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**North Carolina Textbook Commission
Textbook Deliberations and Reconsiderations Meeting
Day 2 Draft Minutes**

November 18, 2021

Embassy Suites by Hilton Greensboro Airport
204 Centreport Drive, Greensboro, NC 27409

Call to Order

Roll Call

Commissioners Present: Lora Austin, Jodi Rae Autry, Dr. Rikki Baldwin, Marlena Bleau, Aubrey Godette, Kathleen Linker, Dr. Alisa McLean, Susan Mills, Michelle Perry, Alicia Ray, Lindsey Sise

Commissioners Absent: Kathryn Bailey, William Chesher, Edward Coggins, Shannon Everhart, Dawn Hester, Hannah Jimenez, Mallory Mbalia, Rob Orrill

Deliberations Meeting

SVL3011, SVL3012, SVL3013 were not captured in the audio. The results are listed below.

(SVL3011 TTEI IC21 Carpentry I Vote Results - 9 Yea 1 Nay)

(SVL3012 TTEI IC22 Carpentry II Vote Results - 8 Yea 2 Nay)

(SVL3013 TTEI IC00 Construction Core Vote Results - 10 Yea 0 Nay)

SVL3014 – Electrical Trades I

Commissioner Baldwin – 100% meets NCCER

Commissioner Linker - It did meet certification, but no hands-on activity and capstone projects were available.

Commissioner Autry - This is an updated version of a previous textbook to align with the NCCER program. There are lots of enhancements for 42021.

Commissioner Perry – Agreed with previous comments. Publisher worked closely with NCCER who developed the program

Vote Results – 10 Yea 0 Nay

SVL3015 – TTI CI 42 Electrical Trades II

Commissioner Sise – The number for the State and the number for NCCER do not match, which is an issue to teachers that use the online platform for NCCER connect.

Commissioner Ray – Electrical Trades I covers the first 8 modules in the Pearson Electrical Trades textbook. This text Electrical Trades II completes the remaining 4 modules. Therefore, the State standard is in the prior bid book and not in this book. If purchased in conjunction, they are an authority for the NCCER certification.

Commissioner Baldwin – There are many enhancements for the 2021 version of the current textbook. Online grading of tests and downloading outcomes and suggested teaching plans.

Commissioner Linker – In conjunction with Commissioner Ray it covered 50%, but not the first 4 standards and it does not have the pedagogy or hands-on activity, CTSO or capstone are not in material that was submitted.

Vote Results – 7 yea 3 Nay

SVL3016 TTEI IL 55

Commissioner Ray – The information on heating needs to be updated to industry code.

Commissioner Sise – There is a lot of information that is not applicable at this level. Teaching is set up for lectures and virtual paper assignments but does not include other learning styles or teaching activities to facilitate learning.

Commissioner Austin – The safety section needs to be more in-depth, and it could have its own module

Commissioner Baldwin – It could cover the content a little more detail and align with standards

Vote Results - 5 Yea 5 Nay

Vote Results (after tie breaker) - 5 Yea 6 Nay

SVL3017 SVAC CR II

Commissioner Autry – This bid did meet the 50% threshold for standard alignment. However, standards 3 and 4 on troubleshooting were not available or not in-depth.

Commissioner Godette – There was limited troubleshooting information, sometimes too advanced and no accommodations for EL students and some material was outdated.

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Commissioner Ray - You can purchase the text in larger print or braille. Offers a library video and supplemental resources

Commissioner Linker – Two of the standards met only 40%. It also did not meet Part B of the pedagogy. There were no hands-on activities, capstone or CTSO.

Vote Results – 2 Yea 8 Nay

SVL3018 TTEI IC 11 Masonry I

Commissioner Baldwin – Teacher dashboard is easier to navigate than student dashboard. Not many features for EL and EC population.

Commissioner Godette – The textbook is divided according to the standards.

Commissioner Bleau – Teacher resources include slides, lesson plans, rubrics, and answer keys. Modules do a good job in preparing students.

Commissioner Sise – Although current technologies are discussed in sections 28106 and 28102, no information is given for developing technologies.

Vote Results – 10 Yea 0 Nay

SVL3019 TTEI IC 12 Masonry II

Commissioner Linker – 100% of the instructional indicators were met with this submission.

Commissioner Ray – It does a good job of breaking down the content and the content builds well throughout the text.

Commissioner Sise – Each section within modules, makes subjective and performance tasks and trade terms clear for each section.

Commissioner Bleau – The sequencing of the information is logical and illustrates learning progression for Masonry level II.

Commissioner Baldwin – Recommend accommodations for EL.

Vote Results – 10 Yea 0 Nay

SVL3020 TTEI II 58 Plumbing I

Commissioner Ray – Met 100% of the curriculum but lacks methodology and pedagogy in the instructions for students.

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Commissioner Austin – It also requires the need for advanced teaching strategies for ELs and EC population.

Commissioner Autry – It does have good photographic references, good use of vocabulary. Could benefit from better reviews.

Vote Results – 10 Yea 0 Nay

SVL3021 TTEI IL 59 Plumbing II

Commissioner Perry – Good book the first standard was not included but a teacher could go back to Plumbing I and review from there.

