

**Publishers’ Questions about the 2016 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina
With Responses From NCDPI**

March 28, 2016

	Vendor Question (Note: Questions were copied and pasted directly from written correspondence.)	State Response	Citation
1.	Please ask if we can submit the same text in two different grade levels (courses).	Yes. Publishers determine how to submit materials. Keep in mind all submissions must be aligned to the goals and objectives of the North Carolina Standard Course of Study for the content area of submission. All materials must be comprehensive in nature and cover the primary goals and objectives of a course or grade level. Other specifications are identified within the “textbook materials review criteria sheets” for each grade level listing in the Invitation (see pages 26-36 and 38-67 for textbook review criteria).	Invitation pp. 1, 2, 26-36, 38-67

2. For the Identification numbers is that per student edition/student bundle or for each product an example below:

9781305469259	Engineering Design: An Introduction, 2013 2e, Student Edition 978111645823 + CourseMate 6 year access 9781133935070
9781305469273	Engineering Design: An Introduction, 2013 2e, VitalSource ebook 9781133708766 + CourseMate 6 year access 9781133935070
9781111645847	Engineering Design: An Introduction, 2013 2e, Student Workbook

Is this 3 ID #'s needed or just 1 and the same ID# goes on each product since they belong together?

An item submitted for review or set of items that will be submitted for review together will require one DPI bid identification number. Publishers are responsible for marking each bid submission (bid samples, official DPI samples, and evaluation display materials) with the DPI bid identification number. See the Invitation pages 12 -1 6.

Publishers determine how to submit materials. Keep in mind all submissions must be aligned to the goals and objectives of the North Carolina Standard Course of Study for the content area of submission. All materials must be comprehensive in nature and cover the primary goals and objectives of a course or grade level. Other specifications are identified within the "textbook materials review criteria sheets" for each grade level listing in the Invitation (see pages 26-36 and 38-67 for textbook review criteria).

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3.	Where we can find Course enrollments?	Course enrollment data is available upon request from NCDPI.	
4.	During the publisher’s meeting, Dr. Fair mentioned that the Cost Proposal Spreadsheet would be distributed – can I assume that this is to come or should I create my own?	The cost proposal spreadsheet was distributed through the Publisher’s Registry on March 18.	
5.	can submit the same text in two different grade levels (courses).	Yes. Publishers determine how to submit materials. Keep in mind all submissions must be aligned to the goals and objectives of the North Carolina Standard Course of Study for the content area of submission. All materials must be comprehensive in nature and cover the primary goals and objectives of a course or grade level. Other specifications are identified within the “textbook materials review criteria sheets” for each grade level listing in the Invitation (see pages 26-36 and 38-67 for textbook review criteria).	Invitation pp. 1, 2, 26-36, 38-67
6.	In the publisher presentation, the slide deck shows the Cost Proposal Spreadsheet as it was done last year (same column titles, same EM and ASM layout). However, in the bid packet (pages 75-78) the format is different (fewer columns in the Individual Items tab, and the EM and ASM are stacked, not side by side). Since we have not received the Excel spreadsheet to follow as a template, which format should we follow?	The cost proposal spreadsheet was distributed through the Publisher’s Registry on March 18. Use the document distributed through the Publisher’s Registry.	Cost Proposal Spreadsheet

