

Georgia Learning Resources/Textbook Program

Frequently Asked Questions (FAQ)

For more information about the Georgia Learning Resources/Textbook Program, please contact Randall N. Lee (rlee@doe.k12.ga.us).

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| <ul style="list-style-type: none"> • What is the purpose of the Georgia Learning Resources/Textbooks Program? | <p>In order to ensure that core learning resources are of the highest quality, the State Board of Education established procedures for evaluating and recommending learning resources in state-funded courses (Georgia Education Rules 160-4-4-.10 and 160-4-4-.20) The Georgia Textbook/Learning Resources Program guarantees that those procedures are followed and that school systems throughout Georgia receive support throughout the recommendation process.</p> | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • What is the recommendation process? | <p>The recommendation process is based upon a six-year cycle, which repeats itself in the seventh year. Each year of the cycle, the state reviews learning resources and learning resources that relate to a particular subject or group of subjects in order to create a state-recommended list of materials. Publishers of record are invited to submit their materials for consideration and present their materials to an advisory committee. Evaluation sites, one in each of the congressional districts, are opened in the summer, so that educators and the general public may also view and evaluate the materials. Based on the recommendations from the advisory committee, the State Board of Education votes to approve the list of materials.</p> | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • What subject areas are being reviewed by the state this year? <p>(The state reviews materials during the years listed. Systems review materials the following year.)</p> | <p style="text-align: center;">Re-Aligned Learning Resources/Textbook Recommendation Cycle</p> <table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">2010-2011</td> <td>K-12 Fine Arts, K-12 Social Studies K-12 Health & Physical Education 9-12 Advanced Mathematical Decision Making Courses</td> </tr> <tr> <td style="text-align: center;">2011-2012</td> <td>Grades 6-12 Career, Technical & Agricultural Education</td> </tr> <tr> <td style="text-align: center;">2012-2013</td> <td>K-12 Mathematics</td> </tr> <tr> <td style="text-align: center;">2013-2014</td> <td>K-12 English Language Arts/Reading</td> </tr> <tr> <td style="text-align: center;">2014-2015</td> <td>K-12 Science</td> </tr> <tr> <td style="text-align: center;">2015-2016</td> <td>K-12 Foreign/World Languages K-12 ESOL</td> </tr> </table> | 2010-2011 | K-12 Fine Arts, K-12 Social Studies K-12 Health & Physical Education 9-12 Advanced Mathematical Decision Making Courses | 2011-2012 | Grades 6-12 Career, Technical & Agricultural Education | 2012-2013 | K-12 Mathematics | 2013-2014 | K-12 English Language Arts/Reading | 2014-2015 | K-12 Science | 2015-2016 | K-12 Foreign/World Languages K-12 ESOL |
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| <ul style="list-style-type: none"> ● Where do school systems send orders for textbook/learning resources that appear on the state-recommended list? | <p>If materials from the state-recommended list are being ordered, send the orders to the publisher's distribution center. Orders should not be sent to the Georgia Department of Education. All orders sent to the Department will be returned to the ordering school system.</p> |
| <ul style="list-style-type: none"> ● When should school systems send orders? | <p>Send orders as soon as they are completed. The earlier the distributors receive the orders, the easier it is for them to stock sufficient quantities to ensure that the materials will be received by school systems when needed.</p> |
| <ul style="list-style-type: none"> ● What are the advantages of adopting materials from the state-recommended list? | <p>The advantages of adopting materials from the state-recommended list are:</p> <ol style="list-style-type: none"> 1) Availability – Materials from the list are warehoused in Georgia. 2) Binding – Materials from the list meet NASTA binding specifications. 3) Cost – The prices of materials from the list are fixed for 6 years. 4) Correlation – Materials from the list are correlated to the state's curriculum. |
| <ul style="list-style-type: none"> ● Are school systems required to purchase materials from the state-recommended list? | <p>School systems are not required to purchase materials from the state-recommended list. State funds may be used to purchase any learning resource selected by a local school system that is used as a primary resource material in a classroom.</p> |
| <ul style="list-style-type: none"> ● Are school systems required to provide an individual copy to each student in every course or subject area? | <p>The state does not require school systems to provide individual copies of learning resources to every student. Purchasing classroom sets of learning resources rather than issuing each student his or her own copy of the textbook is a local school system decision.</p> |
| <ul style="list-style-type: none"> ● If a school system does not use all of the funds allotted by the state for textbook/learning resources, may that system carry the remaining funds over and use them the following year? | <p>School systems must spend all state allotted funds for textbook/learning resources by June 30th of the fiscal year or the funds will be lost. State funds may not be carried over to the next school year.</p> |
| <ul style="list-style-type: none"> ● How does the state determine each school system's | <p>Allotments are calculated using a QBE (Quality Basic Education) formula. For example, for every Kindergarten FTE (Full Time</p> |

textbook/learning resources allotment?

Equivalency) a school system earns, the state will fund \$15.47 for learning resources. Therefore, if a school system earns 1000 Kindergarten FTE's, then the total Kindergarten allotment would be \$15,470.00.