Commissioner Baldwin – Does a good job in outlining the section and objectives listed. Performance tasks given, terms for section, mention of credentials, content listed, and figures and tables listed in the beginning.

Commissioner Godette – There were good graphics. However, some of the blue ones were a little too light. Chapters and sections are consistently outlined.

Commissioner Ray – There are standards listed at the bottom of each page and reviewed at the end of each section. Modules at the end of each chapter and NCCER is mentioned at the end of each module.

Commissioner Linker – She was unable to find two of the standards, but it still had 75%.

Vote Results – 10 Yea 0 Nay

SVL3022 Welding Tech I

Commissioner Sise – Material aligns with AWS very well and materials build with the students as they learn.

Commissioner Austin – Offers read aloud functions on the site and shows how to do them.

Commissioner Ray – Doesn't show the setup and temperature for each medal in the welding industry.

Commissioner Baldwin – It does meet 90% of the curriculum. Little supplementation needed. Videos and reading available.

Commissioner Linker – In reference to Commissioner Ray, she could not find the other indicators, so she didn't find that standard 4 was met.

Vote Results – 10 Yea 0 Nay

SVL3023 TTEI IM 62 Welding Tech II

Commissioner Autry – Bid meets about 90%. One point of weakness would be 1.01 AWS requires the module that the tech book doesn't provide any resources for.

Commissioner Sise – The textbook does a good job laying out the welding process and builds the skill levels as you go through it.

Commissioner Ray – Text is broken down into groups where the students would not have to dig through the group or search through different pages to find the information. They often stop and review the material and show videos for visual learners.

Vote Results – 10 Yea 0 Nay

WAL1100 NC Math 1

Commissioner Baldwin – Met 75% of the standards.

Commissioner Bleau – The information is scaffolded in a way for students to understand.

Commissioner Austin – The textbook addresses the statistics and probability very thoroughly.

Commissioner Godette – The textbook also has real world scenarios.

Commissioner Ray – Not up to the standard of rigor. The standards were very segmented and did not flow very well.

Commissioner Autry – Two standards that were not complete covered BFB ALE.

Commissioner Linker – Found 80%. Standards that were not completely met were SSEIA, REI6, IF3, IF5, IF8b, BF1a, BF1b, LEI and GPE5.

Vote Results – 10 Yea 0 Nay

WAL1101 NC Math 1

Commissioner Sise – Ample number of online resources through text and online platforms.

Commissioner Godette – Same standards that were not addressed in the previous submission were not addressed in this either.

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Commissioner Baldwin – Parts of the quadratic expression were not expressed.

Commissioner Ray – Because it is a digital student license it would limit the number of hands-on worksheets that students would be able to use and access for a math course.

Vote Results – 9 Yea and 1 Nay

WAL1102 NC Math 1

Commissioner Linker – This would be the same information in WA1100. The difference is it's a 1 year digital instead of a 5-year digital. I'm going to list the standards that I was in the first one for consistency. I found that it did meet 80%, but it did not address SSE1A, REL6, IF3, IF5, IFB, BF1A, BF1B, LE1, GPE5.

Commissioner Ray – This bid does include a consumable student workbook.

Vote Results – 10 Yea 0 Nay

WAL1103 NC Math

Commissioner Linker – Reminder WAL1103 will be the same as WAL1101. This is the 1-year digital license only, and 1101 was a 5 year digital license. That is the only difference between the two.

Commissioner Austin – The one thing to add is the accessibility for all students will be limited due to the student's access, or availability to these materials.

Commissioner Autry – One thing that she did note on both of the bids was that the units seemed to be very isolated when some more connections are scaffolding throughout.

Vote Results – 9 Yea and 1 Nay

WAL1104 NC Math II

Commissioner Ray – Desmos Khan Academy and CK12 activities are linked with the Math II.

Commissioner Baldwin – Material covers the majority of standards and a clear and cohesive manner. Standards not covered were not necessarily totally admitted but were not specifically covered in other materials.

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Commissioner Bleu - Digital resources include, presentation, applets and item banks that allows teachers to build formative and summative assessments as well as practice sheets, lessons, instructions on how to use the TI84 calculators.

Commissioner Austin – The unit has suggested instructional strategies of literacy, mathematical discourse annotation and graphic representation.

Commissioner Autry – This did have high curriculum alignment with standard standing out not being specifically addressed was FIF1.

Vote Results – 10 Yea 0 Nay

WAL1105 NC Math II

Commissioner Austin – One additional area of concern is that the standard cluster of interpreting functions is weak in this text.

Commissioner Godette – This did cover majority of the curriculum and was very well organized. There was station based activities and guided practice as well.

Commissioner Baldwin – The content methodology, instructional levels and teaching strategies are clear and well organized.

Commissioner Ray – This a digital student license. Accessibility for some students may be more difficult.

Commissioner Linker – In addition to the other comments, not only does it provide opportunities for mathematical discourse, it also provides sentence starters for an extra support for EL and lower learners who might need that extra scaffolding. There is a great use of graphic organizers throughout.

Vote Results – 10 Yea 0 Nay

WAL1106 NC Math II

Note: Reminder that we want to hear something from everyone on these bid conversations. A portion of the conversation with our Attorneys was we were able to do this blended model because we needed to be able to hear from everyone. So contributions from all, will make this very, very good.

