****Mississippi Department of Education

**BID SUBMISSION FORM**

**ATTACHMENT A**

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| **SEND COMPLETED FORM TO:** | | | | | | |
| **Email** [esimmons@mdek12.org](mailto:esimmons@mdek12.org)  **Website** [msinstructionalmaterials.org](https://msinstructionalmaterials.org/) | | | **Mailing Address**  P. O. Box 771  Jackson, MS 39205-0771 | | **Physical Address**  1252 Eastover Dr., Suite 301  Jackson, MS 39211 | |
| **DIRECTIONS:** Download this document as a Word document. Complete Sections 1-5 below. Section 1 applies to the Curriculum-Based Professional Learning (CBPL) vendor. Email the completed application to Elizabeth Simmons at esimmons@mdek12.org by Friday, June 20, 2025. | | | | | | |
| **VENDOR INFORMATION:** Please type information. | | | | | | |
| **Company Name** | |  | | | | |
| **Contact Person** | |  | | **Title** | |  |
| **Address** | |  | | | | |
| **Telephone Number** | |  | | **Email Address** | |  |
| **Website** | |  | | | | |
| **Years of Experience in Providing CBPL**  (i.e., aligned with instructional materials, EL strategies, etc.) | |  | | | | |
| **Link to Vendor Overview**  (goals, principles, research foundations in Adult Learning Theory or other) | |  | | | | |
| **Curriculum-Based Professional Learning Bid Notice** | | | | | | |
| Pursuant to the bid notice of the Mississippi State Board of Education and in accordance with the resolution and orders of the Board, the above-listed vendor submits the bid for furnishing curriculum-based professional learning as listed on the following pages. | | | | | | |
| **Name** |  | | | **Title** | |  |
| **Email Address** |  | | | **Telephone Number** | |  |
| *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* | | | | | | |
| *Signature*  *Date* | | | | | | |

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| **Curriculum-Based Professional Learning Bid Submission Packet** | | | | | | |
| Submit one Curriculum-Based Professional Learning packet (Word document) for each Mississippi-adopted High-Quality Instructional Materials listed. **The completed textbook bid package must be received on or before (day, month, date, and year)**. | | | | | | |
| **GATEWAY 1 – HQIM AND CONTENT EXPERTISE:** Please complete a separate submission packet per curriculum. | | | | | | |
| **MS High-Quality Instructional Materials** | Use the links to view the state-adopted HQIM titles for [mathematics](https://msinstructionalmaterials.org/adopted-materials/mathematics-adopted-materials/) and [English Language Arts](https://msinstructionalmaterials.org/adopted-materials/ela/). | | | | | |
| **Are you the publisher of the listed HQIM?** | Yes  No | | | **Grade Bands** | K-5  6-8  9-12 | |
| **Audience** | Teachers  Instructional Coaches (MDE and District/School)    Administrators (district and/or school)  Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | |
| **Group Size**  (Indicate the number of ideal participants – this can be a range) |  | | **Cost Structure**  (Include pricing options as an attachment) | | | Per participant  Per school  Per hour  Per session |
| **Frequency** | Once  Monthly  Multi-Year  Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | |
| **Types of CBPL** (Refer to Request for Qualifications for more information) | Launch  Implementation  Ongoing PL for Teachers  System Design and Leader Support | | **Method** | | | Virtual  In-Person  Combination |
| **Model** | Consultation  Coaching/Mentoring    Collaborative Planning Time  Workshop | | | | | |
| **MCCR Standards Alignment**  [mdek12.org/academiceducation/mississipp-college-and-career-readiness-standards](https://mdek12.org/academiceducation/mississipp-college-and-career-readiness-standards/) | Yes, the sessions are aligned to the MCCR Standards **OR**  No, the sessions are NOT aligned with the MCCR Standards | | **Instructional Shifts**  [achievethecore.org/category/419/the-shifts](https://achievethecore.org/category/419/the-shifts) | | | Yes, the sessions are aligned to the instructional shifts and practices **OR**  No, the sessions are NOT aligned with the instructional shifts and practices |
| **8 Elements of Effective Implementation**  [msinstructionalmaterials.org/selecting-materials](https://msinstructionalmaterials.org/selecting-materials/) | Yes, the sessions are aligned to the 8 Elements of Effective Implementation **OR**  No, the sessions are NOT aligned to the 8 Elements of Effective Implementation | | **MS Experience** | | | The vendor has conducted this CBPL in Mississippi **OR**  The vendor has conducted this CBPL in a different state with similar demographics **OR**  The vendor has NOT conducted this CBPL before |
| **HQIM and Content Expertise for Curriculum-Based Professional Learning** | | | | | | |
| 1. Describe the overall design, structure, and approach of the HQIM. What differentiates this curriculum from others? In your response, consider including information about alignment to standards and the use of research-based strategies. (Limit 300 words) | |  | | | | |
| 1. Describe the HQIM’s approach to assessment. How are formative and summative assessments used throughout the HQIM? (Limit 150 words) | |  | | | | |
| 1. Describe the HQIM’s approach to daily instruction. What components does a typical lesson include? How do they reflect the overall strategy of the HQIM? (Limit 150 words) | |  | | | | |
| 1. Describe the materials required to implement the HQIM. Which are necessary, and which are optional? How do teachers and students access the materials for the HQIM? (Limit 150 words) | |  | | | | |
| 1. Describe to what extent the HQIM supports all students (e.g., EL, students of color, multilingual students, students with special needs, students with unfinished teaching or learning, etc.) with accessing and mastering grade-level content. Explicitly discuss how the HQIM supports or doesn’t support specific groups of students. (Limit 200 words) | |  | | | | |
| 1. What components of the HQIM do teachers often struggle with when initially implementing? How do you address and support teachers with these challenges? (Limit 300 words) | |  | | | | |
| 1. Describe the role curriculum plays in bringing the instructional shifts and practices to light in the classroom. (Limit 300 words) | |  | | | | |
| **GATEWAY 2 - QUALITY OF PROFESSIONAL LEARNING DESIGN** | | | | | | |
| DIRECTIONS: Please indicate what documents you will upload to the ClassGather Vendor Portal. All items listed are required and will be public facing on the Mississippi Instructional Materials Matter CBPL Adopted List. Supporting materials containing solicitations will not be included on the CBPL Adopted List. | | | | | | |
| **Launch** | | | | | | |
| * Provide background information or context on your launch professional learning and the artifacts to submit for reviewers. * Remember the intended audience of the professional learning, location, and delivery methods. * Limit to 350 words | | **Required Artifacts:**  Features and Benefits One Pager  Sample Training Materials | | | | |
|  | | | | |
| **Implementation** | | | | | | |
| * Provide background information or context on your implementation professional learning and the artifacts to submit for reviewers. * Remember the intended audience of the professional learning, location, and delivery methods. * Limit to 350 words | | **Required Artifacts:**  Features and Benefits One Pager  30-minute Program Video  Sample Training Materials | | | | |
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| **Ongoing Professional Learning for Teachers** | | | | | | |
| * Provide any background information or context on your teacher support professional learning and the set of artifacts to submit for reviewers. * Remember the intended audience of the professional learning, location, and delivery methods. * Limit to 350 words | | **Required Artifacts:**  Features and Benefits One Pager  30-minute Program Video  Sample Training Materials | | | | |
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| **System Design and Leader Support** | | | | | | |
| * Provide any background information or context on your system design and leader support professional learning and the set of artifacts to submit for reviewers. * Remember the intended audience of the professional learning, location, and delivery methods. * Limit to 350 words | | **Required Artifacts:**  Features and Benefits One Pager  30-minute Program Video  Sample Training Materials | | | | |
|  | | | | |
| **Resumes/Curricula Vitae of CBPL Providers** | | | | | | |
| * A response should be uploaded to the ClassGather Vendor Portal. | |  | | | | |
| **References** | |  | | | | |
| * Upload three past partners/district who can speak to your CBPL program to the ClassGather Vendor Portal. | |  | | | | |
| **GATEWAY 3 - USING DATA TO PLAN AND IMPROVE:** Please complete a separate submission packet per curriculum. | | | | | | |
| 1. Describe the process you use to learn about a new client’s goals, resources, and requirements and how you use the information to tailor approaches and/or services to clients’ needs. (Limit 200 Words) | |  | | | | |
| 1. Describe your process for sharing and debriefing impact and evaluation data with district partners. (Limit 150 Words) | |  | | | | |
| 1. Describe how you evaluate potential facilitators’ content knowledge and ability to deliver professional learning that reflects best practices for facilitating adult learning. (Limit 200 Words) | |  | | | | |
| 1. Provide a specific example of how your organization has used data about facilitator/coach effectiveness to improve overall services or address the individual needs of facilitators. (Limit 200 Words) | |  | | | | |
| 1. Explain your process for staying up to date on platform and curriculum updates and revising your professional learning materials accordingly (Limit 150 Words) | |  | | | | |

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AI-generated content may be incorrect.**Mississippi Department of Education

**SUBMISSION BID AFFIDAVIT**

**ATTACHMENT B 2025**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Authorized Agent), having been duly sworn, declares that he/she holds the position of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Title of Position) and that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Name of Vendor) is not, directly or indirectly, affiliated with any other publisher, vendor, or consulting company that has submitted professional learning services and bids to the State Board of Education of Mississippi concerning this adoption. To the best of their knowledge, no one associated with him/her, whether directly or indirectly, holds any financial interest, either individually or as a trustee, in the business of any other publisher, vendor, or consulting company that has submitted a bid to this Board, except as noted below. Additionally, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Name of Vendor) has not been and is not involved in any agreement, syndicate, or other arrangement that would restrict the competitive benefits for the people of the State of Mississippi utilizing the materials presented here.

The vendor, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Name of Vendor), confirms that each consultant, coach, and trainer will complete the necessary Mississippi Department of Education micro-credential program. To renew the contract annually, all K-12 English Language Arts and Literacy consultants must finish training in the Science of Reading, High-Quality Instructional Materials, and Curriculum-Based Professional Learning. Similarly, for annual contract renewal, K-12 mathematics consultants must complete training in Mathematics Standards, High-Quality Instructional Materials, and Curriculum-Based Professional Learning.

The vendor acknowledges that the leading vendor, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Name of Vendor), and involved third parties, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Additional Publisher/Vendor/Consultant), must comply with the following Mississippi Codes. Miss. Code Ann. § 37-43-31(5) mandates that instructional materials submitted should not include obscene, lewd, sexist, or vulgar content; promote prejudicial behaviors; or support actions derogatory towards any race, sex, or religion. Additionally, the vendor is required to follow Miss. Code Ann. § 37-11-81, which stipulates that those providing online or digital content take measures to block, prohibit, and prevent the sending, receiving, viewing, or downloading of materials that contain: child pornography; content depicting or endorsing child sexual exploitation or trafficking; obscene material; or inappropriate content concerning sex, cruelty, and violence that could potentially harm children. Furthermore, sexually explicit materials are also prohibited. Miss. Code Ann. § 37-11-81(2)(c) defines what constitutes obscene material, while § 37-11-91(3) details the penalties for non-compliance. Both MDE and Vendor commit to abiding by the directives outlined in Miss. Code Ann. § 37-11-81. In the 2025 Legislative Session, House Bill 1193 was enacted by the Mississippi governor, which mandates that vendors ensure that instructional materials align with the definitions provided in the law. Terms “female,” “male,” and “sex” as provided in Miss. Code Ann. § 41-141-3(a).

In witness whereas the vendor has executed this agreement subject to the terms and conditions.

Executed at \_\_\_\_\_\_\_\_\_\_\_\_\_\_, the \_\_\_\_\_\_\_\_ day of \_\_\_\_\_\_\_\_\_\_\_\_\_, 2025.

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Company)

By \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Authorized Agent)

Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sworn to before me

this \_\_\_\_\_\_\_\_\_ day of \_\_\_\_\_\_\_\_\_\_\_\_\_, 2025.

Notary Public for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My Commission Expires \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**PRICE PACKAGE**

**ATTACHMENT C 2025**

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| **Contact Person** |  | | **Email Address** |  |
| **Vendor Website** |  | | | |
| **Aligned HQIM (Title, Publisher, Copyright)** | |  | | |
| **Aligned HQIM Grade Levels** | |  | | |
| **Vendor Description (3-4 sentences)** | |  | | |

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| **LAUNCH PACKAGE** | | | | |
| This professional development package equips teachers and leaders for the first six weeks after adopting the state-approved HQIM. | | | | |
| **PACKAGE DESCRIPTION AND SERVICES** (Keep description short) | | | | |
|  | | | | |
| **METHOD** (select only one) | **DURATION** (length of sessions) | **MAX # OF PARTICIPANTS** | **SUPPORTS** | **PRICING INFORMATION** |
| Virtual  In-Person  Combination |  |  | SWD  English Learners |  |

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| **IMPLEMENTATION PACKAGE** | | | | |
| This professional development package equips teachers and leaders for the initial year of curriculum implementation. | | | | |
| **PACKAGE DESCRIPTION AND SERVICES** (Keep description short) | | | | |
|  | | | | |
| **METHOD** (select only one) | **DURATION** (length of sessions) | **MAX # OF PARTICIPANTS** | **SUPPORTS** | **PRICING INFORMATION** |
| Virtual  In-Person  Combination |  |  | SWD  English Learners |  |

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| **ONGOING PROFESSIONAL LEARNING FOR TEACHERS PACKAGE** | | | | |
| This professional learning package supports schools in their second or third year of implementation. Its purpose is to help educators enhance and sustain their efforts over time. It aims to assist teachers and leaders in refining their instructional practices. | | | | |
| **PACKAGE DESCRIPTION AND SERVICES** (Keep description short) | | | | |
|  | | | | |
| **METHOD** (select only one) | **DURATION** (length of sessions) | **MAX # OF PARTICIPANTS** | **SUPPORTS** | **PRICING INFORMATION** |
| Virtual  In-Person  Combination |  |  | SWD  English Learners |  |

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| **SYSTEM DESIGN AND LEADER SUPPORT PACKAGE** | | | | |
| This package is for systems in their fourth year and beyond. It focuses on establishing effective professional learning structures that promote growth, collaboration, and improvement. The package includes guidance and coaching to plan and execute relevant, ongoing, and job-embedded professional learning for educators. | | | | |
| **PACKAGE DESCRIPTION AND SERVICES** (Keep description short) | | | | |
|  | | | | |
| **METHOD** (select only one) | **DURATION** (length of sessions) | **MAX # OF PARTICIPANTS** | **SUPPORTS** | **PRICING INFORMATION** |
| Virtual  In-Person  Combination |  |  | SWD  English Learners |  |