



Instructional Materials Funding

Support Seminar

October 7, 2026

Session Welcome



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Objectives

By the end of the presentation, we will answer the following questions:

- What are some **instructional materials law and rules**?
- What is the **Instructional Materials Review and Approval** process, and how can it support me in the adoption of instructional materials?
- What **funding is available for instructional materials** and technology purchases?
- How is **funding determined for new charters**?

The background of the slide is a photograph of a library. In the foreground, a wooden desk holds a silver laptop with a black screen, a stack of three books (white, green, and blue covers), and a blue semi-transparent rectangular box on the left. The box contains the title text. In the background, tall wooden bookshelves are filled with numerous books, creating a blurred effect. The lighting is warm and focused on the desk area.

Instructional Materials Law and Rule

Statute

Rule

- The **state law** regarding instructional materials can be found in the [Texas Education Code, Chapter 31](#).
- This law includes requirements for adoption of instructional materials, establishes the instructional materials and technology allotment, the instructional materials review and approval (IMRA) process, and authorizes development of open education resources (OER).
- The State Board of Education (SBOE) and **commissioner rule** regarding instructional materials can be found in [19 Texas Administrative Code, Chapter 66](#) and [19 Texas Administrative Code, Chapter 67](#) .
- Chapter 66 rules apply to materials adopted under proclamations prior to IMRA.
- Chapter 67 rules establishes the procedure for the IMRA process and outlines requirements for local adoption.

Instructional Materials Selection is a Local Decision

Under state law, **school systems in Texas have flexibility and final authority to choose the instructional materials** (e.g., lessons, books, videos, tutoring content, textbooks, etc.) **used with students**, if those instructional materials, in total, cover the SBOE-adopted TEKS, and do not:

- violate provisions of Texas Education Code (TEC), [§28.0022](#) covering “Certain Instructional Materials and Prohibitions;”
- violate TEC, [§28.0062.\(a-1\)](#), covering the exclusion of three-cueing in phonics instruction; or
- violate any other law or regulation that protects students from obscene or harmful content.

In addition to ensuring the instructional materials do not violate these provisions, local boards are responsible for ensuring:

- the teaching of informed American patriotism, Texas history, and the free enterprise system in the local adoption of instructional materials¹;
- at least one literary work chosen by the SBOE to be taught in each grade level as outlined in the TEKS ²;
- personal financial literacy courses use materials approved by the SBOE³; and
- instructional materials for health meet the standards outlined in statute ⁴.

A local board of trustees is responsible for selecting instructional materials for the district⁵, and responsible for certifying annually to the SBOE and Commissioner that they have procured enough instructional material for every child to cover all the elements of the TEKS in the required curriculum, other than physical education.^{6,7}

¹[TEC, §28.002\(h\)](#)

²[TEC, §28.002\(c-4\)](#)

³[TEC, §28.0021\(b\)](#)

⁴[TEC, §28.004](#)

⁵ [19, TAC Chapter 66, Subchapter C, §66.104.\(a\).](#)

⁶ [TEC, §31.1011.](#)

⁷ [19, TAC Chapter 66, Subchapter C, §66.105.](#)

IMRA Background Information

Context + Definitions

TEA Strategic Plan

EVERY CHILD, PREPARED FOR SUCCESS IN COLLEGE, CAREER, OR THE MILITARY

STRATEGIC PRIORITIES



Recruit, support
and retain teachers
and principals.



Build a foundation
for reading and
math.



Connect high
school to career
and college.



Improve
low-performing
schools.

KEY ACTIONS



Supported
Educators



Ready
Students



Rigorous
Engagement



Aligned
Systems

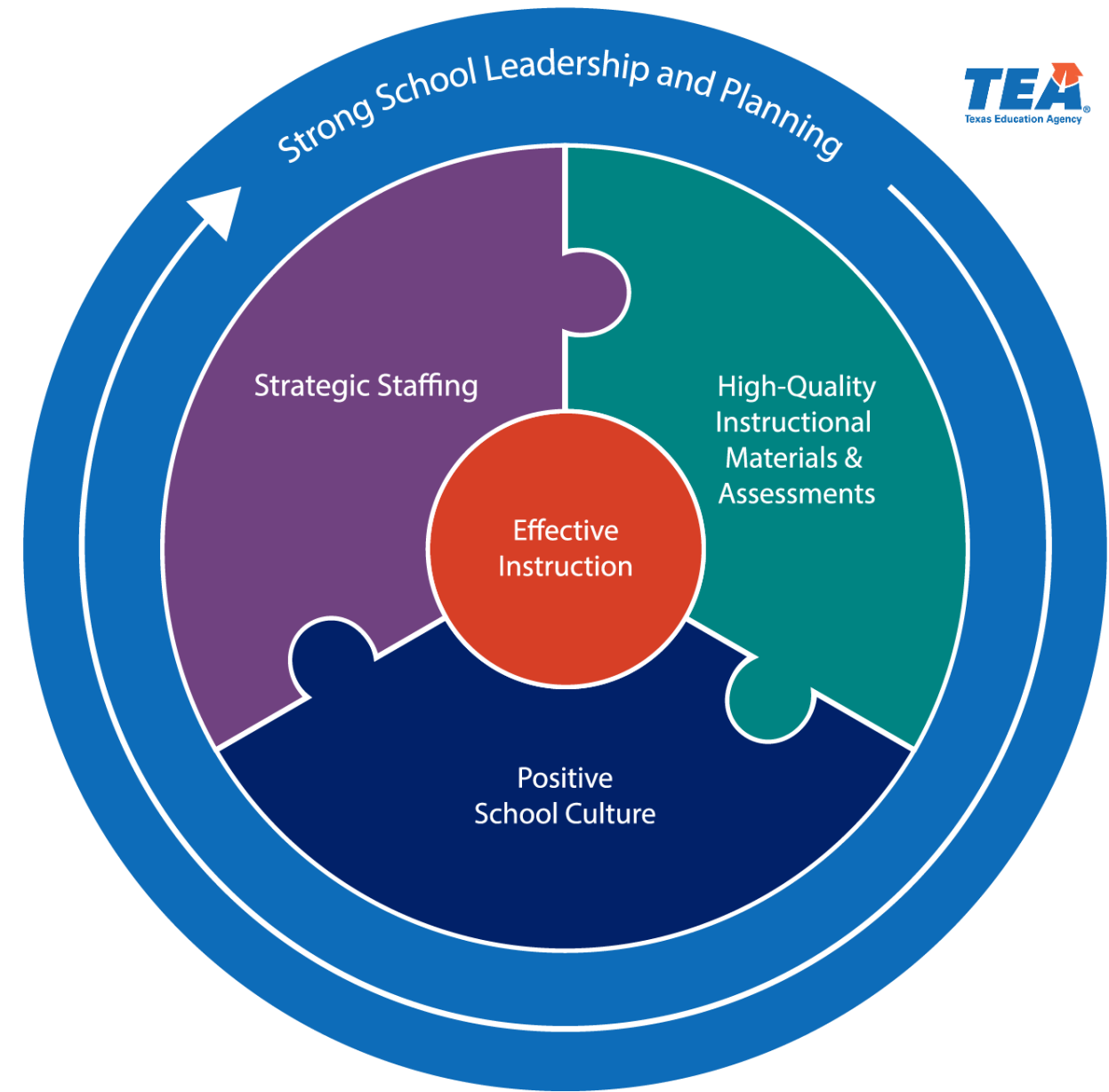


Actionable
Goal-Setting



CONTINUOUS
IMPROVEMENT

Access to **High-Quality Instructional Materials** is a critical component for **effective instruction** and student success.



HB 1605 Overview



Creates new criteria and an overall process for State Board of Education (SBOE) review and approval. **Criteria include:**

- TEKS Coverage
- Quality
- Suitable for Grade and Subject
- Free from Factual Error
- No Harmful Content and Other Statutory Compliance
- Parent Portal Compliance

Additional funding (on top of the Instructional Materials and Technology Allotment (IMTA), is provided to districts that choose to use SBOE-approved materials (**\$40/student**). An additional **\$20/student** for districts printing state-owned materials (PDF versions are free.)



Parent Transparency

Requires local school systems to establish a classroom instructional material review process.

Requires publishers to make IMRA-approved textbooks accessible to parents via the Internet.