Commissioner Linker – For clarification WAL1106 would be the same general conversation as WAL1104. This is the 1 year digital with difference between this one and 1104 is the length of the license 1 year for this one and 5 years for the previous.

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Commissioner Sise – The content methodology, instructional levels and teaching strategies are clear and well-integrated.

Commissioner Autry – As an asset to this text, each unit had listed at the beginning the standards that are aligned to that unit with a central question and words to know first for those standards.

Vote Results – 10 Yea 0 Nay

WAL1107 NC Math II

Commissioner Linker – For clarification WAL1107 is the same as WAL1105. The difference being the length of the license and for consistency, she would like to add for the scaffolding available for the graphic organizers and sentence starters, they also provide annotation in every unit.

Commissioner Autry – To add to that, the lesson assessment portion included a conceptual task, a mid unit assessment, and end of unit assessment.

Vote Results – 10 Yea 0 Nay

WAL1108 – NC Math III

Commissioner Baldwin – Covers majority of the standards. Does a good job with assessment to analyze what standards are needed for students. Website correlation is positive for new teachers. Many veteran teachers may have already mastered the concepts.

Commissioner Ray – There are cultural, ethnic, gender and radical and handicap groups that are not represented or present in the material. Some of the online material is lacking teacher direction.

Commissioner Sise – ASSE1A is not in the guide and not met as special functions found in the material. ASSE1B is not in the guide and not found in the material. APR6 is incorrect in the guide but found in the material. ACED1 lacking inequalities. REI1 not in the guide. FIF2 not in the guide but in the material. FIF4 not in the guide covered but lacking in trig tables. FTF2ab not met. FTF5 not met. GMD3 met but lacking in prisms. FIC1 met but not in guide FIC6 met but lacks graphical representations.

Commissioner Bleau – The material contains limited concrete hands-on material.

Vote Results – 10 Yea 0 Nay

WAL1109 Math III

Commissioner Austin – The materials could include more necessary guides in multiple languages. Sidebars, dictionaries, and support. More conflict solutions would extend a higher order of thinking skills to apply the theories of algebra.

Commissioner Sise – The same information lacking in the previous submission also lacks in this submission.

Commissioner Godette – Each unit provided real world examples for implementation. Suggestions for ending the lesson included class discussions starters, instructional materials included text relations demonstrations, websites with practice problems and tutorials.

Commissioner Bleau – Assessments included performance tasks, open ended questions, multiple choice questions and journal entries.

Vote Results – 10 Yea 0 Nay

WAL1110 Math III

Commissioner Baldwin – Materials are user friendly. Includes multiple teaching methods and strategies. Aligns with standards.

Commissioner Bleau – The material sets students up meaning participation, collaboration and reflection explanation and justification.

Vote Results – 10 Yea 0 Nay

WAL1111 Math III

Commissioner Linker – Subscriptions for the license are different. Regarding the on-line resources, at the end of each unit there were practice problems and tutorials available which would provide extra support if students needed teacher enrichment support.

Vote Results – 10 Yea 0 Nay

WAL1112 Math 4

Commissioner Linker – Covered 90% of instructional standards. Did not find evidence of SP1.1 or SP2.3.

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Commissioner Sise – Material fails to meet standards in the following areas N2.2, AF2.1, AF3.1, AF3.2, AF3.3, AF4.1, SP1.3 and SP2.3.

Commissioner Ray - SP1.3 specifies in our standards that the measures should have sample sizes greater than 200. In the text most sample sizes had less than 20 with a few larger sizes, but none that were larger than 200.

Commissioner Baldwin – Advisors liked the resources provided and did not mind supplementing.

Commissioner Autry – There are few sections in the trig unit where the content goes in a different direction and discusses content that is not required in the NC Standards and there are some sections that do not provide as many practice problems for the standards.

Vote Results – 10 Yea 0 Nay

WAL1113 Math 4

Commissioner Perry – Materials fail to meet standards NC, M4, N2.2, which are lessons 8.8 and 8.9. The material does a good job for the most part how to add and subtract scale vendors using the appropriate North Carolina standard. Looks for vectors to be solved, using the law, lesson 4.1, the lesson uses the patagium theorem but fails to address the relation to how to use them. Otherwise, the content aligns the Math 4 standards.

Commission Autry - Each section has a scaffolding practice. With example, problems to use are direct instruction, a performance task and then two sets of practice problems and then there's also a more comprehensive task at the end. Summative assessments, so there is a variety of resources that are there for teachers.

Commissioner Austin – The material goes in depth in explaining complex numbers and the online component has everything that's in print as well as links to online tools to further explore the various concepts in a hands-on or inquiry-based manner.

Vote Results – 10 Yea 0 Nay

WAL1114 – NC Math 4

Commissioner Linker – WAL1114 would be the same as WAL1112. The only difference is license, and I would like to add to that. A strength is within the website, you can also find links to other popular websites like this.

Commissioner Autry – I don't think this was mentioned in a previous comment, but in the program overview document, it does have ideas and strategies on how to use and maximize their product that include strategies for EC and EL.

