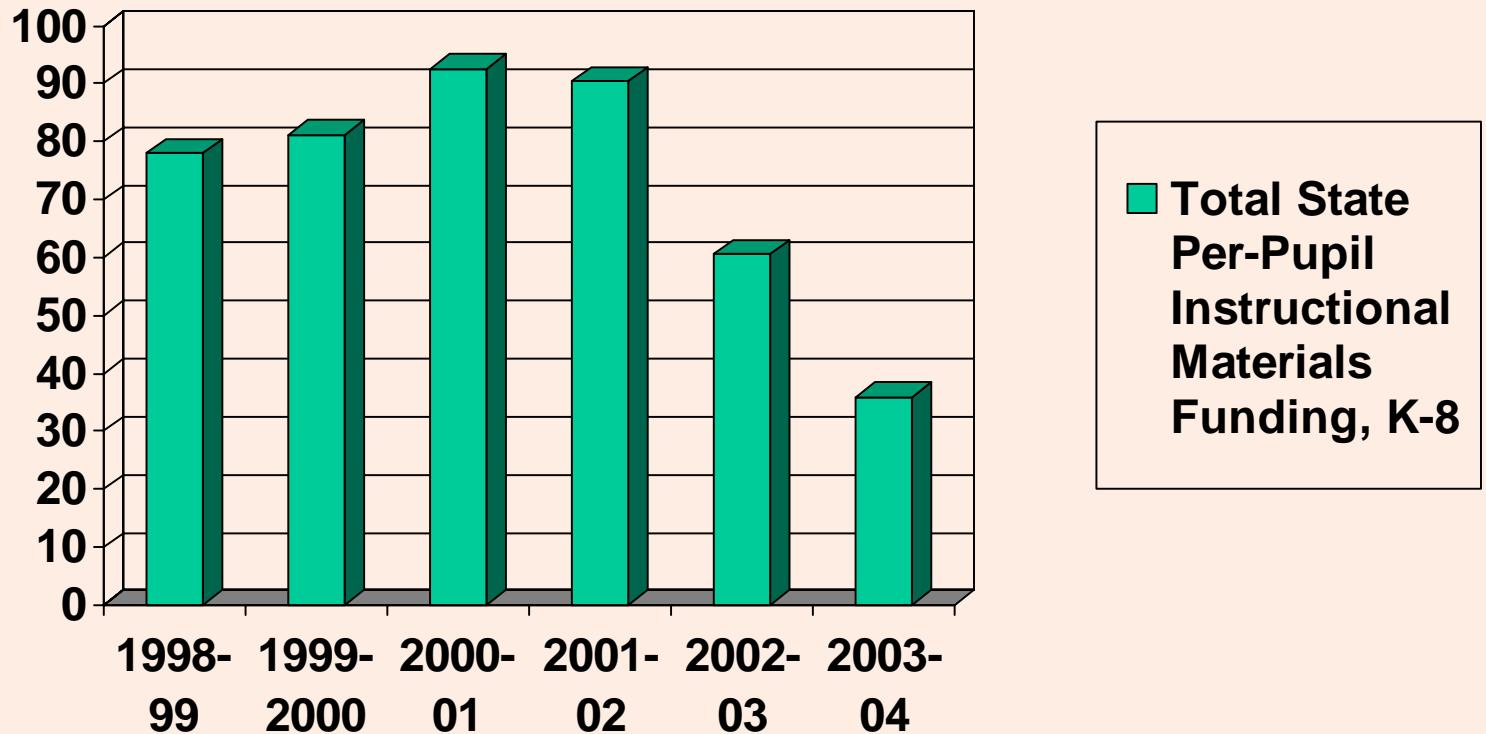
Instructional Materials Funding, 1998-2004

Year	Total State Funding (in millions)
1998-1999	429.20
1999-2000	452.50
2000-2001	528.50
2001-2002	518.80
2002-2003	328.30
2003-2004	246.90
Total, 1998-2004	2,554.20



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Per-Pupil Funding, 1998-2004





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- Are there any questions?