



## 2011 eReader Advisory Committee

### Solicited Feedback and IMB Responses to Committee Questions

#### Document 1- Legislative Impact of HB 310 Future Implications

Org Type	Future Implications
Publisher	<p>Creating digital content does not necessarily equate to less expensive development and delivery costs.</p> <p>Utilizing standardized formats and platforms ensures that costs can be maintained.</p> <p>Content delivery standards ensure that materials are presented in a logical, orderly manner to follow scope and sequence.</p>
Publisher	<p>Eventually online will surpass printed. Online will be either as a download or through a server exchange.</p> <p>How quickly will this transition take place? <b>School Year 2013-14</b></p> <p>1. Must the product be adapted to a variety of eReaders arriving on the market or will there be a single standard? <b>There will be a standardized format required (pdf) however this will not preclude the publisher from also offering other formats and design.</b></p> <p>2. Will the eReader be strictly PDF or will it be interactive to allow reading and feedback, learning management, etc? <b>a minimum of a pdf format; additions are allowed such as learning management, interactivity and other sophisticated features ...</b></p> <p>3. Will publishing houses offer eReaders with purchases? <b>No, by statute the IMB does not adopt equipment and equipment cannot be purchased with state IM funds.</b></p> <p>Future programs will need to be more interactive.</p> <p>HTML5 will be the next technology, but readers are not using it yet.</p> <p>4. It should be easy for publishers to update textbooks. Will there be a new update policy? <b>There is already a new update policy which has been in effect since April 2010 which allows for consistent updates throughout the adoption for digital materials.</b></p> <p>5. What happens to adoption cycles when materials do not become obsolete? <b>The cycle ends and the publisher must reapply for participation in the new adoption process in response to the newer criteria in the Request for Applications. Consider that content standards and other relevant criteria are modified by the state within each cycle therefore; the original material may be outdated, unnecessary or out of alignment with current standards.</b></p> <p>6. Will NM provide separate funding for the hardware without taking dollars from instructional materials? <b>The NM legislature will need to address capital outlay funding for technology equipment.</b></p>



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Publisher	<p><b>8.</b> What materials will need to be digital? <b>Core/basal adopted instructional materials</b></p> <p><b>9.</b> Will digital versions need to be ready at submission? <b>The publisher must have a title and ISBN to complete Form E of RFA bid and documents due in October 2011. The eBooks will need to be ready before the 2012 Summer Review in June. Districts will begin their selection process in Fall 2012.</b></p> <p><b>10.</b> Will upgrades need to be approved? <b>Yes, within the IM Rule 6.75.</b></p> <p><b>11.</b> Does this take the place of NIMAS? <b>No</b></p> <p>If large companies offer free hardware, this will result in less variety of content offered.</p> <p>If the purpose is for reading only, then almost any platform works.</p> <p>If the purpose is to take advantage of all the engaging activities that can be done digitally, then platform becomes very important.</p> <p><b>12.</b> Are there district portal issues? <b>Yes, different districts have different issues, needs...some are much better prepared than others.</b></p> <p><b>13.</b> How many times can the product be downloaded? <b>Determined within the publisher's sales agreement</b></p>
Publisher	<b>Working on institutional license availability</b>