Vote Results – 10 Yea 0 Nay

WAL1115 – NC Math 4

Commissioner Sise – There are many good examples for topics that are not covered in many other materials, such as composition of functions in various forms. Some of the piecewise function problems, addressing vectors using the vector notation, are also provided by NCSCOS.

Vote Results – 10 Yea 0 Nay

Commissioner McClean announced that they have completed voting on all of the bids.

Commissioner Linker said at this time they will allow publishers to request reconsideration for the ones that we did not recommend. They will be given a 30-minute window in which case they will be scheduled to come back and present to us. We would have at least a 30-minute break to give them time to let us know if they choose to ask for reconsideration or not. As that information comes in, I will schedule them. We will have a schedule for who's going to come, and I won't know any specifics until.

Commissioner McClean asked if virtual participants are on? And to announce their names if they were on this morning.

Names Called: Chris Robert, Megan O'Quinn, McCarthy, Lisa Rahn

Commissioner McClean said they have the exact number of Commissioners in the room who were with us this morning. So, everyone is still present. Dr. Fair and Commissioner Linker are still working and I'm going to turn it over to them.

Commissioner Linker said they have 3 publishers that have asked for reconsideration. They are getting the email with their specific times. She felt they were probably listening as well. The first will start at 1 o'clock. The reconsideration process will start at 1:00, they will have CEV Multimedia. They have one submission for reconsideration. They would like CEV3026. They will start at 1:00, they have 15 minutes to present, then we have 15 minutes allotted to deliberate on that information and then re-vote. The second publisher will start at 1:30 that will be E-Dynamics learning, they have one bid for reconsideration. They would like to present on EDL3003. They will start at 1:30 and conclude by 1:45. Then we will have 15 minutes to deliberate and revote. The last

publisher would be at 2:00, and that would be Pearson SAVVAS. They have two submissions that they would like us to reconsider. That will be SLV3005 and SLV3016. They also will have 15 minutes. They will start at 2, and they will end their presentation at 2:15 and then we will deliberate and re-vote between 2:15 and 2:30. Any Commissioners have any questions or comments?

Reconsiderations Meeting

After lunch Commissioner McLean began the reconsideration meeting by asking a question, will they bring them in one at a time?

Commissioner McLean said they first have the bid submission for CEV3026.

CEV3026 - HS HU40 Health Science I

Megan O'Quinn w/CEV Multimedia Ltd. began the presentation for CEV3026 (HS HU40 Health Science I). She wanted to talk about their submission for CEV3026, which was for Health Science 1 and talk a little bit about some of the positives that were said, which 90% of the standard were covered, which was above the threshold. The hands-on activities and projects were good, and it had good support and differentiation. Listening to the deliberation yesterday and taking some notes, it seemed there were two main issues that arose. There was an error concerning the CAB acronym, which was mentioned in the skills for health science professionals lesson, based on the order of how CPR should be administered, that it should be ABC but upon further investigation in the Heart Association, they've changed the ABC order to CAB as of 2010, so that's what is referenced in our materials for the CAB versus the ABC. The other concern was that it lacked alignment to the American Red Cross CPR certification in the American Heart Association certifications and just wanted to point out that both of the certifications were not listed within the standards for that particular course. I think the standard that would have aligned would have been 1.03 and so we just didn't include anything for those because they were not listed within those standards. We were not aware of that being an evaluation metric. The main concerns that I heard during the deliberation, so hope that helps answer some of those questions for why those acronyms showed up and the lack of alignment. Is there anything else that you would like me to go through or show on this particular course? If not, this is the only reconsideration we had based on the information that we were given during the deliberation.

Commissioner Linker asked the other Commissioners if they have a question or need clarification at this time? Commissioner Perry? Commissioner Mills? Commissioner Perry answered that she did not have any questions. Commissioner Mills said that she

did not have any questions. Commissioner Linker said if there was no more information, she (M. O'Quinn) wanted to add and there were no questions, they (Commissioners) could begin the deliberation. Commissioner Linker said that now the process for them would be, for them to deliberate, just like before. But for everyone, especially Commissioner Perry and Commissioner Mills, everyone understands where we're going on the platform. If you are on the main menu, you look down where it says reconsideration, and if you click on that we'll see the, the ones that have been asked, there's four there, you'll see a hyperlink that says reconsideration vote beside it in the next column. You'll see reconsideration notes, so we will have a discussion. In the reconsideration notes you need to make documentation if you are going to change your vote, why? Or if your vote remains the same why? Then we would go vote. Any questions about that? Discussions on CEV3026. Commissioner Perry asked Commissioner Linker to repeat the information she did not hear because of dogs barking. Commissioner Linker repeated the information. Commissioner Perry had problems logging back into the website. Commissioner Linker suggested she try to regain access. Commissioner Linker asked while they were waiting for Commissioner Perry did anyone want to have some discussion for a minute? to look at your notes. Commissioner Mills commented that she thought that the rep answered the questions that we were asking about. As far as she is concerned, we had some items that were not aligned, especially with the American Heart Association, or Red Cross and she talked about the changes there. Because overall, her notes were that teacher resources were easy to use, labeled well. Materials included a variety of activities for multiple learning and teaching styles and includes engaging activities in 21st Century learning skills.