7.	Also, I didn't see the "Packaged Items" tab previewed at the publisher meeting, nor do I see any reference to it in the bid packet. Can I assume that we should list Packaged Items" on a separate tab, the way we did last year?	<p>The tabs designated for submissions this year are "Bid Submission-Cost Prop Form" and "EM and ASM Form". All submissions should be listed on the Submission-Cost Prop Form the way the materials should be evaluated.</p> <p>Keep in mind all submissions must be aligned to the goals and objectives of the North Carolina Standard Course of Study for the content area of submission. All materials must be comprehensive in nature and cover the primary goals and objectives of a course or grade level. Other specifications are identified within the "textbook materials review criteria sheets" for each grade level listing in the Invitation (see pages 26-36 and 38-67 for textbook review criteria).</p> <p>See the bid submission-cost proposal form on the cost proposal spreadsheet for the appropriate tabs for submissions.</p>	Cost Proposal Spreadsheet
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8.	Where do we list different selling options that contain alternative formats of the main selling component (for example: print, digital or a combination of both)?	<p>All submissions should be listed on the Submission-Cost Prop Form the way the materials should be evaluated.</p> <p>If additional information is needed to explain selling options, that information will be obtained after the official adoption of materials.</p> <p>Keep in mind all submissions must be aligned to the goals and objectives of the North Carolina Standard Course of Study for the content area of submission. All materials must be comprehensive in nature and cover the primary goals and objectives of a course or grade level. Other specifications are identified within the “textbook materials review criteria sheets” for each grade level listing in the Invitation (see pages 26-36 and 38-67 for textbook review criteria).</p>	Invitation pp. 1, 2, 26-36, 38-67
9.	Are the same items allowed to appear on more than one tab?	There are only two tabs for bid submission, the bid submission-cost proposal form and the	Invitation pp. 10 - 11

		<p>EM and ASM form.</p> <p>The cost proposal spreadsheet must contain a list of all bid materials with prices such as Student Edition, Teacher Edition, Digital Edition, and other support materials that will be provided at no additional cost based on the number of core bid materials purchased, such as accompanying student materials (ASM) and teacher enrichment materials (EM). See additional details about ASM and EM on pp. 10-11 in the Invitation.</p>	
10.	<p>We are preparing to enter the NC Social Studies bid and I have just a couple of questions before we do. Regarding our submission, should we submit the physical copy of each book we'd like considered?</p> <p>And, to be clear, each individual book we'd like considered requires a submission number, correct (that I will request from you)?</p>	<p>Materials presented for evaluation must be in the same format as indicated on the bid submission-cost proposal form.</p> <p>All submissions should be listed on the Submission-Cost Prop Form the way the materials should be evaluated. A set of materials that will be submitted for review together will require one DPI bid identification number. Materials submitted individually would require a DPI bid</p>	<p>Invitation pp. 1, 2, 26-36, 38-67</p>

		<p>identification number. Publishers determine how to submit materials. Keep in mind all submissions must be aligned to the goals and objectives of the North Carolina Standard Course of Study for the content area of submission. All materials must be comprehensive in nature and cover the primary goals and objectives of a course or grade level. Other specifications are identified within the “textbook materials review criteria sheets” for each grade level listing in the Invitation (see pages 26-36 and 38-67 for textbook review criteria).</p>	
11.	If we request more identification numbers than we end up needing, is there a penalty?	No, simply do not use any requested numbers you do not need.	
12.	Is there a required form for correlations to the standards that we need to use or do we use our own format?	No, there is no required form or format. Publishers have the option of formatting the document in the most appropriate way possible. It is the Publisher’s responsibility to ensure the accuracy of the correlations. Publishers will need to provide correlations that clearly	Invitation pp. 16-17

		show how the submission is correlated with the standards. See pages 16-17 in the Invitation for more details about correlations.	
13.	Good afternoon I am wondering if you are going to post the Cost Proposal Forms on the state web site with the invitation to bid is posted?	The cost proposal spreadsheet was distributed through the Publisher's Registry on March 18. The document will be posted on the state textbook adoption webpage in the future.	
14.	Do you have student enrollment numbers available for the high school courses included in the adoption, or can you direct me to where they can be found? I am interested in knowing the total enrollment across the state for each of the following courses: 1. Turning Points in American History 2. 21st Century Global Geography 3. American History: The Founding Principles, Civics, and Economics 4. Twentieth Century Civil Liberties, Civil Rights 5. The Cold War 6. American Humanities	This information is posted below the questions/response table on the last page of this document.	
15.	Do we need to submit separate bid proposal spreadsheets for each grade - or is it acceptable to create one bid proposal spreadsheet with distinct sections for each grade?	Either way is acceptable.	
16.	Do enrichment materials such as teaching and study guides require a separate spreadsheet or may they be included as sections in our bid proposal spreadsheet?	There is a separate tab for enrichment materials (EM) and accompanying student materials (ASM) included in the bid submission-cost	Invitation pp. 10 - 11

