

Instructional Materials Allotment | Quick Reference Guide

What is IMA?

Recent Texas Legislation (Senate Bill 6, SB6) created an instructional materials allotment (IMA) for Local Education Agencies (LEAs)—districts and open-enrollment charter schools—for the purchase of instructional materials, technological equipment, and technology-related services. IMA replaces both the procurement process for textbooks and the former technology allotment.

SB6 replaces the term *textbook* with the term *instructional material*. Instructional materials are defined as content addressing the Texas Essential Knowledge and Skills (TEKS) and include: books, supplementary materials, workbooks, computer software, digital media, digital courseware, and online services. LEAs must certify that instructional materials provided to students cover all elements of the TEKS other than physical education.

With this increased flexibility comes increased responsibility for districts to plan strategically and systemically . . .

With the implementation of IMA, districts are no longer restricted by the adoption lists generated by the State Board of Education (SBOE) and the Commissioner of Education. Instead, LEAs may use IMA funds to purchase materials that are not on either list. With this increased flexibility comes increased responsibility for districts to plan strategically and systemically during the decision-making process for selecting and procuring instructional materials with IMA funds.

What is the legislative mandate for IMA?

A school district is entitled to an annual allotment from the state instructional materials fund for each student enrolled in the district on a date during the preceding school year specified by the Commissioner of Education, who shall determine, based on the amount of money available in the state instructional materials fund, the allotment per student each year.

Money deposited in a school district's instructional materials account during each state fiscal biennium remains in the account and available for use by the district for the entire biennium. At the end of the biennium, a district with unused money in the district's account may carry forward any remaining balance to the next biennium.

LEAs will be required to certify that the district has instructional materials that cover all elements of the essential knowledge and skills of the required curriculum, other than physical education, for each grade level, as required in the Texas Education Code (TEC), Section 28.002.

LEAs must prioritize their instructional materials decisions to address the assessment and accountability requirements of the State of Texas Assessment of Academic Readiness (STAAR™) as well as the foundation curriculum subjects for which the essential knowledge and skills have been substantially revised.

The new legislation transfers ownership of instructional materials obtained through the IMA from the state to the LEA. Materials purchased with IMA funds can be disposed of if no longer needed and no longer under adoption. If materials are sold, all proceeds from the sale must be used to purchase instructional materials. Accessible instructional materials for the visually impaired (Braille, large type, and audio) are provided by the state and remain the property of the state. These materials are not part of the district's IMA.

LEAs will be required to certify that the district has instructional materials that cover all elements of the essential knowledge and skills . . .

Who should participate as a member of the district's IMA Decision-Making Team?

Region 4 Education Service Center (Region 4) and the Texas Education Agency (TEA) recommend that each LEA form a collaborative team to collect and analyze data to determine district needs and make recommendations for purchases (TEC 29.253). The team should include representatives from each of the four quadrants shown in Figure 1 and include at least the following positions:

- Business Office staff
- Campus Administrators
- Curriculum staff
- District Administrators
- Teachers
- Technology staff
- Textbook Coordinators

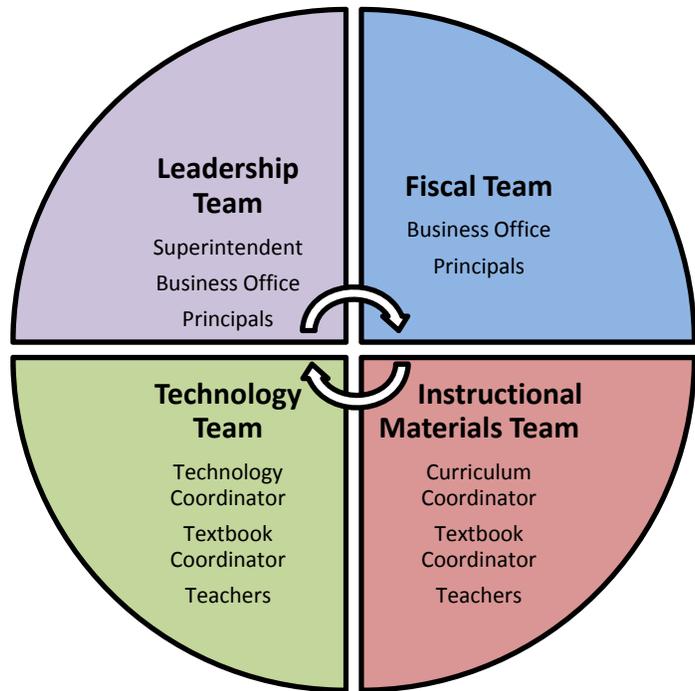


Figure 1. IMA Decision-Making Team

How do you narrow the focus for analyzing IMA needs?