State-Owned Textbooks

Requires TEA to develop state-owned textbooks that are subject to approval by SBOE.

Provides optional teacher training for districts to utilize the materials and a related grant for educator prep programs.



TEKS Review and Revision

Requires a new vocabulary and book list addendum to the Reading Language Arts (RLA) standards.

Creates flexibility in the TEKS review and revision schedule.

Prohibits the use of three-cueing in phonics materials.



Teacher Protections

Teachers **cannot** be required to use bi-weekly planning time to create initial instructional materials unless there is a supplemental duty agreement with the teachers.



Full-subject, Tier-one

Instructional material designed to provide a student with mastery of the essential knowledge and skills adopted by the State Board of Education (SBOE) for **a certain subject and grade level** in the required curriculum under [Section 28.002](#) or for prekindergarten without the need for supplementation, if implemented as designed.

Partial-subject, Tier-one

- Instructional material designed to provide a student with mastery in a **portion** of the essential knowledge and skills adopted by the SBOE for a **certain subject and grade level** in the required curriculum under [Section 28.002](#) or for prekindergarten without the need for supplementation in the essential knowledge and skills covered, if implemented as designed.

Supplemental

- Instructional material designed to assist in the instruction of **one or more** of the essential knowledge and skills adopted by the SBOE for **a subject** in the required curriculum under [Section 28.002](#) or for prekindergarten.

Multi-Year Plan to Complete Reviews of Instructional Materials

Cycle 2024	Cycle 2025	Cycle 2026	Cycle 2027	Cycle 2028	Cycle 2029	Cycle 2030	Cycle 2031
Materials in classrooms SY 2025 26	Materials in classrooms SY 2026 27	Materials in classrooms SY 2027 28	Materials in classrooms SY 2028 29	Materials in classrooms SY 2029 30	Materials in classrooms SY 2030 31	Materials in classrooms SY 2031 32	Materials in classrooms SY 2032 33
Foundation Subjects - Math K–12 - ELAR K–5 - SLAR K–5	Foundation Subjects - Math K–12 - ELAR K–6 - SLAR K–6 - Math Supplemental	Foundation Subjects - Math K–12 - Math Advanced - ELAR K–6 - SLAR K–6 - Math Supplemental - RLA Supplemental Enrichment Subjects - Positive Character Traits - Fine Arts - CTE (Batch 1)	Foundation Subjects - Math K–12 - Math Advanced - ELAR K–6 - SLAR K–6 - Math Supplemental - RLA Supplemental Enrichment Subjects - Positive Character Traits - Fine Arts - CTE (Batch 1) - CTE (Batch 2) - Languages Other Than English (LOTE)	Foundation Subjects - Math K–12 - Math Advanced - ELAR K–6 - SLAR K–6 - Math Supplemental - RLA Supplemental Enrichment Subjects - Positive Character Traits - Fine Arts - CTE (Batch 1) - CTE (Batch 2) - CTE (Batch 3) - Languages Other Than English (LOTE) - Religious Literature	Foundation Subjects - Math K–12 - Math Advanced - ELAR K–12 - SLAR K–6 - Science K–12 - Social Studies K–12 - Math Supplemental - RLA Supplemental Enrichment Subjects - Positive Character Traits - Fine Arts - CTE (Batch 1) - CTE (Batch 2) - CTE (Batch 3) - Languages Other Than English (LOTE) - Religious Literature	Foundation Subjects - Math K–12 - Math Advanced - ELAR K–12 - SLAR K–6 - Science K–12 - Social Studies K–12 - Prekindergarten - Math Supplemental - RLA Supplemental Enrichment Subjects - Positive Character Traits - Fine Arts - CTE (Batch 1) - CTE (Batch 2) - CTE (Batch 3) - Languages Other Than English (LOTE) - Religious Literature	Foundation Subjects - Math K–12 - Math Advanced - ELAR K–12 - SLAR K–6 - Science K–12 - Social Studies K–12 - Prekindergarten - Math Supplemental - RLA Supplemental Enrichment Subjects - Positive Character Traits - Fine Arts - CTE (Batch 1) - CTE (Batch 2) - CTE (Batch 3) - Languages Other Than English (LOTE) - Religious Literature - Health - Physical Education

Each year IMRA reviews will **cumulatively** expand to include more courses and categories of instructional materials.

IMRA Criteria



SBOE IMRA Criteria



Standards Alignment Percentage

Materials cover a minimum percentage of standards as determined by SBOE (100%)



Suitable and Appropriate*

Content in materials meet suitability requirements defined by SBOE and other provisions of TEC (e.g., §28.002(h))

* Also ensures no obscene or harmful content under CIPA, TEC §28.0022, Penal Code §43.22



Quality Review

Material quality supports student's ability to demonstrate proficiency in the standards

Also ensures compliance with three-cuing ban and phonics rule requirements



Factual Errors

Materials do not contain factual errors



Physical and Electronic Specifications

Material components meet physical and digital requirements



Parent Portal

Materials included on parent portal that meet transparency requirements



SBOE IMRA Criteria: Aligned to State Standards



Standards Alignment Percentage

Materials cover a minimum percentage of standards as determined by SBOE (100%)



Suitable and Appropriate*

Content in materials meet suitability requirements defined by SBOE and other provisions of TEC (e.g., §28.002(h))

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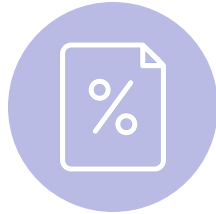
Instructional Materials | Standards Alignment Requirements

Standards Alignment TEKS and ELPS Coverage Requirements				
Full-subject, Tier-one, Foundational	Full-subject, Tier-one, Enrichment	Partial-subject, Tier-one	Supplemental Math	Supplemental RLA
• 100% TEKS • 100% ELPS	• 100% TEKS	• 100% Phonics TEKS	• 100% of Publisher-identified TEKS (at least one student expectation (SE))	• 100% of Publisher-identified TEKS (at least one SE; relationship between publisher-selected TEKS and publisher-identified quality rubric, learning quality sections)

Standards Alignment TEKS and ELPS Coverage Requirements				
Full-subject, Tier-one, Foundational • 100% TEKS • 100% ELPS	Full-subject, Tier-one, Enrichment • 100% TEKS	Partial-subject, Tier-one • 100% Phonics TEKS	Supplemental Math • 100% of Publisher-identified TEKS (at least one student expectation (SE))	Supplemental RLA • 100% of Publisher-identified TEKS (at least one SE; relationship between publisher-selected TEKS and publisher-identified quality rubric, learning quality sections)

Please note that standards-alignment reviews for ELPS coverage is **ONLY** required for full-subject, tier-one, foundational instructional materials.

SBOE IMRA Criteria: Quality



Standards Alignment Percentage

Materials cover a minimum percentage of standards as determined by SBOE (100%)



Suitable and Appropriate*

Content in materials meet suitability requirements defined by SBOE and other provisions of TEC (e.g., §28.002(h))

* Also ensures no obscene or harmful content under CIPA, TEC §28.0022, Penal Code §43.22



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Quality Rubrics

For the IMRA review, reviewers evaluate the extent to which the instructional materials align with the applicable quality rubric and collect evidence to support each rating.

Quality rubrics are used to assess the **implementation and learning quality** of instructional materials and are designed to be specific and thorough.

Instructional Materials | Quality Requirements

Quality Rubric Alignment Requirements

Full-subject, Tier-one	Partial-subject, Tier-one	Supplemental Math	Supplemental RLA
All rubric sections and indicators apply to all submissions unless explicitly excluded in the rubric indicator.	Only those indicators flagged with an asterisk (*) apply to submissions unless explicitly excluded in the rubric indicator.	Both rubric categories and all sections apply.	The Implementation Quality category applies to all submissions. Publishers self-identify which sections in the Learning Quality category apply.

Quality Rubrics Categories

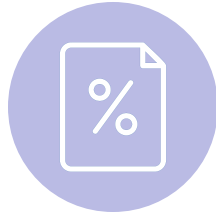
Implementation Quality

Implementation Quality rubrics are designed to measure the extent to which **the materials support effective implementation**, including intentional instructional design, progress monitoring, and support for all learners.