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Publisher  14.  15.  16.  17.  18.	<p><b>Will there be budget to support the technology? Legislative action is needed for the funding to be available beyond the current General Fund allocation to districts.</b></p> <p><b>Can schools and districts support and maintain the technology? Legislative action is needed for the funding to be available to maintain technology systems and digital equipment and for districts to be able to afford ongoing IT assistance.</b></p> <p><b>What will prevent outsourcing of materials? Outsourcing, as we understand, it is just a third party distribution or production process and we have no objections.</b></p> <p><b>What will ensure copyrights are respected? The IMB will provide support and communication to districts regarding Federal copyright compliance. Publishers will need to provide this solution within their industry model.</b></p> <p><b>What is the lifespan of an eReader in the classroom? The eReader vendors will need to provide this answer in their purchase agreement. Ultimately, I would think that it greatly depends on the user.</b></p>
Publisher	<p><b>The legislation's (HB310) electronic format requirement will increase production costs overall by requiring publisher to make a separate, exact digital of the instructional content available for purchase.</b></p> <p><b>These costs are not likely to be mitigated by the savings anticipated from the digital format because publishers will still need to produce print editions of these works.</b></p> <p><b>Content produced for smaller audiences is most difficult to distribute electronically due to extra production costs and fees. For example third-party rights holders demand increased fees from publishers who request permission to include illustration content in a digital edition.</b></p> <p><b>Unless eReader companies soon agree on an industry standard digital file format, publishers will need to make eBook content available for a wide variety of different devices and specifications.</b></p>



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District	<p>Providing platform-neutral access to content for all students and staff.</p> <p><b>19.</b> Any device should be able to access and read the information. Downloaded or dynamic content? <b>More than likely, you will download- eBooks in a pdf and dynamic content will be subscriptions on line. Variations are allowed.</b></p> <p><b>20.</b> What professional development is needed? <b>Publishers will provide some professional development involving the adopted instructional program. Districts must provide training as well regarding pedagogy, scope and sequence and blended learning strategies. In addition, districts are responsible for securing the technical training that will be necessary to use the eReader.</b></p> <p><b>21.</b> What are the costs, including connectivity costs? <b>We haven't gotten there yet...it will depend on the vendors involved in the production and distribution, current band width, technology systems of the districts, etc...</b></p> <p><b>22.</b> What type of hardware/software support will be needed? <b>To use the eBook, the student will need an eReader that accepts a pdf format. At this time, the only eReader that does not is the Kindle 1.</b></p>
District	<p><b>23.</b> Rural areas must have greater bandwidth available at a reasonable price. <b>Legislative support is needed.</b></p> <p>The use of eBooks will make updates easier and provide a more interactive learning experience.</p>
District	<p>Need to purchase the most user friendly eReader.</p> <p>Need funding for an eReader for each student.</p> <p><b>24.</b> Will this be phased in beginning with certain subjects or certain grade levels? <b>Yes, beginning with mathematics and the arts for grades 7-12.</b></p> <p><b>25.</b> Will textbook publisher have digital textbooks available? <b>Yes, many currently offer them as an alternative format to the print version.</b></p> <p><b>26.</b> How do we make students responsible for damage or loss of the eReader? <b>Currently, statewide there are computer/ technology equipment policies for students that articulate consequences of misuse or damage. There is IM statute and district policies regarding the damage or loss of instructional material. There will need to be a similar action taken regarding the eReader.</b></p>



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School  <b>27.</b>	<p>Would increase access for all students.</p> <p>Text-to-speech would increase access to literature for ELL. <b>This is currently available with the DAISY program, “Digital Talking Books”.</b></p> <p>Valued by students, increasing motivation to work on literacy skills.</p>
District  <b>28.</b>	<p>If content was provided in a variety of formats based on industry standards and not proprietary, districts could choose the format that fits their specific needs. <b>The accommodation to meet the requirements of HB 310 provides for a format that works on the greatest number of devices; nothing prevents publishers from offering additional formats.</b></p>
District	<p><b>Publishers may increase the cost of printed textbooks to offset costs for technology.</b></p> <p><b>Infrastructure upgrades must be in place for connectivity of at least 100MB per thousand students.</b></p> <p><b>Most districts do not have hardware or infrastructure to support interactivity and other sophisticated features.</b></p>
District /School	<p><b>The challenge is funding and prioritizing.</b></p> <p><b>Maximize the use of limited funding.</b></p> <p><b>Online books would be a great option.</b></p> <p><b>Textbook storage problems would be alleviated with the use of digital materials.</b></p> <p><b>We need to use an item in multiple ways.</b></p>