Commissioner Perry was having problems accessing the site with her CTE pwd. Commissioner Linker said that while Commissioner Perry is trying to get in they will continue the discussion for CEV3026.

Commissioner Linker said that she initially voted in favor of this and found that it had 90% of the standards. She did note that it didn't have the certification for Red Cross and American Heart Association, but it didn't weigh enough for her not to recommend it. In her search she only found one objective that wasn't met, and that objective was 1.03. She did note that it also included a capstone project and had lots of opportunities for hands-on learning. Commissioner Ray said she initially voted no on this vote because she did not want something as important as the CPR incorrect. She was going based on the advisor's information who had taught the course. She plans to change her vote to yay because that has been addressed. She did a quick Google search and verified every bit of the information she shared. So, she feels confident because the rest of the text had great reviews as she spoke to in her presentation.

Commissioner Linker said that while they are waiting for Commissioner Perry, I think we could go ahead and vote and just, it's just a matter of her getting in to do her vote. She asked the Commissioners are they waiting to vote? Does anyone have anything else to discuss? So, at this time, you're going to need to open up and make your comments as to if you are, or not changing your vote. And why? Commissioner Mills have you had an opportunity to vote? She knows that they are waiting for Commissioner Perry. Commissioner Mills said that she had already voted. Commissioner Perry asked could she just say that it is staying as is, since she is still unable to get in. Commissioner McClean said that she could say it out loud so that everyone is aware. Commissioner McClean said that Commissioner Perry could tell them what her vote is, and they will add it due to her verbal announcement. Commissioner McClean asked her would you like to tell us how you vote? And they will add it. Commissioner Perry said that's fine. She is voting Yes.

Vote Results - 10 Yea 0 Nay

Commissioner Linker said they have 10 minutes before the next one scheduled to present.

Dr. Fair asked Commissioner Perry if she could contact her after the meeting to discuss another way for her to provide her information. Commissioner McClean said that what will do is have one of their Commissioners to submit in writing the vote so that they will have documentation that will match the number of Commissioners who have been present for today's activity and that way they will be able to prove a number and the vote, and everything should line up if we are asked to defend how we came up with what we have at the end. It is just for the sake of clarity.

Commissioner McClean said that now they are going to listen to EDL3003, and they will turn it over to eDynamics at this time.

EDL3003 - BFM BB30 Business Law 9-12

Presenter Lisa Rahn with eDynamic Learning began the presentation and wanted to share with them some aspects of the course that might have been missed during the review. Yesterday, myself and my colleague noted with respect to Business Law 1a and 1b which they submitted in consideration to BFM BB30 Business Law there was a Commissioner that noted a number of standards that may not have been met by our courses. The point of clarification is that we produce two courses an A and a B that work together to form the full course. When I noted the Commissioners missing standards and went through the course, and the alignment documents that we shared with the state, I believe that we do actually meet those standards. So that's an important thing to remember is that it's two courses Business Law 1a and Business Law

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1b which form the 8 units each and the Commissioner pointed to 6 standards that we noted were missing and again, going through the course, and finding those standards, which I'll walk through in a second and how those standards are taught and one important point. Not only do edynamic learning courses teach standards, but we also try as much as possible to make sure that those standards are assessed by one of the different mechanisms within our courses. So, we'll go through these first three first and then the last three. The first standard that the Commissioner pointed out was that our courses didn't differentiate between criminal and civil law and cover that. In fact, we do cover that. It's in Business Law B in the first unit in the 2nd lesson. The 2nd lesson was devoted to differentiating between criminal and civil as well. The Commissioner mentioned that we missed defining and describing employment law and expanding that. We cover that in two units in the first course Business Law 1a, in the unit dedicated to the employer relationship looking at employment law from the perspective of the employer, and how the employer has to be mindful of certain laws. Then as well in Business Law 1b we cover this standard in a unit on government regulation and employees. Looking at labor law from the employee's perspective. Additionally, the Commissioner mentioned that we didn't describe agency law and we do in that same unit that I just mentioned earlier for employee relationship in the lesson. I thought I would do screen caps because pictures are worth 1000 words. So that you could see how we unpack this information in that earlier table showed as well where we're assessing the standards. That was the first 6 standards that we captured from the Commissioner and there were another six standards as well, the commissioner mentioned that our courses didn't cover the first one being Financial, and Bankruptcy Law and we cover that in two units actually over a couple of units in both in Business Law 1b the second part of the course, government regulations and lesson 4 that covers financial and credit law. Then Business Law 1b, unit 8 describes options to wind down a business. If an individual needs to file for bankruptcy, what that actually means, and what the law actually looks like. Also, during yesterday's meeting, it came out that the Commissioner referenced that there was no description of property law and there is, in fact, an entire unit devoted to property as well as insurance. They co-share space and lesson one really unpacks Property law. It was also mentioned that the course didn't cover cyber law and in fact, we do have a unit in the first part of the course, this is Law 1a, that is dedicated to technology. Cyber laws are woven throughout the lessons there. But it is most prominent in lesson 4 and lesson 5. Just some other things that didn't come out necessarily in discussion of the edynamic resources. But I did notice it was referenced in some other resources that you were reviewing is the idea of diverse curriculum and ensuring inclusivity and one thing that we had mentioned, we created a video, and that video was sent to the State for anybody who was reviewing our courses to prime them on dynamics, instruction design and what to expect as well as how to log into the demo account. We also explained in that video that a big key to the work that

