Proclamation 2019 Webinar

September 19, 2017

Welcome

Sarah Ramirez, Review and Adoption Coordinator

Agenda

➢ Welcome	*Sarah Ramirez, Review and Adoption Coordinator*
➢ Participating in *Proclamation 2019*	*Kelly Callaway, Senior Director of Instructional Materials*
➢ Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), and Breakouts	*Shelly Ramos, Senior Director of Curriculum Standards and Student Support*

Agenda

➢ Accessibility Requirements	*Debbie Gonzales, Accessibility Coordinator*
➢ *Proclamation 2019* Deadlines and *Publisher Handbook*	*Amie Williams, Director of Review and Adoption*
➢ Closing Remarks	*Kelly Callaway*

Poll question #1

Have you ever participated in the Texas review and adoption process?

Poll question #2

Have you participated in the review and adoption process since the establishment of the instructional materials allotment (IMA)?

Poll question #3

For which of the following subjects do you plan to submit materials? (Select all that apply.)

- English language arts and reading
- Spanish language arts and reading
- Handwriting (English or Spanish)
- Spelling (English or Spanish)
- Personal Financial Literacy

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Participating in *Proclamation 2019*

What you need to know

KELLY CALLAWAY

SENIOR DIRECTOR, INSTRUCTIONAL MATERIALS

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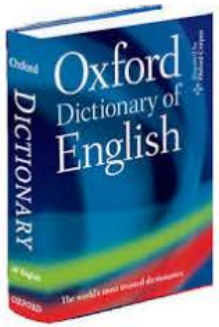
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Dictionary of
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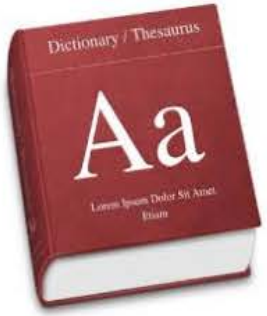
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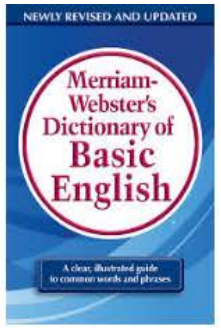
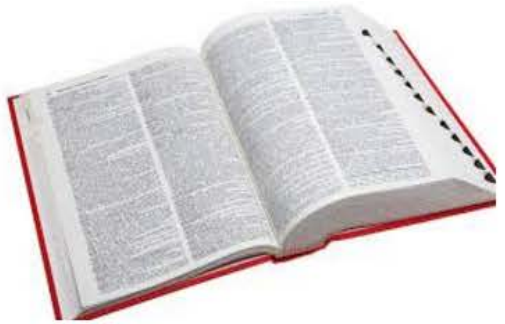

NEWLY REVISED AND UPDATED
Merriam-Webster's Dictionary of Basic English
A clear, illustrated guide to common words and phrases


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A to Z
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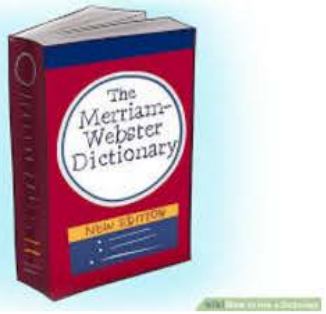
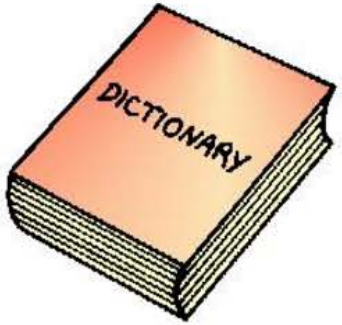

The Merriam-Webster Dictionary
NEW EDITION

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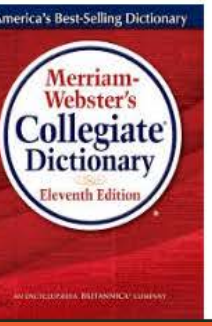
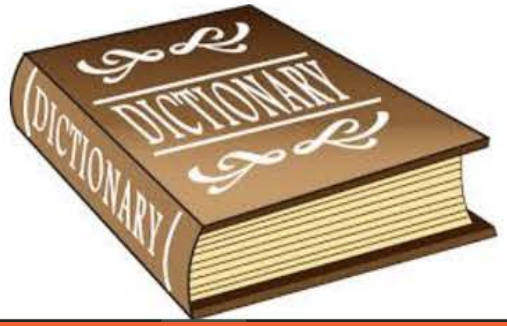

America's Best-Selling Dictionary
Merriam-Webster's Collegiate Dictionary
Eleventh Edition