		proposal spreadsheet. More information about EM and ASM is provided in the Invitation on pages 10-11.	
17.	Can NCDPI elaborate as to NIMAS standards/accessibility?	NCDPI has adopted the National Instructional Materials Accessibility Standard (NIMAS) in accordance with the Individuals with Disabilities Education Improvement Act of 2004 (P.L. 108-446) for the purpose of providing instructional materials to blind students or other students with disabilities. Additional information about Accessible Electronic Files of Publisher Material and more information about NIMAS can be found on page 83 of the Invitation.	Invitation p. 83
18.	What is the likelihood that the state will fund the adoption?	The General Assembly's biennial budget (2015-17) has already allocated \$62M in textbooks funds for 2016-17. This figure may rise or fall during the General Assembly's supplemental budget (2016-17) negotiations that will begin occurring in late April.	
19.	Is state funding only available if a school or district chooses a state-approved program?	Textbook funds may	

		only be used to pay for items on the adoption list. However, LEAs may transfer textbook funds into other allotments to purchase non-adopted products.	
20.	How will the funding be distributed? Will schools get a lump sum or a yearly disbursement? If yearly, is funding the same every year, or greater in the first year?	The General Assembly allocates a set amount of funding in its yearly budget (biennial budgets have two-year allocations, but the second year could be modified in the supplemental budget negotiations). Districts are given “allotments”, which essentially constitute the right to draw down a set amount from the State Treasury. DPI calculates the allotments per State Law and Board Policy.	
21.	When does the blackout period end? Is it when the state makes the list of adopted materials public or is it when publishers are notified?	<p>The blackout period ends at the time the State Board of Education adopts the recommended list of textbooks. See page 22 of the Invitation. For dates, see pages 6-8 of the Invitation</p> <p>Additionally, Publishers are prohibited from sampling or promoting textbooks/programs under consideration for adoption from the date</p>	Invitation pp. 6-8, 21, 22

		the State Board of Education approves and issues the Invitation until the day after the Textbook Commission’s evaluation sessions with the Textbook Advisors. See page 21 of the Invitation.	
22.	During the blackout period, can publishers answer questions that come from teachers, schools, districts, etc., who contact them about pricing, content, or other questions relevant to the program under review? In anticipation of such questions, can publishers provide such information on their company website?	<p>The term blackout has traditionally been used to refer to the period of time the State Board of Education approves the Invitation until the State Board adopts the recommended list of textbooks. See page 22 of the Invitation. For dates, see pages 6-8 of the Invitation.</p> <p>Additionally, Publishers are prohibited from these activities mentioned in the question until the day after the Textbook Commission’s evaluation sessions with the Textbook Advisors. See page 21 of the Invitation.</p>	Invitation pp. 6-8, 21, 22
23.	Can publishers allow for online purchases or preordering during blackout period?	No.	
24.	If publishers are to deliver adopted materials to Textbook Warehouse by September 16, does that mean that schools may purchase new programs for the 2016-2017 school year ... after the school year has started?	Schools are able to purchase after contracts are put in place.	

25.	When are schools expected to implement new standards and new programs?	<p>State Board of Education policy GCS-F-012 provides guidance around the standards review and revision process. Implementation of new standards is guided by this policy. We are in year 4 of the NC Standard Course of Study that was adopted in 2010 and implemented in 2012. We are in the review process for ELA and mathematics and will discuss proposed timelines for implementation with the State Board of Education in April, 2016. The materials will be posted to the public SBE site prior to that meeting. The standards for Social Studies and Healthful Living are not being reviewed for changes at this time.</p>	
26.	Do EC and ELL materials need to be separate from other instructional material or can they be incorporated in a complete program? For example, can they be part of instructional strategies in a Teacher Guide or Teacher Edition rather than a separate publication?	The preference is for EC and ELL materials to be incorporated into a complete program rather than having the materials separate.	
27.	Do online ancillary materials, such as classroom PowerPoints, interactive quizzes, and test generator question bank need to be submitted as part of review process or can they be added at a	Publishers determine how to submit materials. Keep in mind all	Invitation pp. 1, 2, 26-36, 38-67