Learning Quality

Learning Quality rubrics are unique for each rubric and measure the extent to which materials include **high-quality elements** that are **aligned with research** on the best ways to teach the subject and **support students in reaching grade-level proficiency** on the standards

SBOE IMRA Criteria: Suitable and Appropriate for Students



Standards Alignment Percentage

Materials cover a minimum percentage of standards as determined by SBOE (100%)



Suitable and Appropriate*

Content in materials meet suitability requirements defined by SBOE and other provisions of TEC (e.g., §28.002(h))

* Also ensures no obscene or harmful content under CIPA, TEC §28.0022, Penal Code §43.22



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Also ensures compliance with three-cuing ban and phonics rule requirements



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Physical and Electronic Specifications

Material components meet physical and digital requirements



Parent Portal

Materials included on parent portal that meet transparency requirements



IMRA Suitability Rubric Purpose

The SBOE adopted a suitability rubric to evaluate whether each program submission is **suitable for the subject and grade level** for which the material is intended and confirms compliance with state and federal laws.

IMRA reviewers and the public will document instances of non-compliance with indicators from the SBOE-approved suitability rubric.

Suitability Rubric Sections 1 and 2 | IMRA 2025

Section 1 includes **all seven categories** of the rubric and **illustrates prohibited content**. IMRA reviewers and the public report instructional content they believe to be **out of compliance** with the rubric.

Section 1 - Suitability Prohibitions		
A flag in this section indicates that the instructional material potentially includes prohibited content.		
Category 1- Prohibition on Common Core		
Subcategory	Suitability Indicator	Suitability Guidance
1.1	The IM is not designed to comply with common core state standards. (Texas Education Code [TEC] Sec. 28.0025-1c to -5j)	A. Materials do not reference or allude to "Common Core State Standards" explicitly or implicitly. The materials terminology, instructional methodology, and assessment styles predominantly display alignment with TEKS, where appropriate. B. Materials are aligned to the Texas Essential Knowledge and Skills (TEKS).
Category 2- Alignment with Public Education's Constitutional Goal		
Subcategory	Suitability Indicator	Suitability Guidance
2.1	In a way fitting for the intended subject and grade, the IM is not contrary to preparing children for self-governance, including by:	A. Preparing students for self-governance consists of cultivating in students an informed American patriotism and leading students in a close study of the founding documents of the United States and Texas to achieve the following objectives: 1) Increase students' knowledge of the deepest and noblest purposes of the United States and Texas; 2) Enhance students' intellectual independence so that students may become thoughtful, informed citizens who have an appreciation for the fundamental democratic principles of our state and national heritage, including as a constitutional republic; and 3) Guide students toward understanding and functioning productively in a free enterprise society. (TEC § 201.002)
2.1.1	promoting American patriotism, Texas history, and the free enterprise system, understanding the importance of patriotism and democratic principles of our state and national heritage, including founding documents of the United States	Materials do not contradict the constitutional purpose of public education of promoting a deep understanding of self-governance by advocating for opposing ideals through documents, political or economic theories, or key figures.
2.1.2	treating violence, if it appears, in the context of its cause and consequence and not presenting violence for reasons of unwholesome excitement or sensationalism.	If violence is depicted, materials handle it with care, providing context around its cause and consequence.
2.1.3	not encouraging or condoning current activities that promote civil disorder, social strife, or disregard of the law. (SBOE Operating Rule Sec. 2.30(c)(2)). This section does not prohibit the teaching of historical examples of demonstrations such as peaceful protests or boycotting.	



Instructional Materials Review and Approval (IMRA) Suitability Rubric as approved by the SBOE on 11/22/2024
Page 2 of 9

Section 2 focuses on **suitability excellence requirements** for 2.1 and 2.1.1 (excluding supplemental math) and 6.2 for all subjects (when applicable content is present in materials).

Section 2 - Suitability Excellence Requirements		
Positive evidence of the following indicators is required when applicable. (See the Overview on page 1 for more information on requirements.)		
Category 2- Alignment with Public Education's Constitutional Goal		
Subcategory	Suitability Indicator	Suitability Guidance
2.1	In a way fitting for the intended subject and grade, the IM prepares children for self-governance, and includes:	A. Preparing students for self-governance consists of cultivating in students an informed American patriotism and leading students in a close study of the founding documents of the United States and Texas to achieve the following objectives: 1) Increase students' knowledge of the deepest and noblest purposes of the United States and Texas; 2) Enhance students' intellectual independence so that students may become thoughtful, informed citizens who have an appreciation for the fundamental democratic principles of our state and national heritage, including as a constitutional republic; and 3) Guide students toward understanding and functioning productively in a free enterprise society. (TEC § 201.002)
2.1.1	promoting American patriotism, Texas history, and the free enterprise system, understanding the importance of patriotism and democratic principles of our state and national heritage, including founding documents of the United States	A. Materials do not contradict the constitutional purpose of public education of promoting a deep understanding of self-governance by advocating for opposing ideals through documents, political or economic theories, or key figures.
Category 6 - Promoting Sexual Risk Avoidance		
Subcategory	Suitability Indicator	Suitability Guidance
6.2	Any IM which includes human sexuality instruction will:	Nil.
6.2.1	present abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;	
6.2.2	devote more attention to abstinence from sexual activity than to any other behavior;	



Instructional Materials Review and Approval (IMRA) Suitability Rubric as approved by the SBOE on 11/22/2024
Page 3 of 9

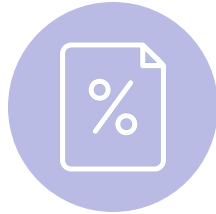
Section 1 | Suitability Prohibitions

Section 1 Categories

1. Prohibition on Common Core
2. Alignment with Public Education's Constitutional Goal
3. Parental Rights and Responsibilities
4. Prohibition on Forced Political Activity
5. Protecting Children's Innocence
6. Promoting Sexual Risk Avoidance
7. Compliance with the Children's Internet Protection Act (CIPA)

Section 1 - Suitability Prohibitions		
A flag in this section indicates that the instructional material potentially includes prohibited content.		
Category 1- Prohibition on Common Core		
Subcategory	Suitability Indicator	Suitability Guidance
1.1	The IM is not designed to comply with common core state standards. (Texas Education Code (TEC) Sec. 28.002(b)-(1)-(b)-(4))	A. Materials do not reference or allude to "Common Core State Standards" explicitly or implicitly. The materials terminology, instructional methodology, and assessment styles predominantly display alignment with TEKS, where appropriate. B. Materials are aligned to the Texas Essential Knowledge and Skills (TEKS).
Category 2- Alignment with Public Education's Constitutional Goal		
Subcategory	Suitability Indicator	Suitability Guidance
2.1	In a way fitting for the intended subject and grade, the IM is not contrary to preparing children for self-governance, including by:	A. Preparing students for self-governance consists of cultivating in students an informed American patriotism and leading students in a close study of the founding documents of the United States and Texas to achieve the following objectives: 1) Increase students' knowledge of the deepest and noblest purposes of the United States and Texas; 2) Enhance students' intellectual independence so that students may become thoughtful, informed citizens who have an appreciation for the fundamental democratic principles of our state and national heritage, including as a constitutional republic; and 3) Guide students toward understanding and functioning productively in a free enterprise society. (TEC 4.001(b))
2.1.1	promoting American patriotism, Texas history, and the free enterprise system, understanding the importance of patriotism and democratic principles of our state and national heritage, including founding documents of the United States	Materials do not contradict the constitutional purpose of public education of promoting a deep understanding of self-governance by advocating for opposing ideals through documents, political or economic theories, or key figures.
2.1.2	treating violence, if it appears, in the context of its cause and consequence and not presenting violence for reasons of unwholesome excitement or sensationalism;	If violence is depicted, materials handle it with care, providing context around its cause and consequence.
2.1.3	not encouraging or condoning current activities that promote civil disorder, social strife, or disregard of the law. (SBOE Operating Rule Sec. 2.9(c)(4)(B)). This section does not prohibit the teaching of historical examples of demonstrations such as peaceful protests or boycotting.	
 Instructional Materials Review and Approval (IMRA) Suitability Rubric as approved by the SBOE on 11/22/2024 Page 2 of 9		

SBOE IMRA Criteria: Factual Accuracy



Standards Alignment Percentage

Materials cover a minimum percentage of standards as determined by SBOE (100%)