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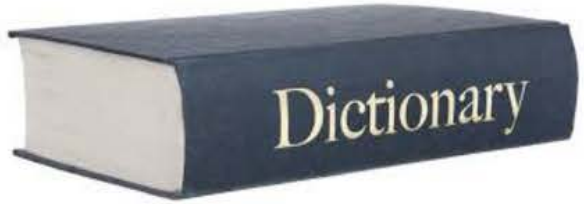
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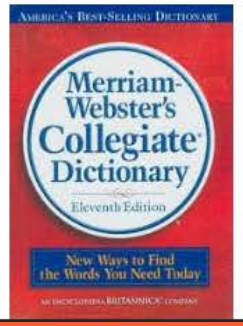
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Eleventh Edition
New Ways to Find the Words You Need Today

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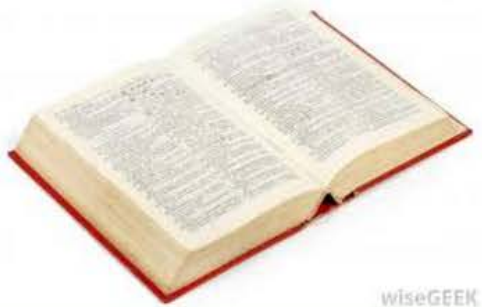
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Vocabulary

Vocabulary

Acronyms and Initialisms You Should Learn

Acronym/Initialism	Term
AIM	Accessible Instructional Materials
ESC	Education Service Center
ELPS	English Language Proficiency Standards
EMAT	Our IM ordering system (You are correct—that is neither an acronym nor an initialism!)
IM	Instructional Materials
KSS	Knowledge and Skills Statement
NIMAC	National Instructional Materials Access Center
NIMAS	National Instructional Materials Accessibility Standard
SBOE	State Board of Education
SE	Student Expectation
SOITB	Statement of Intent to BID
SRP	State Review Panel
TEKS	Texas Essential Knowledge and Skills
WCAG	Web Content Accessibility Guidelines

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Funding

Funding

- $1,078,839,560 in 2018–2019 Biennium
- Set-asides: $80,146,941.24 (see next slide)
- $186.32 per student in 2018–2019 Biennium
- Plus $19.19 per bilingual student

Funding continued

Set-Asides	
College Readiness	$2,500,000
Open-Source Instructional Materials	$20,000,000
IM Portal	$10,000,000
Technology Lending Grants	$10,000,000
TEA Administration	$4,567,836
High Enrollment Growth	$20,000,000
JJAEP	$164,000
Wyndham	$1,607,388
Bilingual	$10,307,717.24
Freight	$1,000,000
Total to be divided equally among students	$998,692,618.76

Funding continued

Allowable Spending

Specifically Allowed	Specifically Prohibited
Instructional materials (of any sort, both adopted and non-adopted)	Services for installation
Technological equipment that contributes to student learning	The physical conduit that transmits data such as cabling and wiring or electricity
Training staff in the use of either of the above	Office and school supplies
Providing access to technological equipment for instructional use	Travel expenses
Salary and other expenses of an employee who provides technical support for the use of equipment directly involved in student learning	Items that are not directly related to student instruction such as furniture, athletic equipment, extension cords, temporary contractors, or video surveillance equipment
Activities related to local review and adoption	Equipment or software for moving, storing, or taking inventory of instructional materials

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Review and Adoption of Instructional Materials

Proclamation 2019

- A proclamation is the SBOE's method of calling for instructional materials for a specific subject or set of courses.
- *Proclamation 2019* calls for materials for the following:

Subject/Course	Grade Level
English Language Arts and Reading	kindergarten–grade 8
Spanish Language Arts and Reading	kindergarten–grade 6
Spelling	grades 1–6
Handwriting	kindergarten–grade 5
English Learners Language Arts	grades 7–8
Personal Financial Literacy	N/A

Proclamation 2019 continued

It also sets up some new options that have never been a part of a proclamation before:

- Submit existing materials with new correlations (*Some publishers will be required to.)
- Submit supplemental materials to address the new or expanded standards and to be used in conjunction with currently adopted materials (Correlations will include citations from both the existing and the new material.)

*Publishers that submit new products must also provide new correlations to any currently adopted materials if they intend to continue selling those materials.

Adoption

Products are adoptable at the state level if they meet the following conditions:

- Cover at least 50% of the TEKS
- Cover 100% of the required ELPS
- Are free from factual errors, including significant grammatical or punctuation errors
- Are deemed to be suitable for the subject area and grade level
- Have been reviewed by academic experts in the subject and grade level

Other Chapter 66 Potential Changes

- The original sample submission must remain unchanged through the entire review and adoption process, though updated samples can be added to the publisher's submission.
- The commissioner may remove materials from the adopted list if the publisher fails to meet deadlines established in the schedule of adoption procedures.
- A publisher of adopted materials may add post-contractual bids to its contract in response to identified needs of districts.