Appropriate needs assessments not only ensure compliance with IMA funds usage but provide decision makers with relevant and timely information to support programmatic success and efficiency. Figure 2 provides a visual of three areas of consideration for the needs assessment.

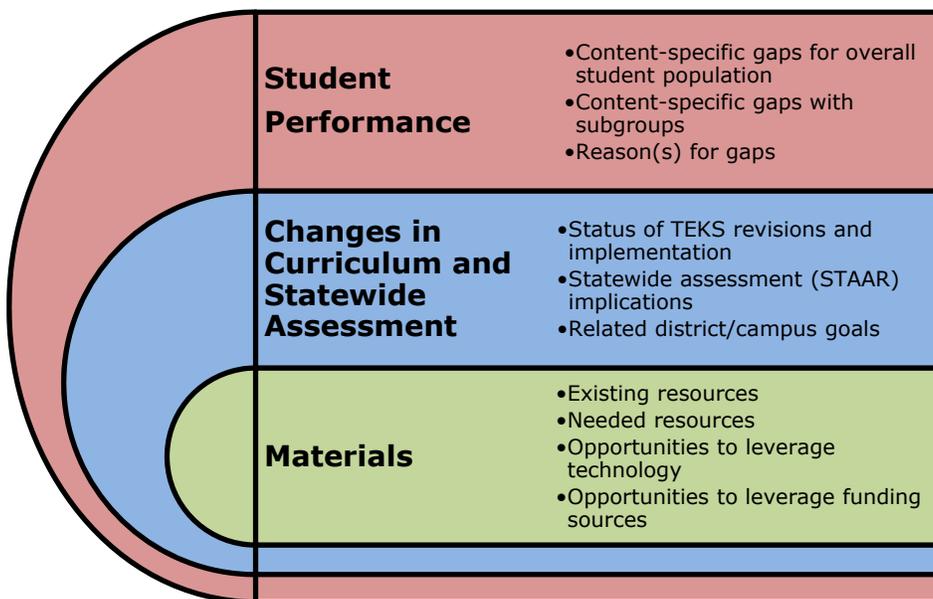
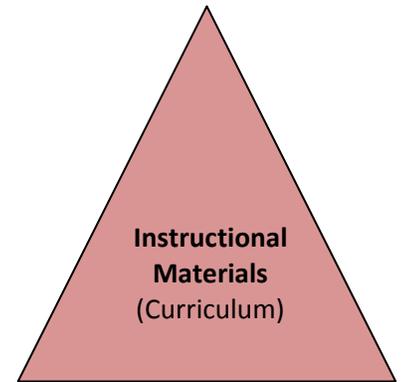


Figure 2. Three Areas of Needs Assessment

What are some guiding questions district teams need to consider?

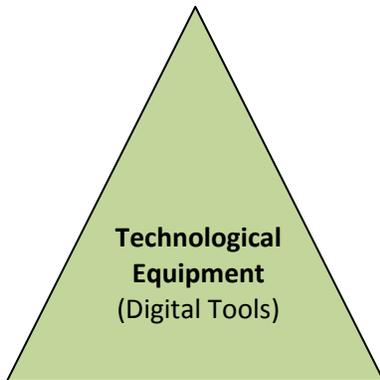
Instructional Materials (Curriculum)

- How well do current district materials meet the state standards? Which state standards are not addressed?
- How well do current instructional materials (IM) fit together across grade levels? Across difference programs?
- What selection of IM addresses the demonstrated need?
- How well does the IM fill the curriculum gap?
- What selection of IM lends to easy implementation? Or are there related costs or professional development requirements?
- Is this IM requisition a departure from a previous appropriation that has not yielded anticipated growth?
- Is this IM 100% aligned to the state standards?
- Are support materials available for every student and classroom?
- How well does the IM address the needs of individual students or subgroups of students?
- How well does the IM support current-year learning and prepare for future learning?



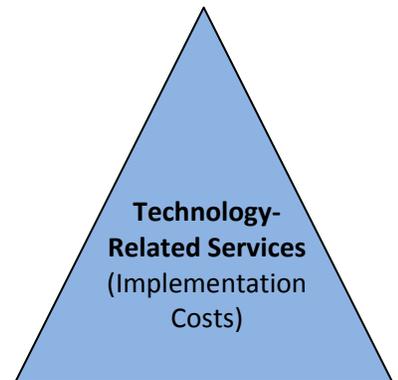
Technological Equipment (Digital Tools)

- What tools are required to implement selected state standards?
- Does the digital tool support student learning?
- How are we going to meet the needs of the digital generation?
- What tools are suggested?
- Does the digital tool address a demonstrated need?
- Is there evidence/research that the digital tool will support implementation of the state standards and student learning?
- Will our current infrastructure support this set of digital tools?



Technology-Related Services (Implementation Costs)

- Does the digital tool need any services, equipment, supplies, or other related costs?
- Will this include a contracted service or salary expenditure?
- Is professional development needed?
- Will there be a capital outlay or equipment lease?
- What online instruction is needed?
- What training is needed for personnel directly involved in the appropriate use of instructional materials?



How do LEAs access IMA funds?

Funds are requested through the Educational Materials System (EMAT) either by requisition (for instructional materials on the state list) or disbursement to districts (for instructional materials not on the list, technological equipment, or technology-related services).

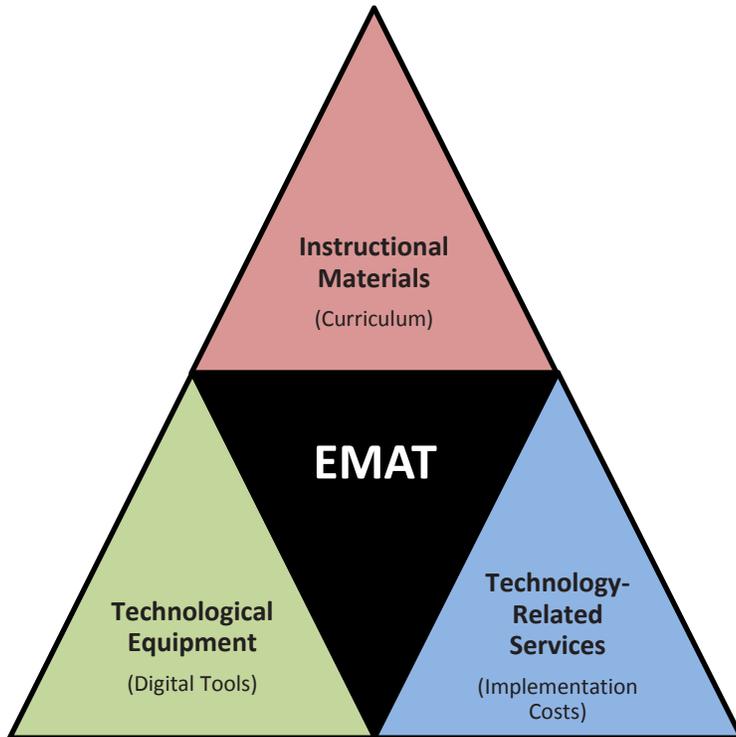


Figure 3. Three Types of IMA Disbursements

LEAs are responsible for acquiring products and/or services directly from publishers/vendors for a disbursement. Figure 3 highlights the three types of IMA disbursements.

Additional information on ordering and utilizing the EMAT system is available through the TEA website.

Where can districts find additional information and tools to support their IMA efforts?

Region 4 is dedicated to providing nationally recognized professional development, technical assistance services, and quality, economical instructional materials to Texas districts. To support the work of LEAs as they make strategic decisions about using their IMA wisely, Region 4 provides the most current information from the state, free tools for implementing a decision-making process, and other valuable resources at www.esc4.net/IMA.