	<p>later date?</p>	<p>submissions must be aligned to the goals and objectives of the North Carolina Standard Course of Study for the content area of submission. All materials must be comprehensive in nature and cover the primary goals and objectives of a course or grade level. Other specifications are identified within the “textbook materials review criteria sheets” for each grade level listing in the Invitation (see pages 26-36 and 38-67 for textbook review criteria). All submissions should be listed on the Submission-Cost Prop Form the way the materials should be evaluated. Only materials that are on the Cost Proposal spreadsheets will be evaluated and reviewed. It is the responsibility of the Publisher to ensure that each submission is complete and correctly identified. See pages 1 and 2 of the Invitation.</p>	
28.	<p>In the Instructional Materials Review Criteria Sheet—Social Studies Grades 6–8, Part II-H, “Religious references are included and uncensored.” What does this mean?</p>	<p>This means that the presentation of information and</p>	

		materials about religion are not framed in a way that would be seen as promoting a religion/religious perspective. It also means that information pertaining to religions is presented in a historical context.	
29.	In the Instructional Materials Review Criteria Sheet—Social Studies Grades 6–8, Part IV-F, “Options for help and tutorial segments are provided.” Is this intended as help for teachers on how to use the site, or is it help with the social studies content for students?	The options could include both depending on the intended use for help and tutorial segments.	
30.	In the Instructional Materials Review Criteria Sheet—Social Studies Grades 6–8, Part IV-M, “Technical assistance is readily available and instructions for access are easily understood.” This is tech support for users of digital material. Is it different from what is required by Part IV-F mentioned above?	It relates to Part IV-F. It refers to how accessible and well-understood customer service will be for students and teachers using digital materials.	
31.	On Form M, are there any industry standards for submitting a USB flashdrive with program content (instead of a CD or DVD)?	Form M contains an “Other” designation. Use this space to list USB information as well as industry standards for that particular medium.	Invitation p. 81
32.	Is there dedicated funding being allocated for this adoption? If so, is there a per student allocation amount? Can districts spend adoption money on non-core or non-adopted materials?	The General Assembly’s biennial budget (2015-17) has already allocated \$62M in textbooks funds for 2016-17. This figure may rise or fall during the General Assembly’s supplemental budget (2016-17) negotiations that will begin occurring in late April. That is the amount of	

		<p>new funding anticipated to be available in 2016-17. However, districts have the ability to carry over unexpected funds from prior years to fund their adoption. They may also choose not to draw down funds in the current year in order to carry those funds over for an adoption in a subsequent year.</p> <p>Textbook funds may only be used to pay for items on the adoption list. However, LEAs may transfer textbook funds into other allotments to purchase non-adopted products.</p>	
33.	If we submit and our products are <u>not</u> approved, is there going to be a published list of materials that were submitted but not approved?	All Publishers who submit materials will receive a list of recommended and not recommended submissions. The information will also be posted on the state textbook webpage.	
34.	Is the state considering non-traditional materials, materials other than textbooks? These would include supplemental items such as realia or classroom libraries.	<p>Print and non-print materials will be considered.</p> <p>As cited in GS 115-85, textbook is defined as "...systematically organized material comprehensive enough to cover the primary objectives outlined in</p>	Invitation p. 1