Read These!

- §66.28. Requirements for Publisher Participation.
- §66.41. Adding Content During the Panel Review.
- §66.43. Adding Content During the Public Comment Period.
- §66.66. Consideration and Adoption of . . . .
- §66.73. Delivery of Adopted Instructional Materials.
- §66.75. Updates to Adopted Instructional Materials.

Proclamation 2019: Texas Essential Knowledge and Skills

Shelly Ramos
Curriculum Standards and Student Support Division

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What's New with the English and Spanish Language Arts and Reading TEKS?

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What's New with the TEKS?

- Final TEKS for kindergarten – grade 8 English and Spanish language arts and reading adopted May 2017
- English language arts and reading TEKS are available online at http://tea.texas.gov/Academics/English_TEKS_Review/
- Spanish language arts and reading TEKS are available online at http://tea.texas.gov/Academics/Spanish_TEKS_Review/

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What's New with the TEKS?

Overview of Changes

- Streamlining of TEKS
- Vertical alignment across grade levels
- Horizontal alignment between English and Spanish with differentiation as appropriate for foundational language and composition skills
- Organization of concepts around seven new strands
- Integration of Figure 19 expectations into general student expectations for each grade level and course

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What's New with the TEKS?

Strands

- The new TEKS are organized into seven strands—
  - Developing and sustaining foundational language skills
  - Comprehension
  - Response
  - Multiple genres
  - Author's purpose and craft
  - Composition
  - Inquiry and research

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What's New with the TEKS?

Strands (cont'd)

- Strands include the four domains of language (listening, speaking, reading, and writing) and thinking.
- Some strands are made up of two or more substrands.
- Substrands vary by grade level.
- Substrands have unique knowledge and skill statements and organize student expectations into related categories within a strand.

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What's New with the TEKS?

Strands (cont'd)

Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

Strand

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What's New with the TEKS?

Strands (cont'd)

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyze literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

Substrands

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What's New with the TEKS?

Substrands*

Developing & Sustaining Foundational Language Skills	Multiple Genres	Composition
Oral language	Literary elements	Writing process
Beginning reading and writing	Genres	Genres
Vocabulary		
Fluency		
Self-selected reading		

* Substrands vary by grade level

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Supporting Documents

English language arts and reading

- **Vertical Alignment Charts** that show how the student expectations progress across the grade levels
- **Side-by-Side Documents** that compare the current TEKS to the new TEKS
- **Breakouts** to identify the component parts of each student expectation and the ELPS

Spanish language arts and reading and ESOL

- **Vertical Alignment Charts** that show how the student expectations progress across the grade levels
- **Side-by-Side Documents** that compare the current TEKS to the new TEKS
- **Breakouts** to identify the component parts of each student expectation
- **Translations** of the Spanish language arts and reading TEKS from English to Spanish

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Understanding the Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS)

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Understanding the TEKS

TEKS Terminology

- Knowledge and Skill Statements
- Student Expectations
- Romanettes
- Strands
- Substrands
- Breakouts

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Understanding the TEKS

Structure of the TEKS

- Introduction
- Knowledge and Skill Statements
- Student Expectations (SEs)

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Understanding the TEKS

Introductions

- A description of the content of course and key information about the course and the standards

> (2) Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, *STAAR Performance Level Descriptors*, 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.

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Understanding the TEKS

Knowledge and Skill Statements

- Broad statements of what students must know and be able to do
- Sometimes organized into strands and substrands

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

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Understanding the TEKS

Student Expectations (SEs)

- Directly related to the knowledge and skill statement
- Are more specific about how students demonstrate their learning
- Always follow the phrase "The student is expected to...."
- Always begin with a verb

(D) edit drafts using standard Spanish conventions, including:

(iii) singular, plural, common, and proper nouns, including gender-specific articles

Romanette

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Understanding the TEKS

Wording in the TEKS

- *and*—must be included
- *among*—include all
- *or*—use one or the other (both not necessary)
- *including*—must include
- *such as*—only examples

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Understanding the TEKS

Breakouts

- The component parts of each SE
- Used to determine coverage of an SE
- Provided by TEA

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Understanding the TEKS

Breakouts

Knowledge and Skills Statement	Student Expectation	Breakout
(1) The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;	(i) plan a first draft by selecting a genre for a particular topic using a range of strategies
		(ii) plan a first draft by selecting a genre for a particular purpose using a range of strategies
		(iii) plan a first draft by selecting a genre for a particular audience using a range of strategies

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Understanding the TEKS

Process Standards

Process standards describe ways in which the student is expected to engage with the content.

- Process standards are part of the student expectations of the TEKS.
- In the English and Spanish language arts and reading TEKS, process standards are included throughout the TEKS.

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Understanding the TEKS

Process Standards

There will be instances in which a process standard cannot be addressed in student text narrative.