we do at the dynamic is that we send our resources to a third party diversity, editorial organization and that third party will assign individuals with lived experiences in one of the topics that you see on the screen here to read through any material that might reference one of the topics here on the screen like bullying and cyberbullying, for example, and with that lived experience share with us whether or not the unit or the material is free of unconscious bias and that's true of Business Law as well as other resources, all resources that edynamic produces. The last thing, I'll just mention on the note of equity and access is that all of our courses meet web content, accessibility guidelines, 2.0 AA and additionally they directly integrate with six different learning management systems, all the major ones. They work on all devices; they are browser agnostic as digital resources and that's what I wanted to share with you.

Commissioner Linker said that the presenter still had another 7 minutes, so we're going to see if anyone has any questions. Commissioner Linker asked a question, she asked if she could explain a little bit at the very beginning you said that it was a 3a, and it was a, and b? The presenter (L. Rahn) said Yes. Commissioner Linker said what we're missing was in 1 and not the other both of them were both of those were part of the same submission number? Lisa Rahn said that was correct. We would bundle them. We bundle them together. That's a great question. We bundled them together. It did feel like yesterday with the reference to the number of standards that were missed that maybe evaluation occurred with one course. Perhaps not the other that's probably on us to make sure that we explain that more effectively. We did submit both under the same bid number and the A is the prerequisite for the B. Commissioner Linker said it doesn't appear that they have any questions at this time, thank you for your presentation and we will take a minute to look over our notes before we begin deliberation on it.

Commissioner Linker said if we're discussing the material, she couldn't access the website, but she looked again at the Advisors feedback and then at her own notes. She found that it met at least 60% and the threshold is 50% and there were some advisors who did find some of it. So, she wonders if it was a navigation part on the website? Especially if the correlation guide is not showing some of the things that were possibly on the platform, like, within the materials that were submitted. So, if they were on the website for the materials and it was there, but they didn't locate it, and they didn't see it referenced in the correlation guide. Lisa Rahn said that could very well be. She shared on the screen what they shared for the correlation and you probably can't see it. She said maybe it does only make sense to them (eDynamics). They captured the standards indicating which course, whether it was a, or b, specifically which unit, which lesson, how the standards taught, where it's assessed. If they (eDynamics) needs to remediate to make this easier for your review panels and Commissioners to evaluate, please let her know. Commissioner Ray, said looking at it, it appears to be the same

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document that you have there that you shared with us (Commissioners), she can see 3.01 in the document they were given. For understanding employment law it says that it's found in unit, for lesson 1. While in the references that they were just given in reconsideration, 3.01 is evident in unit 4, lesson 2 (2:03:09 clarification needed) that might be something that kept them from being able to find it. Lisa Rahn said she was going to go back to what she shared. She stated for 1.1, she referenced Business Law 1 a unit for lesson 1 as the document shows. Legal obligations of employees as well as Business Law wouldn't be unit 2 and the Business Law 1b, unit 2 was not referenced in the document that was shared out with you. True, but the first one certainly the first part is. Commissioner Ray said that she can't see where the presentation was that she just shared with them. Lisa Rahn shared her screen so that the Commissioners could view it. Lisa Rahn continued with 3.01, and took a quick view of Business law 1a unit for lesson 1 as well as Business Law 1b, unit 2. Unit 2 lesson. Some information was incorrect, but she showed them the screenshot from the actual course. In the spreadsheet that they (commissioners) were given, they captured the 1a part, but did not capture the 1b part, which was the fault on their (eDynamics) part. Commissioner Ray said that on that slide specifically it says, unit for employee, employer relationship, lesson 2. She wanted to make sure that they (commissioners) have the correct information. Lisa Rahn verified that it was the correct information. Commissioner Ray was trying to figure out which lesson would be in their report. If it is in lesson 2 or in lesson 1 as it's noted. Lisa Rahn said it would be lesson 1, correction lesson 2 because that is the current information. Commissioner Linker, said for clarification purposes, because she can't access the website to see the material for herself is 1a and 1b both part of the submission, which means that they would have access to both those lessons? Correct? Lisa Rahn said that is correct and they did provide a video to help with navigation. They explained that it depends on whether or not somebody had time to watch the video. Commissioner Linker said that we, as a Commission are going to deliberate, thank you for the clarification. Commissioner Linker asked if anyone had anything to discuss at this time again? Commissioner Linker said that she found that it was lacking some of the information. She found at least 60% and was able to go into the website but it has been a couple of months. She feels a few people had a navigation issue and the correlation guide didn't line up to it. Commissioner Baldwin said she does think it is a guide, but recommendation would be to make sure that it is easy to navigate so that would be a recommendation, but it does meet the requirements. Commissioner Baldwin asked if there was any other discussion? Commissioner McClean proceeded with the voting for eDynamic program EDL3003. Commissioner Linker said that Commissioner Perry will need to give her vote verbally. Commissioner McClean asked Commissioner Perry for her vote, Commissioner Perry said that her vote is Yes.