		the standard course of study for a grade or course. Formats for textbooks may be print or non-print, including hardbound books, softbound books, activity-oriented programs, classroom kits, and technology-based programs that require the use of electronic equipment in order to be used in the learning process.”	
35.	If we can submit non-traditional materials other than textbooks, do we still have to fill out Form B on pages 79-80? (Question is being asked because the items on pg 79 will not apply to our materials.)	If the form is not applicable, do not complete it. However, review pages 81-82 for applicability to non-traditional materials other than textbooks.	Invitation p. 79-80
36.	If our materials are approved and listed are we required to supply samples to any school or district that requests? These would be requests beyond the mandatory sampling outlined in the Invitation.	No free materials are allowed. See the Prohibition of Free Materials statement in the Invitation on page 11.	Invitation p. 11
37.	Will we be <u>required</u> to use a depository for distribution?	Yes.	
38.	Does packaging have to be in its final form by the June sample submission deadline?	No, but materials must be in a format that stays together and content must be final. We will not be responsible for loose pages.	
39.	Can the required samples be supplied in a digital sampler format, even if the proposed products are a blend of print and digital?	Materials presented for evaluation must be in the same format as indicated on the bid	

		submission-cost proposal form.	
40.	Are depository fees negotiated individually or are there set fees.	The depository fee is set.	Invitation p. 11
41.	What if a publisher request 8 ID numbers but then decides to not submit a textbook after seeing the enrollments how do we mark this on the bid form?	Simply do not use any requested numbers you do not need.	
42.	Is any bid deposit required in order to participate in the bid?	No.	
43.	Is it allowed to bid supplemental instructional materials for <i>students</i> that are for purchase only--that is, not a free ancillary? The cost proposal information describes "accompanying student materials" on page 10 as being "part of the cost of the student or digital edition," but it also says that "if no qualifications are stated, it will be assumed that the item will be provided at no additional charge for each year of the life of the adoption." Does that mean that we <i>may</i> bid and charge additional \$\$ from the outset for student materials besides the student or digital edition, as long as we specify this qualification?	<p>Publishers determine how to submit materials. Keep in mind all submissions must be aligned to the goals and objectives of the North Carolina Standard Course of Study for the content area of submission. All materials must be comprehensive in nature and cover the primary goals and objectives of a course or grade level. Other specifications are identified within the "textbook materials review criteria sheets" for each grade level listing in the Invitation (see pages 26-36 and 38-67 for textbook review criteria).</p> <p>All submissions should be listed on the Submission-Cost Prop Form the way the materials should be evaluated.</p>	Invitation pp. 1, 2, 10, 26-36, 38-67

44.	Will publishers be required to provide computers <i>and</i> web access for the items we set up for the publisher display and presentations? Will the wi-fi available to guests in the hotel also be available to publishers setting up displays there, and will anything special be needed for the publishers to obtain that access for the computers they'll include in their displays?	Yes. See page 16 of the Invitation. No, it is the responsibility of the Publisher to arrange internet access for technology-based items. See page 16 of the Invitation	Invitation p. 16
45.	Does this sentence in the evaluation criteria mean that student instructional material SHALL include glossary terms in both English and Spanish, or that they MAY include glossary terms in both English and Spanish? Here's the sentence: 2. Material includes necessary guides such as table of contents, glossary (English & Spanish), index, sidebars, atlas, dictionary/thesaurus, bibliography/footnotes, <i>see</i> , and <i>see also</i> references, web sites, literature links, support agencies tec.	Operate as though the word "MAY" is a part of the verbiage.	
46.	How many rooms can a publisher expect to display in if we are submitting say 6 different titles? For example we submit for Am History I & II, World History, Latin Am Studies, Psy, and Sociology titles. Would we have one display in one room altogether or in 2, 3, or 4 different displays in different rooms? The significance to that tells us how many lap tops we need, how many internet hook ups we need, how many electrical outlets we need to arrange for with the hotel? Also if all 6 titles would be on one display in one room would 2 lap tops suffice or do we need 2 lap tops per title?	The number of rooms will depend on the number of submissions per grade level/course. Typically, rooms are arranged by K-5 (or K-2 and 3-5), 6-8, and 9-12 for each content area. Two laptops for needed for each grade level room for a content area. See page 16 of the Invitation.	Invitation p. 16
47.	What are the current approved health textbooks for elementary, middle school and high school in North Carolina? Do you have any information on the current cost per student for these textbooks?	The most current list for adopted health textbooks is available upon request. No.	
48.	The surety bond of \$3000 is required for just adopted submissions—how is this priced, based upon the items having identification numbers or a group of our materials submitted? Is there a fee for submission?	Each Publisher is assigned DPI bid numbers as requested for submissions. A	

		<p>submission is defined as an item or group of items included in the bid submission-cost proposal form as identified by DPI bid identification numbers. A surety bond in the amount of \$3,0000.00 is required for each adopted submission.</p> <p>No, there is no fee to submit a bid proposal.</p>	
49.	<p>The contract specifies that publishers awarded contracts will be required to provide, at no cost, one teacher edition for each adopted textbook for each teacher using that textbook in the classroom (Attachment 1-Part II (3) see page 19 and 68 on the invitation. Where is Attachment 1 –PART II (3)?</p> <p>ETR’s HealthSmart is not a traditional textbook. We do not have a teacher textbook and a student textbook. Our HealthSmart teacher’s guide is the curricula and the student workbooks only include student activities. We cannot provide free teacher’s editions, does this disqualify us from participating?</p>	<p>Attachment 1 Part II (3) is on page 68 of the Standard Textbook Contract. The “attached list of adopted textbooks” referred to in this part, would be the list of adopted titles for a Publisher.</p> <p>For non-traditional materials, it is acceptable if access can be made available for any teacher edition or version of the materials or as otherwise outlined on pages 19-20 of the Invitation.</p>	<p>Invitation p. 68</p>
50.	<p>How much time will be allotted for Publishers to present to Textbook Commission member’s. Is this in a separate room or at the table?</p> <p>Will we be required to provide our own electricity and web access at our display?</p>	<p>The time will depend on the number of Publisher’s participating.</p> <p>This will be in a separate room. See pages 16 and 17 of</p>	<p>Invitation pp. 16, 17</p>

		the Invitation.	
51.	The Cost proposal spreadsheet Attachment 4 does not give a column to indicate the identification numbers as shown on the webinar slide. Is there another spreadsheet you'd like us to use?	Use the Cost Proposal form that was distributed through the NC Publisher's Registry on March 18. The column titled "Bid Number" is where the DPI bid identification number should be entered.	
52.	Publishers who's health textbooks are approved for the list—will teachers and LEAs be able to use state funding to purchase the health textbooks?	<p>LEAs can use State funds to purchase any textbooks</p> <ul style="list-style-type: none"> – it would just be a different allotment than the Textbook and Digital Resources (TDR) allotment (could be Instructional Supplies, for example) <p>LEAs can use TDR allotment only to pay for adopted items</p> <p>LEAs can transfer funds from the TDR allotment to another allotment (like Instructional Supplies) to pay for non-adopted items.</p>	
53.	Is there a waiver for LEAs that may want to use other health curricula that are not on the approved health textbook list?	The State Board of Education is responsible for developing the standards that will be taught in each content area. General Statute gives LEAs the	

authority over what curriculum materials are used, therefore, the state has no required curriculum or materials that LEAs are required to use. If an LEA deems that there other materials/curricula that aligns with the standards that are not on the state adopted list, then LEAs have the flexibility of selecting/purchasing them.

Course Code	Name	Duplicated Count
43092X0	Turning Points in American History	12
43095X0	Turning Points in American History Honors	1300
45052X0	21st Century Global Geography	332
45055X0	21st Century Global Geography Honors	74
42092X0	American History: The Founding Principles, Civics, and Economics	58172
42092Y0	American History: The Founding Principles, Civics, and Economics Middle School	450
42095X0	American History: The Founding Principles, Civics, and Economics Honors	54098
43062X0	The Cold War	116
43065X0	The Cold War Honors	171
43082X0	Twentieth Century Civil Liberties, Civil Rights	222
43085X0	Twentieth Century Civil Liberties, Civil Rights Honors	53
46072X0	American Humanities	1
46075X0	American Humanities Honors	352

Duplicated count (all enrollments—students may have taken more than one course)

549023

Unduplicated – unique student count

386446