Example:
Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

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Understanding the TEKS

Determining TEKS Coverage

All student expectations within a given knowledge and skills statement do not need to be sufficiently addressed in order for an individual SE within that group to count toward the 50%.

However, all breakouts within a given student expectation must be sufficiently addressed in order for an individual SE to be counted toward the 50%.

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Understanding the TEKS

Determining TEKS Coverage

A student expectation (SE) is considered to be addressed if

- all breakouts for **content SEs** are addressed at least once in in the student text narrative, and
- once in an end-of-section review exercise, an end-of-chapter activity, or a unit test
- all breakouts for **process SEs** are addressed at least once the student text narrative and once in an end-of-section review exercise, an end-of-chapter activity, or a unit test; or
- twice in an end-of-section review exercise, an end-of-chapter activity, or a unit test.

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Understanding the ELPS

English Language Proficiency Standards (ELPS)

- Outline English language proficiency level descriptors for English language learners (ELLs) in listening, speaking, reading, and writing
- Materials must cover only those standards that have been designated as appropriate for inclusion in instructional materials
- Fewer standards in total than student expectations for most grade levels and courses
- Focus is on teacher materials

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Understanding the ELPS

English Language Proficiency Standards (ELPS)

(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy ... The student is expected to:

(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired

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Understanding the ELPS

Breakouts

Knowledge and Skills Statement	Student Expectation	Breakout
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. The student is expected to:	(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	(i) spell familiar English words with increasing accuracy
		(ii) employ English spelling patterns with increasing accuracy as more English is acquired
		(iii) employ English spelling rules with increasing accuracy as more English is acquired

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Accessible Instructional Materials

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Accessible Print Materials

- NIMAS is a technical standard used to produce XML-based source files, from which accessible, student-ready alternate-format versions (e.g., braille, e-text, digital talking book, large-print) can be created and distributed to students with print disabilities.
- Publishers of adopted print materials must provide NIMAS files of their programs to facilitate the production of specialized formats.
- NIMAS files are required for all printed instructional materials.
- The NIMAS *Technical Specification*, *v1.1*, can be found at http://aem.cast.org/creating/nimas-technical-specification-annotated.html.

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Accessible Print Materials

(continued)

- New publishers should email nimac@aph.org to request a publisher account.
- The NIMAC provides instructions on how to set up an account, prepare metadata correctly, and make submissions.
- Visit http://www.nimac.us/publishers.html for more information.
- Publishers must provide contact information of the production manager and the contact information of the individual providing NIMAS files at the time other contact information is provided.

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National Center on Accessible Educational Materials

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About AEM | Navigating AEM | Supporting Learners | Policies & Systems | Creating AEM

Home » Creating AEM » Best Practices for Publish...

- National Instructional Materials Accessibility Standard (NIMAS)
- Accessibility Standards, Specifications & Guidelines
- Best Practices for Publishers & Software Developers
  - NIMAS Files Best Practices
  - DAISY and NIMAS in HTML
  - NIMAS Fileset Validators Comparison
  - Content Development & Design
  - NIMAS Conversion Tool
  - Other Format Conversion Tools
  - Understanding XML
  - Understanding DAISY
  - CAST Figuration
  - Market Initiatives
- Best Practices for Educators & Instructors
- Open Educational Resources (OERs)
- Content Conversion Services for Publishers

Best Practices for Publishers & Software Developers

Be sure to refer to the sub-pages in this section for additional information about best practices for publishers and software developers as well as the links to outside resources, listed below.

Photo by Viktor Hanacek

Useful Accessibility Guidance & Support

Additional resources that may prove useful to publishers, developers, educators and others who create content to support the education of children and adults.

- Section 508 Standards
- GSA Government-wide Section 508 Accessibility Program
- About the Section 508 ICT Refresh
- GSA 508 Tutorials, Guidance, Checklists
- Accessible Publishing Best Practice Guidelines for Publishers
- STEM Content Description within Digital Talking Books
- Accessible Assessments: Item Writer Guidelines
- National Center on Education Outcomes Policy and Practice Guidance
- Adobe Flash Accessibility
- Adobe Accessibility
- Accessible Digital Learning Materials—Publisher/Developer Best Practices Guidelines (5/16/13 draft)

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Accessible Electronic Materials

Publishers that have electronic instructional materials adopted by the SBOE must contract with a reputable third party to provide a report for each electronic component that verifies that the components follow WCAG 2.0 AA standards and technical standards required by the Federal Rehabilitation Act, Section 508.