The following chart shows the textbook earnings per FTE for different grades/groups of students and the state allotment for each of the grades/groups of students:

| Grades | Textbook Earnings Per FTE | FTEs | Total State Textbook Earnings |
|--|---------------------------|------------------|-------------------------------|
| Kindergarten | \$15.47 | 104,009 | 1,609,019.23 |
| Kindergarten EIP | \$15.47 | 13,818 | 213,764.46 |
| Grades 1-3 | \$33.26 | 300,418 | 9,991,902.68 |
| Grades 1-3 EIP | \$33.26 | 32,490 | 1,080,617.40 |
| Grades 4-5 | \$24.48 | 190,991 | 4,675,459.68 |
| Grades 4-5 EIP | \$24.48 | 20,624 | 504,875.52 |
| Middle Grades (6-8) | \$24.48 | 14,758 | 504,875.52 |
| Middle School (6-8) | \$24.48 | 309,575 | 7,578,369.00 |
| Grades 9-12 | \$40.26 | 312,374 | 12,576,177.24 |
| Vocational Labs (9-12) | \$9.56 | 67,867 | 648,808.52 |
| Special Education I | \$42.26 | 12,205 | 515,783.30 |
| Special Education II | \$18.34 | 14,755 | 270,606.70 |
| Special Education III | \$14.82 | 44,146 | 654,243.72 |
| Special Education IV | \$33.29 | 6,638 | 220,979.02 |
| Special Education V | \$33.29 | 4,264 | 141,948.56 |
| Gifted | \$7.52 | 45,477 | 341,987.04 |
| Remedial | \$6.10 | 5,793 | 35,337.30 |
| Alternative | \$24.48 | 17,661 | 432,341.28 |
| English to Speakers of Other Languages | \$6.10 | 10,379 | 63,311.90 |
| | | 1,528,242 | \$42,060,435.07 |

• What is the State Learning Resources Advisory Committee?

The State Learning Resources Advisory Committees consist of professional educators and lay members, appointed from each congressional district and the state at-large. Committee members are required to serve in an advisory capacity,

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| | <p>coordinating the evaluation of texts submitted for recommendation in specified subject areas and making recommendations to the board for learning resources to be state recommended.</p> |
| <ul style="list-style-type: none"> • How are members of the State Learning Resources Advisory Committee selected? | <p>Recommendations for the State Learning Resources Advisory Committee may be made to the department of education by principals, curriculum directors, and the State Board of Education. The State Board of Education approves the members of the committee.</p> |
| <ul style="list-style-type: none"> • How can other educators who are not members of the State Learning Resources Advisory Committee offer their opinions about the textbook/learning resources that are submitted by publishers? | <p>During the summer, the State Learning Resources Advisory Committee coordinates evaluations of all titles submitted by publishers. Educators who are not members of the committee may offer their opinions about the learning resources and learning resources that are submitted by visiting an evaluation site, reviewing the materials, and completing evaluation forms at the site.</p> |
| <ul style="list-style-type: none"> • How can publishers get involved in this process? | <p>Each year, publishers of record are given notice of courses and grade levels for which learning resources and learning resources will be recommended. The notice includes dates for the recommendation cycle and process and other directives regarding information to be submitted. Interested publishers are provided complete recommendation information for the department of education including requirements for submitting bids, forms to be completed, regulations, and deadlines. Publishers who are interested in becoming involved may contact the Textbook Specialist at the department.</p> |
| <ul style="list-style-type: none"> • May school systems use their textbook/learning resources allotments to purchase instructional items that do not relate to the subject areas that are up for adoption? | <p>School systems may use textbook/learning resources funds to purchase items that are related to the subject area or areas that are up for adoption as long as the materials are to be used for instruction. These funds may not be used to pay for stipends or professional learning.</p> |
| <ul style="list-style-type: none"> • Does the state provide school systems with a suggested timeline for conducting textbook/learning resources adoption? | <p>In year prior to adoption:</p> <ul style="list-style-type: none"> • February/March <ul style="list-style-type: none"> (1) Set up and meet with curriculum committees for revision |

- (2) Define curriculum and look at the current curriculum
- (3) Look at scope and sequence, format, and content
- (4) Establish a survey to determine strengths and weaknesses of the current curriculum

- **April/May**

- (1) Get results of curriculum survey

In year of adoption:

- **July**

- (1) Review results of curriculum survey
- (2) Revise, restructure, rewrite curriculum guides
- (3) Issue new guides in draft form to use for one year

- **August**

- (1) Establish criteria for evaluating books
- (2) Establish guidelines and procedures for adoption

- **September**

- (1) Establish descriptors for each criterion
- (2) Look at methods of evaluation

- **November**

- (1) Ask publishers to begin sampling books to schools

- **February**

- (1) Get evaluations from schools
- (2) Eliminate to three series

- **March**

- (1) Hear presentations from publishers and choose series

- **March/April**

- (1) Submit choice(s) for local school board approval

- **April**

- (1) Order books

- Where can pricing and publisher information be found?

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Learning-Resources.aspx>