Vote results 10 Yea 0 Nay

SVL3005 - CSIT II33 Adobe Video Design

Commissioner McClean verified that the representative for Pearson was ready. The representative Deborah Noakes was ready. Commissioner McClean said that she would begin with SVL3005. Deborah Noakes introduced herself as the lead account executive for SAVAAS formerly Pearson. They are the resellers for Pearson. They are looking at SVL3005 which is the learning audio video productions title. They did create correlations and did not find any major gaps. Those correlations should be available to you on the reviewer site for North Carolina. Just make note that some of these correlations might have been found in both the SE and the TE. The TE is a great feature. It is a wraparound TE and has a lot of teaching tips. Plus, discussion topics that are an enrichment beyond what you might find in the chapter. Those are the teaching tips, and those discussion questions might be something that goes beyond. So, if that is something that might have possibly been missed in some of those standards that you're looking at. Another concern that you had for this title was the capstone, each chapter does have test banks and a test generator, which can be used to create a final exam through that test generator. However, I realize, that's not necessarily what you would consider a project. That's just your content knowledge or final assessment of that content knowledge, but each chapter also has a portfolio builder project so those portfolio builder activities can be utilized to be put into a complete and final portfolio for that end capstone project. That was the main aspect of this title that we kind of wanted to address looking at what your concerns were for this title. McClean asked if there were any questions? Commissioner Austin said with that being such a production heavy course, she would love to be able to see a sample of that. So, she could see what the portfolio builder would be in comparison with the capstone project because teachers need to have at least an area to start with or if we're getting a textbook so that we can access that vendor. D. Noakes said that each chapter should be not only mentioned in the teacher's edition, but at the end of each chapter, the review, the activities at the end include those portfolio builders that can be put into that portfolio at the end of the course. So, they are all the activities that would be considered your application-level type activities where they're actually doing those projects. She asked if there were any other questions? She said all of them have had the TE and SE books to look at. Commissioner Linker said initially she found just enough standards to cover. There were quite a few that were lacking, but she will say that on the platform it is only the student edition. We do not have the teacher edition, and she just logged in again just to make sure her notes were correct. She never saw a teacher's edition. Commissioner Linker went on to say that in her (D. Noakes) explanation of how to navigate was lacking a lot of direction. She personally spent a lot of time trying to figure out if she was in the right space. Where would the teacher's edition be, if she was on the bookshelf? D. Noakes said as far as she is aware the teacher's edition was sent as a physical copy whereas the SE is what they have in

digital. They do not have the TE in a digital format. So, the TE should have been sent as a physical copy. Commissioner Linker said that they (commissioners) only had digital access and it should have been if you, if it was a print, would have had a PDF of that and they did not have a PDF. D. Noakes said that they should have been made available to them. Commissioner Linker confirmed that they do have a copy of the printed teacher's edition. Commissioner Linker said that leads to another question, the way the bid looked, it looks like it's just access to the map. D. Noakes said it should be both print and digital access. Also access to all of the teacher resources, such as the Powerpoints, the test generator, and the data files that are needed for the title. Commissioner Linker asked how would you access that? If it's not on my bookshelf? D. Noakes said that all of those are accessed on their service site and she believes the reviewer site does have access to all of the teacher resources. Commissioner Linker said no, they did not have it for that course, they may have it for another one. There were a lot of SAVVAS courses offered, but in this particular solution, it wasn't provided. Her question is, is it provided as part of the bid? Because she knows how SAVVAS has levels of accessibility and so, it would need to be part of the basic level of accessibility. D. Noakes said the teacher resources are the basic level of accessibility. The title itself can be purchased in any way, print alone or print plus digital or digital alone. Correction print alone is not available. It is print plus digital. So, this particular title is print, plus it comes with a 6 pack of digital codes for that SE who's online. D. Noakes asked if due to time constraints would they want to move on to the next title? Commissioner Linker said that she did look at the master bid sheet and it does have under the sub listings, learner, audio learner, learning, audio, video production. Teacher's edition. Commissioner Linker said that they did not have access to that for evaluation purposes. D. Noakes said she will give that feedback back to the team and see what happened there because on the calls, they did discuss getting that teacher's edition out to you.

Commissioner Linker said if she is ready for the next one to discuss and they will discuss both of them after she has presented the second one. D. Noakes continued. The next title is the SVL3016 which is HVAC and that is HVAC level one. They did create correlations for this. That should be on the reviewer site and they did not find any major gaps, but really do want to address some of your concerns for this title. One of the concerns was the safety features in the title for all NCCR curriculum; core is the first, is the prerequisite for any level 1 title and that core curriculum goes into depth on safety. Although there is not a module itself for Safety in the HVAC level 1, it does have call out boxes that are right next to all of the procedures. So, they're right along next to any of the related training that's needed. So, there's the red warning boxes in the yellow caution boxes about safety, but the majority of those safety, like all the safety that is module is in the core curriculum, which is that prerequisite. The heating needs to be updated. This title is 2018, which does have 2019 codes in it. We realized that the 2021 code came out just recently in fact, you know, it's been so recently that we're still