Additional information to assist with this requirement may be found in *Proclamation 2019* in the following sections:

- Accessibility Requirements, pages 11-12
- Accessibility Report, page 15

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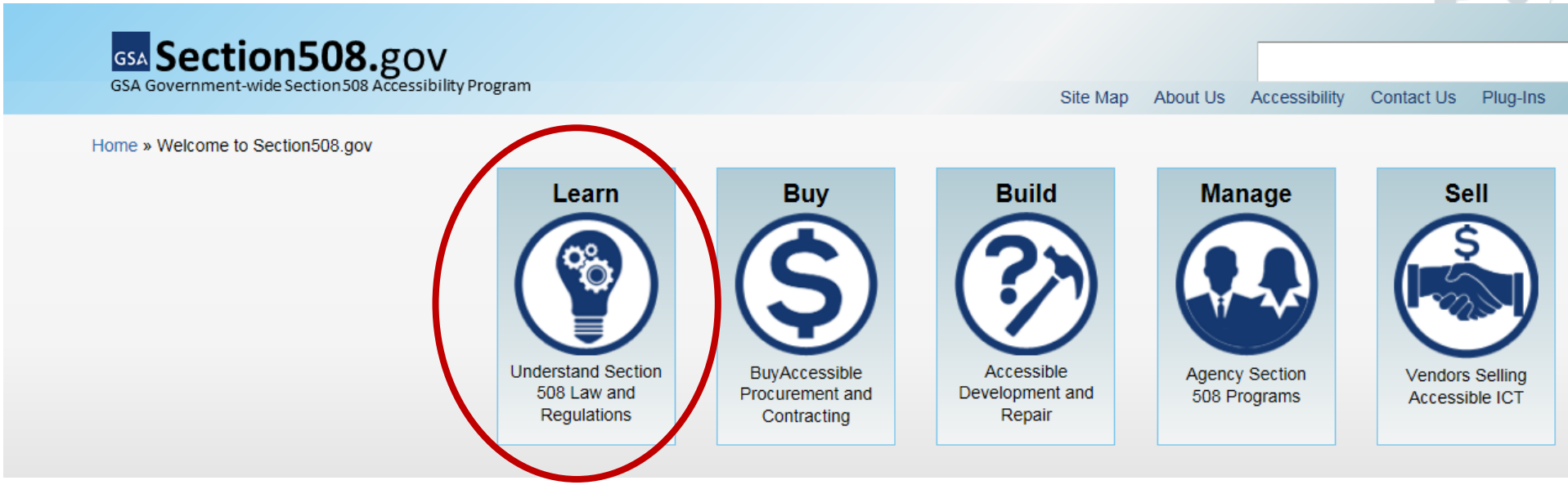
Section 508



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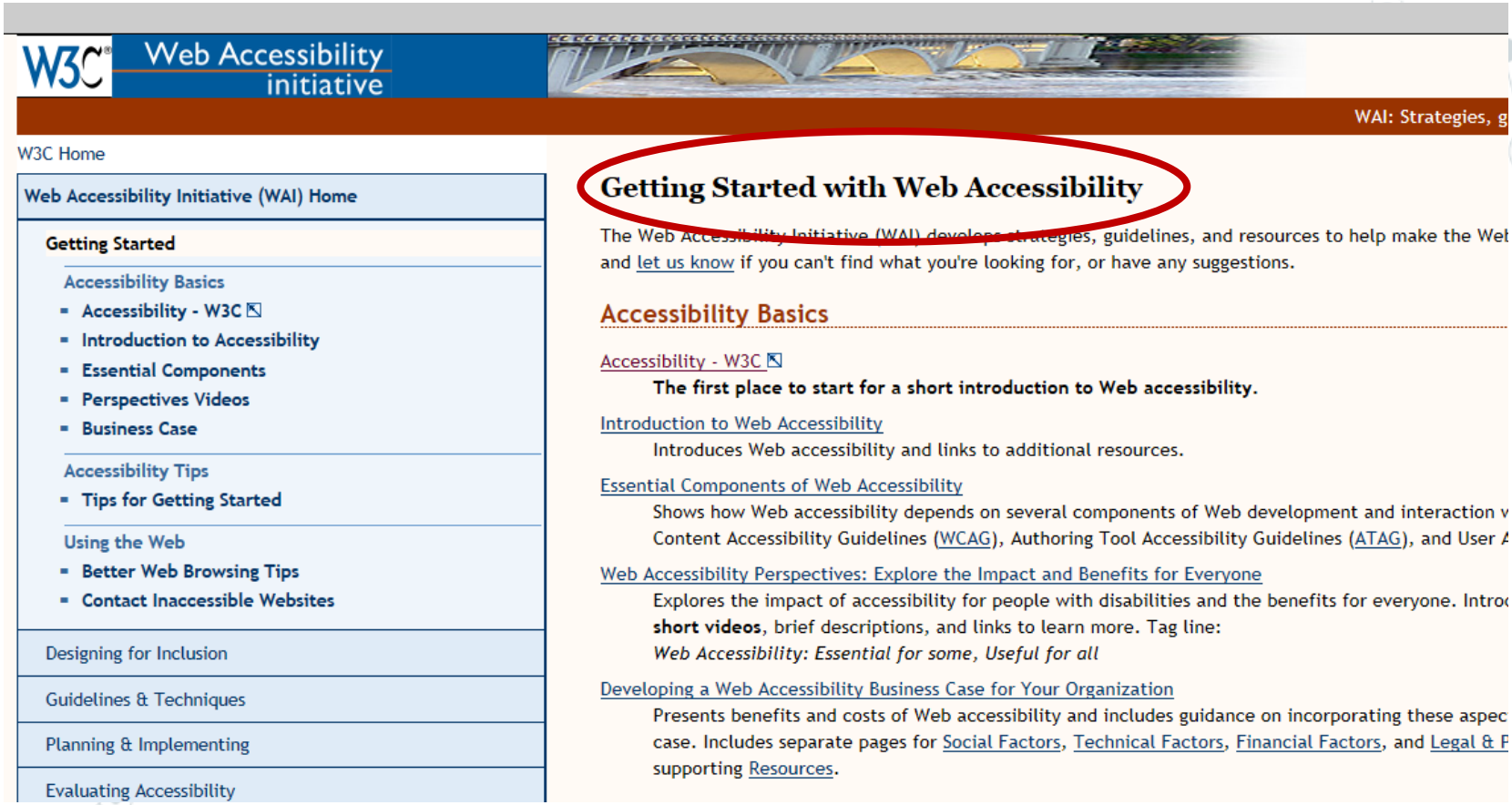
Web Accessibility Guidelines



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Web Accessibility

The Accessible Technology Webinar Series is sponsored by the Great Lakes and Pacific ADA Centers.

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Accessibility 101: An ingredient in the recipe, not an addition for afterwards

https://www.accessibilityonline.org/ada-tech/

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Important Dates

- **January 11, 2019**–TEA informs publishers of designated braille producers.
- **January 25, 2019**–Publishers provide three copies of the student materials, one copy of the NIMAS files, and a screen shot from the NIMAS Validation Wizard to the designated braille producer. Publishers send required validation of NIMAS files and required teacher materials intended for student use.
- **April 19, 2019**–TEA informs publishers of the designated large-print and audio producers.
- **May 3, 2019**–Publishers submit corrected student components and NIMAS files as required for print materials and the accessibility report required for all electronic components.

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Questions

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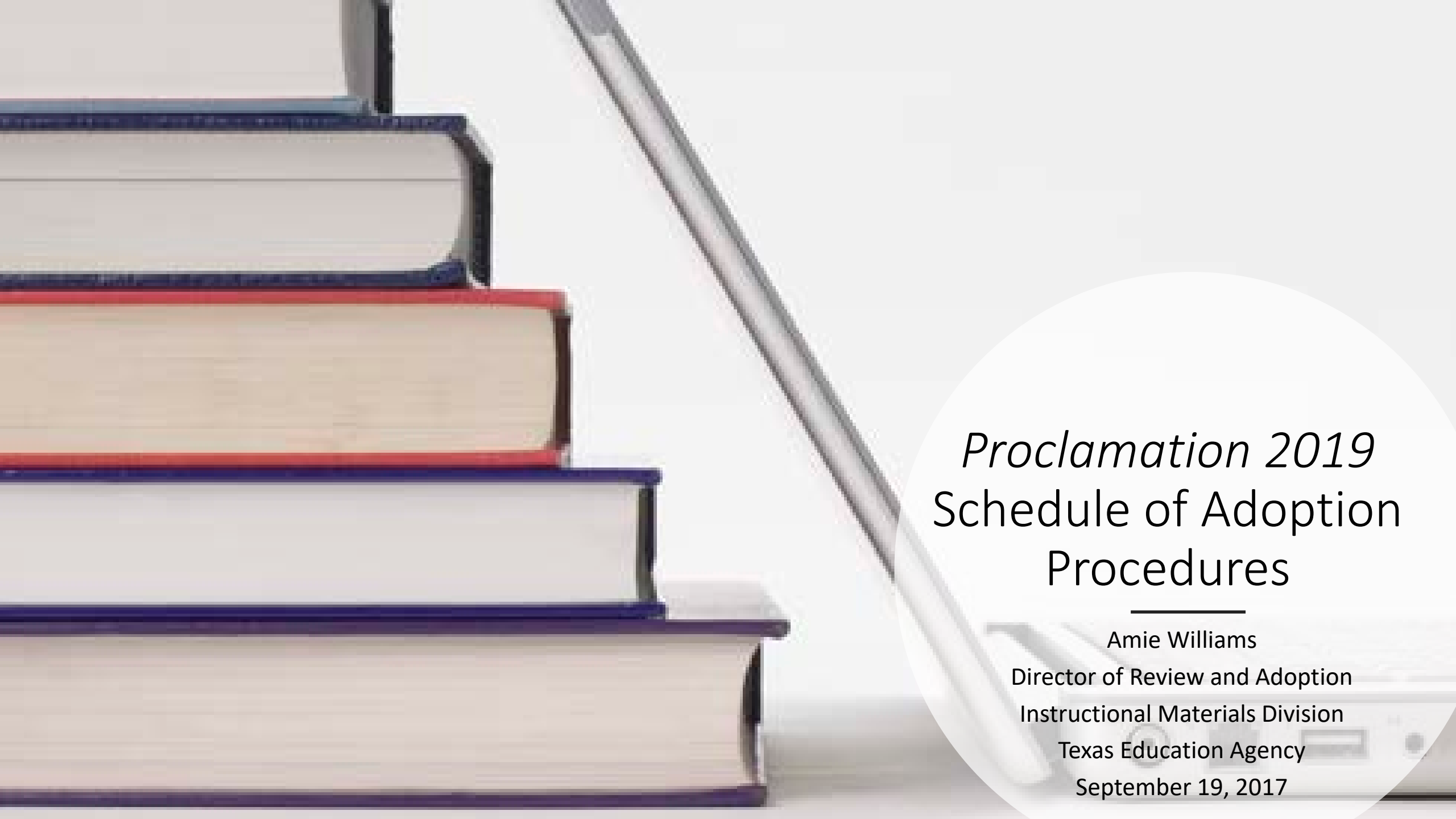

Proclamation 2019 Schedule of Adoption Procedures

Amie Williams
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September 19, 2017

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Private entities or persons located in Texas that are not Texas public school districts, Texas Education Service Centers, or Texas charter schools or any entity, whether public or private, educational or non-educational, located outside the state of Texas MUST obtain written approval from TEA and will be required to enter into a license agreement that may involve the payment of a licensing fee or a royalty.

Contact TEA Copyrights with any questions you may have.

Copyright and Terms of Service

Company Contact Form

Each publisher must provide the contact information for the person(s) responsible for each of the following:

- Instructional materials review
- Bids and contracts
- Accessible materials
- District sales
- Customer service for existing customers

Due date: 5:00 p.m. on Friday, December 8, 2017

Submission method: EMAT (publishers with adopted materials), TEA website (new publishers)

Statement of Intent to Bid

A *SOITB* is required for each program bid and must include the following:

- Program title
- Author(s)
- Class type (student, teacher, teacher system)
- Media format
- Additional formats offered (if applicable)
- Estimated TEKS coverage percentage
- Preliminary program price
- System requirements (if applicable)

Due date: 5:00 p.m. on Friday, December 8, 2017

Submission method: EMAT (publishers with adopted materials), TEA website (new publishers)

Complete Description

A *Complete Description* is required for each program and media format bid. It lists each component that the publisher intends to use to demonstrate TEKS coverage and must include the following:

- Program and component ISBNs and titles
- Author(s)
- Class type (student, teacher, teacher system)
- Estimated TEKS coverage percentage
- Number of pages and weight (print components)
- Media format
- Preliminary program and component pricing
- System requirements (if applicable)

Due date: 5:00 p.m. on Friday, January 26, 2018

Submission method: EMAT (publishers with adopted materials), TEA website (new publishers)

Pre-Adoption Samples

- Publishers must submit one complete, electronic, pre-adoption sample copy of all instructional materials to TEA and each ESC.
- Each sample must be a complete version of the final product and include all content intended to be in the final product.
- Publishers must provide access information necessary for review of the samples and the information must be valid until the final samples are submitted in May 2019, and access information will be posted to the TEA website.
- The content in the pre-adoption must remain static until final samples are submitted. Any edits made to the content must be made in a new version of the sample, which the publisher must also provide to TEA and each of the ESCs.
- Each electronic sample must allow for multiple simultaneous users and be equipped with a word-search feature.
- Samples must be fully functional for review purposes.

Due date: 5:00 p.m. on Friday, April 6, 2018—ELAR, spelling (English), handwriting (English), English Learners Language Arts, and Personal Financial Literacy

5:00 p.m. on Friday, May 4, 2018 —SLAR, spelling (Spanish), and handwriting (Spanish)

Submission method: Email to review.adoption@tea.texas.gov and to each of the ESCs

Correlation to TEKS and ELPS

- Correlations indicate the exact location where the publisher believes each SE is addressed.
- TEA will provide electronic correlation templates for each subject and grade level or course.
- Publishers of digital/electronic programs, including online programs, are also required to embed the correlations in the program.
- Each SE must be met at least twice in the components intended for student use and twice in the components intended for teacher use.
- State review panels use correlations as their primary reference as they review instructional materials.
- Correlations should be carefully constructed and accurate because poorly chosen correlations can result in a product's being determined ineligible for adoption.
- Publishers should avoid providing different citations for the teacher and student materials because that can be confusing for review panelists.
- Although TEA requires correlations to be provided electronically, review panelists may request a hard copy.

Due date: 5:00 p.m. on Friday, April 6, 2018—ELAR, spelling (English), handwriting (English), English Learners Language Arts, and Personal Financial Literacy

5:00 p.m. on Friday, May 4, 2018 —SLAR, spelling (Spanish), and handwriting (Spanish)

Submission method: Email to review.adoption@tea.texas.gov and to each of the ESCs

Samples for Review Panels

- Meetings will take place in the summer of 2018 (July 9–27 and August 6–10) at the Crowne Plaza Austin.
- Publishers must provide additional pre-adoption samples of each component listed on the *Complete Description.*
- Samples for the review panels may be print samples, electronic samples, or galley proofs.
- All print samples must be accompanied by hard copies of the correlations.
- All electronic samples must have embedded correlations.
- Detailed instructions regarding delivery and set up will be provided as the meeting approaches.

Errors and Editorial Changes

Publisher's Identification of Factual Errors and Editorial Changes

- Publishers will receive all errors reported by the state review panels, along with their comments, after the review.
- Publishers must document all changes to instructional materials including those made in response to the errors and comments received from the review panels.
- Changes must be classified as either corrections of factual errors or editorial changes.
- All errors identified by the state review panels and by the publisher must be corrected as a condition of adoption.

Due date: 5:00 p.m. on Friday, August 31, 2018

Submission method: Email to review.adoption@tea.texas.gov

Publisher's Certification of Editorial Review and Intent to Correct

- Publishers must affirm that materials have been edited for accuracy, content, and compliance with requirements of the proclamation.
- Publishers must certify that all required corrections will be incorporated into the final version of adopted materials.

Due date: 5:00 p.m. on Friday, October 19, 2018

Submission method: Email to review.adoption@tea.texas.gov

Note: Publishers may not make changes to the original pre-adoption sample. Any changes made prior to the submission of the post-adoption sample must be documented. A new version of the sample that incorporates the changes must be submitted to TEA and each ESC so that it is available for public review.

Report on Interoperability and Ease of Use

- Publishers will provide information regarding a program's ability to work with different systems.
- Districts can use the information to determine a product's compatibility with existing district technology.
- One report is required for each program.

Due Date: 5:00 p.m. on Friday, August 31, 2018

Submission method: Email to review.adoption@tea.texas.gov

Order Processing Information Form

- Publishers must provide specific information about how orders for adopted instructional materials will be processed.
- Publishers may use a depository or fulfill orders independently.
- Publishers who wish to use a depository must make formal arrangements directly with the depository (e.g., Archway SCM LLC Depository)
- The new sales contact indicated on the *Company Information Form* will receive notifications of orders districts enter into EMAT.
- Some publishers also choose to use an Electronic Data Interchange (EDI) system to receive and fill orders.

Note: Intrastate freight, shipping, and expenses associated with delivering the adopted instructional materials to districts will be paid by the state, but the state does not pay for out-of-state shipping costs.

Due date: 5:00 p.m. on Friday, September 28, 2018

Submission method: EMAT

Official Bid

- Publishers may only submit bids for materials that were determined by the state review panel to be eligible for adoption.
- The *Official Bid* lists all of the components in a program that will be available for districts to order through EMAT.
- Each bid must be assigned a unique program ISBN.
- Each component must have a unique ISBN, but a component can appear in more than one bid.
- Districts may order each component listed in an *Official Bid* separately.
- All bids must be submitted in EMAT.
- Publishers must have a Texas Identification Number (TIN) and an EMAT user name and password in order to submit bids.
- Publishers must submit at least one initial bid for each eligible product by the deadline in order to submit supplemental bids.

Due date: 5:00 p.m. on Friday, September 28, 2018—Initial Bids

5:00 p.m. on Friday, January 25, 2019—Supplemental Bids

Submission method: EMAT

Publisher Liaison

- The publisher liaison is a publisher's main point of contact throughout the adoption.
- Each publisher who submits a SO*ITB* will be assigned to a publisher liaison.
- Any publisher who has materials adopted in 2014 or later will remain with its existing liaison, if possible.

Resources

- Publisher Portal
  - *Proclamation 2019*
  - *Proclamation 2019 Questions and Answers*
  - *Proclamation 2019 Publisher Handbook* (including the publisher checklist)
  - Deliverable-specific trainings
  - Webinars
- Review and Adoption Staff

  review.adoption@tea.texas.gov

  (512) 463-9601

QUESTIONS
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