Suitable and Appropriate*

Content in materials meet suitability requirements defined by SBOE and other provisions of TEC (e.g., §28.002(h))

* Also ensures no obscene or harmful content under CIPA, TEC §28.0022, Penal Code §43.22



Quality Review

Material quality supports student's ability to demonstrate proficiency in the standards

Also ensures compliance with three-cuing ban and phonics rule requirements



Factual Errors

Materials do not contain factual errors



Physical and Electronic Specifications

Material components meet physical and digital requirements

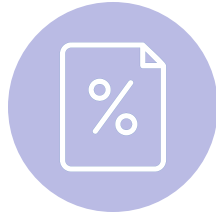


Parent Portal

Materials included on parent portal that meet transparency requirements



SBOE IMRA Criteria: Accessible to All Students



Standards Alignment Percentage

Materials cover a minimum percentage of standards as determined by SBOE (100%)



Suitable and Appropriate*

Content in materials meet suitability requirements defined by SBOE and other provisions of TEC (e.g., §28.002(h))

* Also ensures no obscene or harmful content under CIPA, TEC §28.0022, Penal Code §43.22



Quality Review

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Physical and Electronic Specifications

Material components meet physical and digital requirements



Parent Portal

Materials included on parent portal that meet transparency requirements



Accessibility Requirements

Print

- Publishers with IMRA-approved programs must provide National Instructional Materials Accessibility Standards (**NIMAS**) **files and PDF files** to the Accessible Instructional Materials (AIM) producers to produce **braille, large-print, and audio materials**.
- Local school systems may requisition state-adopted or SBOE-approved AIM materials at **no cost for eligible students**.

Digital

- Publishers must have a **third-party report verifying compliance** with WCAG 2.1 AA and the technical standards required by Section 508 of the Rehabilitation Act

What the Parent Portal Is:

- Digital access to IMRA-approved instructional materials
- Customized based on the needs of each local school system that purchases IMRA-approved instructional materials
- Required as a condition of SBOE approval

What the Parent Portal Is Not:

- Access to non-IMRA-approved instructional materials
- A single, statewide platform managed by TEA accessible to parents with students enrolled in local school systems
- A way to access grades, exams, assessments

IMRA Decisions

Cycles 2024 and 2025



Approved and Rejected Materials

Local school systems' decisions could be impacted by instructional materials being approved or rejected by the SBOE through the IMRA process.

Approved Materials

- Local school systems have an additional \$40 per student to procure SBOE-approved materials on the **List of Approved Instructional Materials**.
- Local school systems have an additional \$20 per student to procure SBOE-Approved Bluebonnet Learning print materials.
- Approved publishers have contracts with the SBOE, offering protections to local school systems (e.g., fixed price, compliance with rules and laws, etc.).
- Approved instructional materials are available in EMAT for requisitions.

Rejected Materials

- Beginning in the 2026–27 school year, local school systems may not locally adopt, use, or spend any funds to procure materials placed on the **List of Rejected Instructional Materials** (TEC, §§31.024 and 31.106).
- IMRA Cycle 2025 publishers were given a cure period to attempt to remedy deficiencies and avoid being placed on the rejected list.
 - Publishers who do not take advantage of the cure period will be added to the rejected list by SBOE vote in January 2026.
 - The SBOE will take final action in November 2026.

Phonics Materials

Texas law requires instructional materials follow the science of teaching reading by offering systematic, direct phonics instruction without the use of three-cueing.

Approved Materials

Local school systems can use full-subject ELAR and SLAR or partial subject phonics materials included on the *List of Approved Materials* with confidence that they comply with applicable phonics rules and law.

Rejected Materials

Local school systems cannot use full-subject ELAR and SLAR or partial-subject phonics materials included on the *List of Rejected Materials* unless they verify compliance and, if needed, replace or supplement these programs with materials that satisfy all phonics criteria. (For details on potential gaps in each program, refer to **Section 4: Phonics Rule Compliance** in the IMRA reports.)



No Action Materials

Some IMRA-reviewed instructional materials **were neither approved nor rejected** by the SBOE.

These programs **may continue to be used** in classrooms and purchased with Instructional Materials and Technology Allotment (IMTA) or local funds.

- It is highly recommended for a school system to review the IMRA report about instructional materials that had no action taken, as the materials will likely need to be supplemented.

Approved Materials by Subject Area

333 approved materials across eight subject areas

Subject area	Approved materials
Supplemental English Mathematics	119
English Mathematics	84
English Phonics	47
Spanish Phonics	20
English Language Arts and Reading	19
Spanish Language Arts and Reading	18
Spanish Mathematics	16
Supplemental Spanish Mathematics	10

<https://sboe.texas.gov/state-board-of-education/imra/imra-list-of-sboe-approved-instructional-materials.pdf>



Rejected Materials by Subject Area

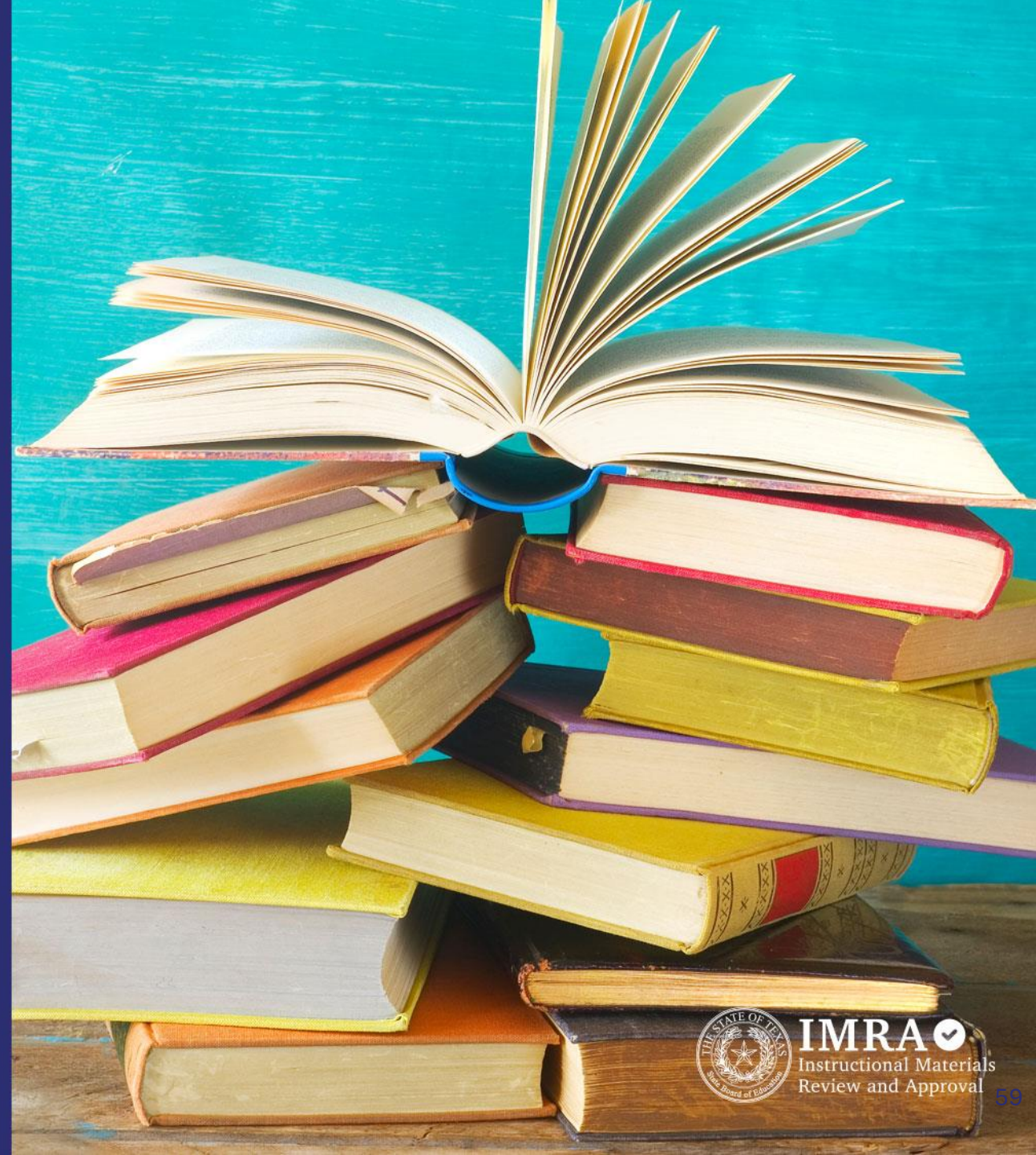
20 rejected materials across three subject areas

Subject area	Rejected materials
English Phonics	10
English Mathematics	6
Spanish Phonics	4

<https://sboe.texas.gov/state-board-of-education/imra/imra-list-of-sboe-rejected-instructional-materials.pdf>



Strategic Use of IMRA Reports



Local Adoption Process

The selection and adoption of instructional materials is its own journey that may take local school systems in several directions, based on their current context and needs.

Local Adoption | Action Items

The following represents the **possible action items** a local school system might take when deciding what instructional materials to adopt and implement in its classrooms.



Communication
with the school
board



Visioning and
Defining
Quality



Evaluation



Pilot and
Decide



Procurement



Planning for
Implementation



Local Adoption Action Items | Visioning and Defining Quality

IMRA reports can inform decisions tied specifically to the school system’s vision-setting and instructional materials quality expectations.



Communication
with the school
board



Visioning and
Defining
Quality



Evaluation



Pilot and
Decide



Procurement



Planning for
Implementation



Access IMRA Reports

IMRA reports from cycles 2024 and 2025 can be accessed using <https://im.tea.texas.gov>.

The screenshot shows the IMRA website homepage. At the top left is the IMRA logo with the text 'Instructional Materials Review and Approval'. To the right is a navigation bar with links: 'About', 'Reports' (with a dropdown arrow), 'Rubrics', 'Approved Materials', and 'Rejected Materials'. Below the navigation bar is an announcement section. The main heading is 'Instructional Materials Review and Approval (IMRA)' with a subtext 'View the instructional materials the State Board of Education (SBOE) has approved, rejected, or proposed to reject following a review.' Below this are three buttons: 'Approved Materials', 'Rejected Materials', and 'Proposed Rejected Materials'. Further down is a section titled 'Explore Reports by Subject and Grade' with the subtext 'View detailed IMRA review reports by subject and grade level.' Below this are four tiles, each with a photo of a child and a label: 'Language Arts and Reading, Full-Subject', 'Phonics, Partial-Subject', 'Mathematics, Full-Subject', and 'Mathematics, Supplemental'. A blue arrow points from the 'Reports' tab in the navigation bar to the 'Explore Reports by Subject and Grade' section. Another blue arrow points from the 'Explore Reports by Subject and Grade' section to the 'Mathematics, Supplemental' tile.

IMRA
Instructional Materials
Review and Approval

Site Support Help

About Reports Rubrics Approved Materials Rejected Materials

Announcement: On November 21, 2025, the State Board of Education (SBOE) approved 238 new programs for inclusion on the [List of Approved Instructional Materials](#). Explore the reports below to see the results of the IMRA review conducted by Texas teachers, commissioner recommendations, and the SBOE's final decisions.

Instructional Materials Review and Approval (IMRA)

View the instructional materials the State Board of Education (SBOE) has approved, rejected, or proposed to reject following a review.

Approved Materials Rejected Materials Proposed Rejected Materials

Explore Reports by Subject and Grade

View detailed IMRA review reports by subject and grade level.

[Language Arts and Reading, Full-Subject](#)

[Phonics, Partial-Subject](#)

[Mathematics, Full-Subject](#)

[Mathematics, Supplemental](#)

From the homepage, there are **two ways to search** for instructional materials.

1) The Reports tab on the navigation bar.

2) Explore Reports tiles are split by subject, grade, and instructional material type.

Reports Drop-Down Menu

The screenshot displays the IMRA (Instructional Materials Review and Approval) website. At the top left is the IMRA logo with a green checkmark. To the right of the logo are navigation links: About, Reports (which is open), Rubrics, Approved Materials, and Rejected Materials. The Reports drop-down menu is open, showing a list of categories: Reading Language Arts, Full-Subject; Phonics, Partial-Subject; Mathematics, Full-Subject (which is expanded to show sub-items: IMRA Mathematics K-12 (English), IMRA Mathematics K-6 (Spanish), and Mathematics, Supplemental); and Mathematics, Supplemental. Below the navigation bar is an announcement banner. The main header area features the text 'Instructional Materials Review' and 'View the instructional materials the State Board of Education (SBOE) has approved'. Below this are three buttons: 'Approved Materials', 'Rejected Materials', and 'Proposed Rejected Materials'. The main content area has the heading 'Explore Reports by Subject and Grade' and the subtext 'View detailed IMRA review reports by subject and grade level.' At the bottom of the page are four small images of diverse students.

The reports drop-down menu is organized by subject area and grade band.

Reports from cycles 2024 and 2025 are not separated; all IMRA reports will be visible when a report link is clicked.

Explore Reports Tiles

Explore Reports by Subject and Grade

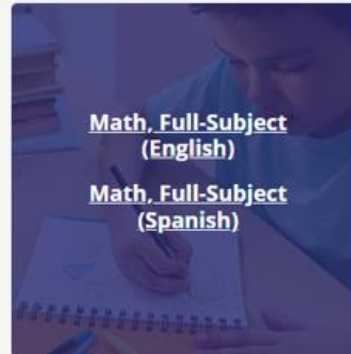
View detailed IMRA review reports by subject and grade level.



[Language Arts and Reading, Full-Subject](#)



[Phonics, Partial-Subject](#)



[Mathematics, Supplemental](#)

Similarly, each tile is organized by subject area and grade band.

Reports from cycles 2024 and 2025 are not separated; all IMRA reports are visible when a report link is clicked.



[View IMRA Reports](#)

[IMRA Overview](#)

[Compare Materials](#)

[Website Help](#)

[Archived TRR Reports](#)

Individual Program Report

SBOE determination,
Commissioner's
recommendation,
and IMRA Cycle year.



ENVISION+ TEXAS MATHEMATICS 2027 (PRINT + DIGITAL), GRADE 4

Math (English) | Grade 4

✓ SBOE Approved | IMRA 2025

Commissioner Recommended

Publisher: [Savvas Learning Company LLC](#)
Copyright: 2027
Series includes: [Grade 1](#), [Grade 2](#), [Grade 3](#), [Grade 5](#), [Grade 6](#), [Grade 7](#), [Grade 8](#),
[Kindergarten](#), [See Full Series](#)
Rubric: Mathematics K-12 (English) | 2025 (Download Not Available)

TEKS Coverage for
Student Materials

100.00%

53 out of 53 Expectations
Covered*

Download the Full Review

[Review](#) →
(PDF 390.36 KB)

[Read the Publisher's response](#)

* Some programs submit evidence for only part of a standard, while others submit all sections. A 100% score means this program met all the expectations it submitted.

Quality Review

Standards Alignment

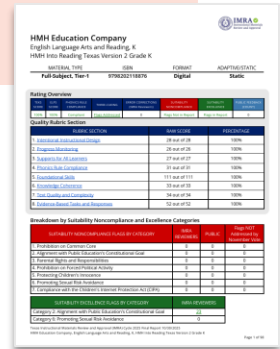
Rubric Section

GRADE	TEKS %	ELPS %
Grade 4	100%	100%

TEKS Coverage
percentage

Download a PDF
version of the full
report from IMRA
reviewers.

The PDF version
includes suitability
flags made by
reviewers or the public
and hyperlinks to the
publisher's response to
that feedback.



View the publisher's
response to the IMRA
review and results.

The background of the slide is a photograph of a library. In the foreground, a wooden desk holds a silver laptop with a black screen, a stack of three books (white, green, and blue covers), and a blue semi-transparent rectangular box containing white text. The background shows rows of wooden bookshelves filled with books, slightly out of focus.

Instructional Materials Funds Terminology and Flow



Allotment and Entitlement Funds

Instructional Materials and Technology Allotment (IMTA)

- **A biennial allotment of money from the state instructional materials and technology fund to Texas public schools.** This has also been referred to as the Technology and Instructional Materials Allotment or TIMA in past legislation.
-

SBOE-Approved Instructional Materials Entitlement (\$40)

- An annual additional entitlement of **\$40 per enrolled student** credited to a district's Instructional Materials and Technology Account to **procure instructional materials placed on the approved list** maintained by the SBOE through the IMRA process under [TEC, §31.022](#). [See TEC, §48.307](#)
-

State-Developed Open Education Resource (OER) Entitlement (\$20)

- An annual additional entitlement of up to **\$20 per enrolled student** credited to a district's Instructional Materials and Technology Account for expenses incurred in the printing and shipping of **SBOE-approved open education resources (Bluebonnet Learning)**. [See TEC, §48.308](#)



Allotment and Entitlement Defined

Allotment

At the discretion of the Texas legislature and can change with an update to the General Appropriations Act (GAA).

Entitlement

Mandated by Texas Education Code and sets a minimum floor that must be funded.

Legislature may increase the amount at their discretion by appropriation in the GAA.

Instructional Materials Funding Summary (2 of 4)

Instructional Materials and Technology Allotment (IMTA)

Item	Summary	Statutory Citation
Calculation	TSDS PEIMS student enrollment data from the fall snapshot collection of the school year preceding the first year of each biennium .	TEC, §31.0211; TEC, §48.307; TEC, §48.308; 19 TAC, §66.1307
Amount	Determined by the SBOE and appropriations from the Legislature every biennium.	TEC, §48.307 TEC, §48.308
LEA Access to Funds	Requisitions made for IMRA-approved materials and currently adopted materials from active state contracts. Disbursements for non-SBOE-approved materials and technology.	CoE Chapter 67 rule to be drafted
Allowable Use of Funds	All instructional materials or technology allowed by statute.	CoE Chapter 67 rule to be drafted
Timing	Funding available each biennium (every two years). Funds carry over each fiscal year.	CoE Chapter 67 rule to be drafted
Freight	Requires a submission of a disbursement for reimbursement for freight charges by the LEA, unless it is a requisition under 150 pounds	CoE Chapter 67 rule to be drafted

Instructional Materials Funding Summary (3 of 4)

SBOE-Approved Instructional Materials Entitlement

Item	Summary	Statutory Citation
Calculation	Forecasted Funds to LEAs = TSDS PEIMS Fall Student Enrollment x \$20. (The forecasted funds amount is based on 90% of the previous year's student enrollment. The total amount given to LEAs is based on student enrollment data finalized in March).	TEC, §31.0211; TEC, §48.307; TEC, §48.308; 19 TAC, §66.1307
Amount	\$40 per student every school year.	TEC, §48.307 TEC, §48.308
LEA Access to Funds	Requisitions made for materials that have completed the new IMRA process and have been placed on the approved list.	CoE Chapter 67 rule to be drafted
Allowable Use of Funds	Limited to an approved offering's ISBNs/program bundle and its print/digital components.	CoE Chapter 67 rule to be drafted
Timing	Funding available each September, every year. Funds carry over each fiscal year.	CoE Chapter 67 rule to be drafted
Freight	Requires a submission of a disbursement for reimbursement for freight charges by the LEA, unless it is a requisition under 150 pounds	CoE Chapter 67 rule to be drafted

Instructional Materials Funding Summary (4 of 4)

State-Developed Open Education Resource (OER) Instructional Materials Entitlement

Item	Summary	Statutory Citation
Calculation	Each year, TSDS PEIMS student enrollment data from the fall snapshot collection equal to 90% of the previous school year . With an adjustment to make a district whole in March of the same school year using current-year data.	TEC, §31.0211; TEC, §48.307; TEC, §48.308; 19 TAC, §66.1307
Amount	Up to \$20 per student every school year.	TEC, §48.307 TEC, §48.308
LEA Access to Funds	Requisitions for Bluebonnet Learning materials that have completed the new IMRA process and have been placed on the approved list from approved printing providers ONLY.	CoE Chapter 67 rule to be drafted
Allowable Use of Funds	Limited to an approved offering's ISBNs/program bundle and the associated print components.	CoE Chapter 67 rule to be drafted
Timing	Funding available each September every year. Funds do not carry over each fiscal year. Only applies to requisitions submitted by 8/31 annually.	CoE Chapter 67 rule to be drafted
Freight	Requires a submission of a disbursement for reimbursement for freight charges by the LEA, unless it is a requisition under 150 pounds	CoE Chapter 67 rule to be drafted

Instructional Materials and Technology Funding

The Instructional Materials and Technology Allotment was restored in HB 1 to traditional levels (roughly \$1B per biennium). HB 1605, 88R established **two new Foundation School Program (FSP) entitlements** for SBOE-approved instructional materials, in addition to the allotment. The new FSP funds will be managed in each district's Instructional Materials and Technology Account.

	Instructional Materials and Technology Allotment (IMTA)		SBOE-Approved Instructional Materials Entitlement (each school year)		State-Developed OER Instructional Materials Entitlement (each school year)
2022 and 2023 Biennium	\$ 61.72 per student + \$ 11.32 per Emergent Bilingual (EB) student		N/A		N/A
2024 and 2025 Biennium	\$ 171.82 per student + \$ 15.58 per EB student	+	SY 2023–24 (September 1, 2023): \$40 per student ----- SY 2024–25 (September 1, 2024): \$40 per student	+	N/A ----- \$20 per student
2026 and 2027 Biennium	\$ 174.69 per student + \$ 14.87 per EB student	+	SY 2025–26 (September 1, 2025): \$40 per student ----- SY 2026–27 (September 1, 2026): \$40 per student	+	\$20 per student ----- \$20 per student

Purchasing Options for IMTA funds

Requisitions

- Purchase is made directly from publisher. This is a direct agreement between district and publisher, independent of EMAT
- District requests *reimbursement* from their allotment in EMAT.

Disbursements

- SBOE-Adopted Materials only; list can be found on the instructional materials website.
- Purchase is made in EMAT, the state's online ordering system.
- TEA sends the order to the publisher and remits payment from the district's allotment.

Please note: Purchasing option for new allotment fund types will be announced in future TAAs / Webinars

Accessible Instructional Materials



The Individuals with Disabilities Education Act (IDEA) requires LEAs to provide accessible materials to students who are blind or otherwise unable to use traditional format print materials.



Accessible formats (braille, large-print, and audio) of state-approved materials are provided to eligible students at no cost to the LEA. They can be requisitioned through EMAT. Payment does not come out of IMTA funds.



If AIM is needed for materials other than SBOE-Approved materials, LEAs are responsible for the full cost and may use allotment funds or IDEA part B funds to pay for it.



It's important that everyone involved in your adoption process is aware of AIM requirements. Please share the information with SPED coordinators, teachers, and other content specialists.



To ensure on-time delivery, AIM materials should be ordered soon. Braille: May; Large print & audio: Mid-July



Instructional Materials Funds for New Charters

New Charter IMTA Determination for even numbered years

In the LEA's first year, allotments will be based on
projected student enrollment

Moving forward, your allotment will be based on the
previous year's student enrollment

IMTA amounts can be found in EMAT on April 15th

New Charter IMTA Determination for odd numbered years

In the LEA's first year, allotments will be based on *projected student enrollment*

Moving forward, your allotment will be based on the *previous year's student enrollment*

Allotment amounts are determined after the Legislature passes the General Appropriations Act. IMTA amounts are regularly released at the start of a biennium on Sept. 1

TAA will be shared when allotments have been determined for every biennium. To sign up to receive TAAs complete the form [here](#).

New Charter Entitlement Determination

New charters will receive their entitlements in the spring of their first year. For example, charters entering year 1 in SY 26–27 will receive their entitlements in the **May 2027**.

Moving forward, your entitlement will mirror the process for all LEAs

Annual Certification of Provision of Instructional Materials

LEAs are required to **certify annually** to the State Board of Education (SBOE) and the commissioner that students have access to instructional materials covering all Texas Essential Knowledge and Skills (TEKS) for all required subjects, except physical education, per TEC 31.1011.

The 2025–26 Certification Survey includes a section that allows an LEA to certify that they meet the requirement to protect against access to obscene or harmful content in compliance with:

- the (i) Children's Internet Protection Act (Pub. L. No. 106-554);
- (ii) Section 28.0022;
- (iii) Section 43.22, Penal Code; and
- (iv) any other law or regulation that protects students from obscene or harmful content.

The Certification of Provision of Instructional Materials must be **ratified by local trustees in an open board meeting**. New instructional materials funds become available only after submission of the certification, so we recommend that you certify and submit as soon as possible.

Note: A To The Administrator (TAA) and the link to complete certification will be live on February 27, 2025. Further information can be found on the [Certification of Provision of Instructional Materials web page](#).

EMAT Training

- Instructional Materials Coordinator: responsible for accessing LEA's allotment funds in EMAT
- EMAT training is required for all new instructional materials coordinators before EMAT access can be granted. (Videos are posted to the [EMAT Training page](#).)
- Districts maintain local training records and must document proof of completion for each user. (One option for documentation is the [EMAT Training Certification Form](#).)

Requisitions in EMAT

A **requisition** is an order for instructional materials placed in EMAT in which TEA sends the order directly to the publisher and deducts payment from a local educational agency's (LEA) Instructional Materials and Technology Allotment (IMTA) fund, State Board of Education (SBOE)-Approved Instructional Materials entitlement, and/or their State-Developed Open Education Resource (OER) entitlement. Requisitions can only be used to purchase state-adopted and SBOE-approved materials.

Learn more about the IMTA fund and entitlements on the [Instructional Material Funding webpage](#).

The Requisition Process

The process for placing orders through a requisition is as follows:

1. An LEA submits a requisition for state-adopted or SBOE-approved instructional materials.
2. Allotment and/or entitlement funds are deducted from an LEA's account in EMAT.
3. TEA reviews the requisition and will reach out if additional information is needed for approval.
4. If the requisition is approved, TEA will send the order directly to the publisher for fulfillment.
5. Once the publisher fulfills and ships the order, TEA pays the publisher.

Review the [Freight Funding Process](#) page for information about freight costs associated with requisitions.

Related Content

EMAT Training

- [Disbursements](#)
- [Accessible Instructional Materials](#)
- [Freight Funding Process](#)

Relevant EMAT pages and documents

- [2024-2025 Instructional Materials and Technology Allotment \(PDF\)](#)
- [Publisher and Depository Contact Information \(PDF\)](#)
- [Report a Shipment Error](#) (download and open in Adobe)
- [Multiple List Codes](#)
- [Publisher Contact Information](#)

Supplemental Requisition Training Videos (Optional Viewing)

- [Program Requisition](#) (Youtube Link)
- [Component Requisition](#) (Youtube Link)

New Charter Next Steps

- Create instructional materials adoption plan
- Review [SBOE-Approved Instructional Materials](#), instructional materials placed on the [Rejected List](#) and IMRA reports
- Adopt instructional materials in an **open board meeting**
- Set up [EMAT access](#)
- Submit the [Certification of Provision of Instructional Materials](#) after having it ratified in an open board meeting (before April 1st if possible)

Exit Ticket

Please take a moment to complete our exit ticket:
<https://app.smartsheet.com/b/form/0199df663aac7d3687bbf70f1f415823>



Thank You!

Appendix

Acronyms and Initialisms

Acronym/Initialism	Term
AIM	Accessible Instructional Materials
EOY	End of Year
ESC	Education Service Center
EMAT	TEA's Online Ordering System
HQIM	High-Quality Instructional Materials
IM	Instructional Materials
IMRA	Instructional Materials Review & Approval
NIMAC	National Instructional Materials Access Center
NIMAS	National Instructional Materials Accessibility Standard

Acronyms and Initialisms

Acronym/Initialism	Term
OER	Open Education Resource
SBOE	State Board of Education
SOITB	Statement of Intent to Bid
SRP	State Review Panel
TAC	Texas Administrative Code
TEC	Texas Education Code
TRR	Texas Resource Review
WCAG	Web Content Accessibility Guidelines

Home / Academics

Instructional Materials



Instructional materials are any medium or a combination of media that convey the Texas Essential Knowledge and Skills (TEKS) of a subject in the public-school curriculum to a student, including materials such as lesson plans or grading rubrics.

Texas Education Agency (TEA) supports and coordinates the review and approval of instructional materials by the State Board of Education (SBOE), as well as provides oversight for their statewide use.

Academics

- College, Career, & Military Prep
- Curriculum Standards
- Early Childhood Education
- Graduation Information
- Instructional Materials**
 - House Bill 1605 and IMRA
 - Bluebonnet Learning
 - Instructional Materials Terminology
 - TEA Available Instructional Materials
 - Procure Instructional Materials in EMAT**
 - Strong Foundations
 - The Review and Adoption Process
- Learning Support and Programs
- Special Populations
- Subject Areas

Contact Information

Instructional Materials and Implementation Division
1701 North Congress Avenue, Room 3-110
Austin, Texas 78701-1494

[Request IM Support](#)

[Sign up for TEA Updates](#)

1

Browse by Role

Local Educational Agencies (LEAs), parents and the public, and publishers may browse to learn more about information relevant to their needs.



LEAs

Browse available instructional materials, EMAT training, reporting requirements, and the review and approval process.



Parents and Public

Learn about available instructional materials, the review and approval process, and parental rights to access instructional materials.



Publishers

Explore TEKS breakout documents and learn about the review and approval of materials, Proclamations, and EMAT training.

2

Browse by Topic

Choose a topic to learn about House Bill (HB) 1605, the Instructional Materials Review and Approval (IMRA) process, open educational resources (OER), and high-quality instructional materials (HQIM).



HB 1605 and IMRA

Review the IMRA process and HB 1605, which governs SBOE-approved instructional materials in Texas.



TEA Available Instructional Materials

Learn about available full-subject and supplemental pilot instructional materials.



Instructional Materials Terminology

Explore the definitions and relationship between HQIM and OER and their importance.

Instructional Materials Resources

The Instructional Materials pages have a new look with user-centered navigation and resources grouped by role and topic.

1

Dedicated Pages by Role:

- School Districts and LEAs
- Parents and Public
- Publishers

2

Browse by Topic

- HB 1605 and IMRA
- TEA Available Materials
- HQIM and OER



[Access Instructional Materials Pages](#)

Instructional Materials Review and Approval (IMRA)

The IMRA process was enacted under [House Bill \(HB\) 1605](#) and brings new components to a single, State Board of Education (SBOE)-governed review of instructional materials. IMRA outlines how instructional materials will be reviewed, with the SBOE having final authority on the process, criteria used, and approvals.

Instructional materials submitted in the IMRA process are reviewed for Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS) alignment, factual accuracy, suitability, quality, and compliance with physical/electronic specifications and parent portal requirements.

[IMRA Reports](#)[Approved Materials](#)[Rejected Materials](#)[Proposed Rejected Materials](#)[Materials with No Action](#)

Browse Resources by Cycle



Current IMRA Cycle

Browse IMRA Cycle 2026 rubrics and instructional materials submitted for review.



Future IMRA Cycles

Preview information and resources related to IMRA Cycle 2027 resources.



Previous IMRA Cycles

Review IMRA Cycles 2024 and 2025 documents, comprehensive reports, and reviewed materials.

Browse Resources by Audience



IMRA Reviewers

Learn about reviewer qualifications, expectations, and compensation.



IMRA Publishers

Explore resources including interest forms, training, and office hours.

The SBOE IMRA web pages provide information related to past, future, and current IMRA cycles, as well as resources for IMRA reviewers and publishers.



[Access SBOE IMRA](#)

Bluebonnet Learning Web Page

Bluebonnet Learning



About Bluebonnet Learning

Bluebonnet Learning are state-developed instructional materials that provide teachers with the tools to foster student success. Developed using the latest cognitive science, Bluebonnet Learning instructional materials cover 100% of the Texas Essential Knowledge and Skills (TEKS) and provide a full suite of resources including scope and sequence, daily lesson plans, and student materials. All Bluebonnet Learning instructional materials are designed to be high-quality, suitable, and grade-level appropriate.

Instructional Materials

House Bill 1605 and IMRA

Bluebonnet Learning

Bluebonnet Learning Pilot Instructional Materials

Instructional Materials Terminology

Local Classroom Reviews

TEA Available Instructional Materials

Procure Instructional Materials in EMAT

Strong Foundations

Instructional Materials Review and Approval Resources

Related Content

Bluebonnet Learning Resources:

- [Bluebonnet Learning FAQs \(PDF\)](#)
- [Bluebonnet Learning Edition 1 One-Pager \(PDF\)](#)
- [Bluebonnet Learning: K-5 English Language Arts and Reading](#)
- [Bluebonnet Learning: K-5 and Secondary Mathematics](#)

Help and Support: If you have questions or need more information about Bluebonnet Learning, please submit a [Help Desk ticket](#).

The Bluebonnet Learning page provides information related to pilot materials, including public access, sample units, and printing.



[Access Bluebonnet Learning](#)

IMRA Multi-Year Plan

The Instructional Materials Review and Approval (IMRA) multi-year plan provides information about past, current, and future IMRA cycles.

IMRA Multi-Year Plan

Instructional Materials Review and Approval (IMRA) cycles* are designed to be cumulative, meaning every re-view cycle will expand to include more subjects and categories of instructional materials while still reviewing the subjects and categories from previous cycles.

Information about IMRA, including details about the cycles, reviewers, and publishers, can be found at [State Board of Education \(SBOE\) IMRA](#).

Publishers may submit the [Publisher Interest Form for Future IMRA Cycles](#) to indicate interest in submitting instructional materials for future IMRA cycles.

*Cycle dates are subject to change by the SBOE and approval of aligned quality rubrics.

	Expand All
IMRA Cycle 2024 Complete	+
IMRA Cycle 2025 In Progress	+
IMRA Cycle 2026 Planned	+
IMRA Cycle 2027 Planned	+
IMRA Cycle 2028 Planned	+
IMRA Cycle 2029 Planned	+
IMRA Cycle 2030 Planned	+

Instructional Materials Review and Approval Resources

- IMRA Multi-Year Plan
- Standards Alignment Breakout Documents
- Substitutions and Content Updates
- Proclamations

Related Content

Additional Resources:

- SBOE IMRA
- IMRA Reports
- Standards Alignment Breakout Documents
- Instructional Materials Terminology

Questions? Submit a [Help Desk Ticket](#).



[Access the IMRA Multi-Year Plan](#)

Procure Instructional Materials in EMAT

Instructional materials previously adopted and newly approved by the State Board of Education (SBOE), as well as non-adopted or non-approved instructional materials, can be purchased with designated instructional materials funds in EMAT, the state's instructional materials in two ways, either through a direct purchase or through a distributor.

EMAT Access

Before procuring materials through EMAT, users must complete the following steps:

- Complete the Certification of Provision of Instructional Materials Process). *
- Complete EMAT training.
- Obtain EMAT Ordering Access
- Select summer ship dates in
- Ensure all contacts and add

EMAT Resources

Learn more about the different aspects involved in the procurement of instructional materials by exploring the following webpages:



**Certification of
Provision of
Instructional Materials**



**Instructional Materials
Funding**



**EMAT Overview and
Training**



**Freight Funding
Process**



**Accessible Instructional
Materials**

The Procure Instructional Materials in EMAT has helpful navigation to guide users to various EMAT resources, including information on funding, freight, and accessible instructional materials.



[Access Procure
Instructional Materials in
EMAT Web Page](#)

Instructional Materials Funding Webinar and Web Page

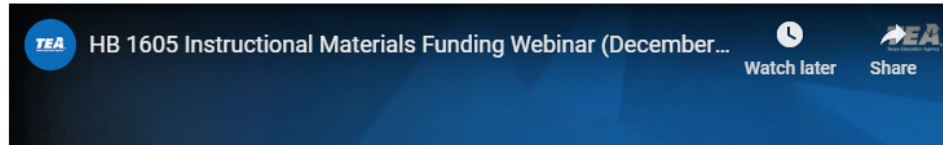
The Instructional Materials Funding webinar and webpage provide an overview of instructional materials funding, including the Instructional Materials and Technology Allotment, SBOE-Approved Instructional Materials Entitlement (\$40), and State-Developed Open Education Resource (OER) Entitlement (\$20).

Instructional Materials Funding

Description: An overview of [instructional materials funding](#), including the Instructional Materials and Technology Allotment, SBOE-Approved Instructional Materials Entitlement (\$40), and State-Developed Open Education Resource (OER) Entitlement (\$20).

Posted: December 18, 2024

- [Instructional Materials Funding Presentation \(PDF\)](#)
- [Instructional Materials Funding Webinar \(YouTube\)](#)



Instructional Materials Funding

Learn about the state funding streams available to local educational agencies to support the procurement of instructional materials, including the Instructional Materials and Technology Allotment (IMTA), SBOE-Approved Instructional Materials Entitlement (\$40), and State-Developed Open Education Resource (OER) Entitlement (\$20).

For an in-dept review of instructional materials funding, watch the [Instructional Materials Funding Webinar \(Youtube\)](#) or review the [Instructional Materials Funding webinar slides \(PDF\)](#).

[Access the Instructional Materials Funding Webinar](#)



[Access the Instructional Materials Funding Web Page](#)



OER Transition Plan for Bluebonnet Learning Instructional Materials

Webinars

OER Transition Plan for Bluebonnet Learning Instructional Materials

Description: A detailed overview of the OER Transition Plan for Bluebonnet Learning Instructional Materials with a breakdown of the transition plan template, action item by action item.

Posted: January 15, 2025

- [OER Transition Plan for Bluebonnet Learning Presentation \(PDF\)](#)
- [OER Transition Plan for Bluebonnet Learning Template \(Word\)](#)
- [OER Transition Plan for Bluebonnet Learning ShareFile Resources \(ShareFile Link\)](#)
 - Please note that to access the resources necessary to complete the OER Transition Plan template, you will need to provide your name and email.
- [OER Transition Plan for Bluebonnet Learning Webinar \(YouTube\)](#)



A detailed overview of the OER Transition Plan for Bluebonnet Learning Instructional Materials with a breakdown of the transition plan template, action item by action item.



[Access the OER Transition Plan Webinar](#)

Pilot Instructional Materials Web Page

Bluebonnet Learning Pilot Instructional Materials

Bluebonnet Learning pilot instructional materials are state developed, aligned with state standards, and designed specifically for Texas students. Pilot instructional materials have **not yet** been approved through the State Board of Education's (SBOE) Instructional Materials Review and Approval (IMRA) process. The purpose of piloting is to give school districts an opportunity to implement new instructional materials and provide meaningful feedback that can help improve the final version of the materials, implementation supports, and digital access as part of TEA's process of continuous improvement.

Pilot instructional materials are subject to approval by the SBOE at the end of the school year.

For school year 2025–26, the following pilot instructional materials are planned:

- Aprendizaje Bluebonnet Matemáticas K–5 | Bluebonnet Learning Matemáticas K–5
- Aprendizaje Bluebonnet Destrezas Fundamentales K–2 | Bluebonnet Learning Destrezas Fundamentales K–2
- Aprendizaje Bluebonnet Spanish Artes del lenguaje y lectoescritura K–5 | Bluebonnet Learning Spanish Artes del lenguaje y lectoescritura K–5

There are no planned Bluebonnet Learning pilots for school year 2026–27.

School Years 2028–29 and 2029–30*

- Bluebonnet Learning K–5 Integrated (English and Spanish)
- Bluebonnet Learning 6–8 Reading Language Arts (English)
- Bluebonnet Learning Prekindergarten (English and Spanish)

School Years 2030–31 and 2031–32*

- Bluebonnet Learning 9–12 English Language Arts

*Please note that all dates are tentative and subject to change.

School Year 2025–26

Aprendizaje Bluebonnet



TEA will submit **Spanish instructional materials** that align with the English versions of Bluebonnet Learning K–5 Math and Bluebonnet Learning K–5 RLA, entitled **Aprendizaje Bluebonnet**, to IMRA Cycle 2025. The pilot Bluebonnet Learning K–5 Spanish Language Arts and Reading (SLAR) and K–5 Math Spanish Instructional Materials will be available in spring 2025 for classroom implementation in school year 2025–26.

Expand All

Piloting for School Districts

Sample Units

Components

Printing

Implementation Supports

Bluebonnet Learning Pilot Instructional Materials provides information related to pilot materials, including public access, sample units, and printing.



[Access Bluebonnet Learning Pilot Instructional Materials](#)