in the process of creating that new edition to meet that 2021 code. It's probably going to be hard to find anybody that has that 2021 code in their current editions. I think if you compare that HVAC to other people on the market, you'll find that it's probably one of the most updated versions. They have tried to take out coverage on outdated components and slowly adding in those updated slowly, but adding in the updated systems that are available such as communicating thermostats, variable motors, electricity. NCCR is the authority on trade titles. There are certifications industry recognized. We have apprenticeships that conform to the DOL requirements. We meet 85% of competencies in HVAC excellence. Job descriptions are linked on our likely basis for the job description on O-NET. They have nationally recognized credentials. They partner with NATE and now with HVAC excellence. They understand that it's the 2018 code. Again, the 2021 just came out and it takes a little bit of time to get the new edition in the works. They will have a new edition out next year and once published, they could always substitute the 6th edition for the 5th edition that would be on this state bid and just by looking at our core curriculum, which is the new edition, you can kind of see what you'll be able to expect in any new edition from NCCR moving forward. Commissioner Linker, said not a question, but a side note for more for your benefit. We can't substitute. You'd have to go through the evaluation process again for the state of North Carolina. D. Noakes asked if it was a yearly process? Commissioner Linker said No, it's a roughly 5-year cycle. It depends on when, as they update their standards and their criteria, they'll ask for a review, they are being the CTE Division. Commissioner Linker asked if anyone had any questions about that one? Commissioner Linker said since they have two, they will discuss the first one and then vote on the first one. Discuss the second one and then vote on the second one.

Commissioner McClean said the first one was SVL3005. Commissioner Sise said after listening to her, explaining the student edition versus the teacher edition, and then looking at the actual title of our bid being learning audio video production student edition. I don't know that we can count against the fact that we did not receive the teacher edition because the bid specifically says it's student edition only. Commissioner McClean asked if there were any other comments? Commissioner Autry said in the bid sheet did it say under the subcategory that we had a teacher edition? But we actually did not have it, but it was included in the bid. Commissioner Linker said that it is listed on the bid sheet. It was not provided for evaluation purposes. Commissioner Mills said if it wasn't provided but should have been that would be a problem. Commissioner Linker said that Commissioner Mills was correct. If it's not provided, then we're not allowed to consider it. We can only consider the materials that are provided for us. Commissioner Mills, only to consider what they have correct? Commissioner Linker told Commissioner Mills that she was correct. Commissioner McClean said if there are no more comments, they will begin the vote on SVL3005. Commissioner Perry's verbal vote was No. Commissioner McClean gave the final vote.

Vote results - 7 Yea 3 Nay

SVL3016 TTEI IL 55

Now they will discuss SVL3016. Commissioner Linker voted to accept in the beginning. She did find 80% of the instructional standards. She did not see capstone in this. We did have access to everything because this was an entirely different platform than the first one, and then they just across the board, SAVVAS Pearson doesn't have capstone activities included but she did not find that it met 80% of the instructional indicators. Commissioner Baldwin, she also voted for this the first time and she agreed it meets the standards. Her recommendation would be to look at that correlation guide again to make sure that it aligns. Commissioner Ray said she initially voted No for this and now knowing and doing the background research and seeing that the HVAC information was just updated recently, any of the textbooks that we adopt will be outdated for the following 5 years. Looking at the other 80% that is met and appears to be substantial. It looked like good information and she feels comfortable in changing my vote to yes and moving forward with that. The teachers can just supplement with updated information as they would need to do. Commissioner McClean proceeded with the vote for SVL3016. Commissioner Perry's verbal vote was Yes.

Vote Results - 10 Yea 0 Nay

Commissioner Linker said for everyone to take a minute and make sure that you've got the 2 pieces done for each of the bids before concluding for today. Some housekeeping and basic information for moving forward. Commissioner Linker said they have finished and concluded the deliberations and reconsideration. Their time together is coming to an end. The final report has to be submitted by 9 o'clock tonight so give you a chance to look over and make sure everything is spelled correctly. No errors as they added information while they were discussing things during the day. Once you do your final report and you submit it, when you click the final. When you click the final report button you will see where your notes fall into it, and what your final report will look like. You can not edit there. If you want to edit anything you have to go back into your notes and comments for the final report. But when you click, you're done. If you go back into the final report, you have to click check a box acknowledging that it's yours and then at the time you submit at that point you will be locked out of the platform and you will not be able to access it. It is also unretrievable. That will be printed and that's what will be provided to the state board of education and the public.

There is a safety measure. Once you click submit a pop-up warning will say "are you sure that you want to submit", click okay and then it's gone for good. Commissioner Mills asked if they have to do each one individually correct? Commissioner Linker said if you are in the notes and comments for the final report, where you're typing it, you

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have to submit that within each bid for it to show up in the final report. Then you will go to the final report to see what it looks like. We (commissioner) can't edit the final report, but you can see what it looks like in the final report and then you have to submit that final report. You will be submitting from your notes and comments to get it to fall into the final report, and if everything looks like you want it too, then from within the final report you would submit it again. If you would like to contact Ms. Wallace, she can help guide you through that last stage.

Commissioner McClean asked if they have to have a motion to adjourn. Commissioner Mills made a motion to adjourn, Commissioner Godette second the motion to adjourn the meeting.

Minutes taken by: Audrey Long

Minutes approved: