

March 29, 2025



# Proposal for Educational Consulting Services

Prepared for Laurel School District

RFP #:07-2025

**Presented To**

Dr. Michael Eubanks,  
Assistant  
Superintendent

**Presented by**

Bradford Mitchell  
Enterprises, LLC.

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Laurel School District

RFP #:07-2025

## PROPOSAL COVER SHEET

Educational Consulting Services

### Vendor Information

Name and Title Dr. LaKesa B. Mitchell  
 Company Name BRADFORD MITCHELL ENTERPRISES, LLC.  
 Submission Date 3/31/2025  
 Phone Number 225-337-0955 Fax Number \_\_\_\_\_  
 Mailing Address 201 Rue Beauregard Suite 202  
Lafayette, LA. 70508

By my signature below, I hereby represent that I am authorized to and do bind the offering vendor to the provisions of the attached proposal. The undersigned offers and agrees to perform the specified personal and professional services in accordance with provisions set forth in the Request for Proposals (RFP). Furthermore, the undersigned fully understands and assures compliance with the Conditions of Solicitation and Standard Terms and Conditions contained in the RFP. The undersigned is fully aware of the evaluation criteria to be utilized in vendor selection for approval. I further certify that LaKesa B. Mitchell is an authorized dealer in good standing of the products/services included in the proposal submitted in response to the RFP.

LaKesa B. Mitchell  
 Authorized Signature

3/30/2025  
 Date

# Experience

Bradford Mitchell Enterprises, LLC. brings over 25 years of educational experience, serving K-12 educators and leaders across public, private, parochial, and Title I schools. Our passion lies in reaching disengaged learners by equipping educators with research-based tools that reshape classroom culture, unlock student potential, and shift mindsets—both for teachers and students.

At the core of our work is our signature framework: The Voice Activated Classroom. Rooted in neuroplasticity and the science of language, this model is designed to rewire brain patterns through the intentional and consistent use of forward thinking, life-producing, and growth-centered language. Organizations choose Bradford Mitchell Enterprises, LLC. because the training and coaching provided by BME empowers educators to move students from a fixed mindset to a growth mindset, shaping environments where even the most disengaged learners begin to reengage, refocus, and believe in their capacity to learn.





# Strategies

## Overview

At Bradford Mitchell Enterprises, LLC., we believe in the power of language to reshape not only K-12 classrooms, but lives. Our strategies are designed to create positive, voice-activated learning environments where students feel connected, motivated, and capable—especially those who have demonstrated disengagement due to academic struggles or life circumstances related to poverty.

## Proven Strategies to Transform Engagement and Outcomes

Tailored to meet the needs of the Laurel Public School students, our Student Engagement Strategies are addressed through our signature framework: The Voice Activated Classroom. This model trains educators and students to use intentional, activating, and powerful language that triggers positive shifts in self-perception and participation.

# Strategies

## Our strategies include:

### Language-Based Brain Rewiring

- Drawing from a plethora of neuroscience based research, one of which includes Andrew Newberg and Mark Robert Waldman, authors of *Words Can Change Your Brain*, we teach educators how the consistent use of forward thinking, life-producing words and tone can stimulate the brain's frontal lobe—enhancing reasoning, emotional regulation, and decision-making. This neuroplasticity-driven approach helps disengaged learners shift from a self-preservation mindset to one of trust and confidence. Educators are also equipped with the tools to teach students how to take ownership of the rewiring process.

### Daily Verbal Routines That Foster Belonging

- Classrooms incorporate routines like call-and-response activations, classroom agreements, and peer-to-peer affirming language to cultivate a sense of belonging, reduce behavioral challenges, and increase students' willingness to participate.

### Asset-Based Language in High-Poverty Settings

- Teachers are coached to shift from language that limits to language that lifts and liberates. Instead of focusing on what students lack, educators learn to speak to what students have the potential to become. These verbal shifts gradually shape classroom climates rooted in hope, consistency, and high expectations.

# Strategies

## Baton Rouge Case Study

In Baton Rouge, Louisiana, a private K-9th gd. school adopted the Voice Activated Classroom framework after enrolling students who had transferred from public schools due to suspensions, expulsions, and chronic underperformance. Within one academic year, the school witnessed a dramatic shift:

- Students who previously disliked school began arriving eager and excited each morning.
- Behavioral incidents decreased significantly as students felt a renewed sense of respect and belonging.
- Classroom participation and student voice increased notably, especially among previously disengaged learners.
- Most significantly, educators reported that students' perspectives about themselves and their education fundamentally shifted—not just their performance, but their purpose.

While the school's demographic mirrored many Title I environments, the power of daily verbal phrases, safe classroom culture, and intentional mindset shaping produced lasting change—without a single change in curriculum.

## Alignment with SEL

The Voice Activated Classroom Framework supports SEL by fostering self-awareness, emotional regulation, positive peer dialogue, responsible decision-making, and social awareness—all through intentional language and daily forward-thinking phrases that helps rewire the brain, unlock potential and shape environments.

By tapping into both brain science and emotional intelligence, our framework gives teachers the tools to speak potential into students, every day.

# Support of Services

In alignment with **RFP #:07-2025** Bradford Mitchell Enterprises, LLC. will provide training and consulting services to **Laurel School District** in the following area:

## **Student Engagement Strategies: Developing strategies to increase student participation.**

This transformative, yearlong program is designed to help K-12 educators and counselors develop and implement strategies that increase student participation by addressing the underlying neurological, emotional, and behavioral causes of disengagement. Often misinterpreted as defiance or apathy, disengagement is frequently a self-preservation response—a form of protection rooted in trauma, repeated academic failure, or environments where students feel unseen or unsafe. In these moments, the brain prioritizes survival over learning, leading to classroom withdrawal.

Grounded in neuroscience and the power of language, the “Student Engagement Strategies” PD is only a part of the Voice Activated Classroom Framework, which teaches educators how to use intentional, life-producing words to create new neural pathways, gradually rewiring the disengaged brain into a brain that is open, confident, and motivated to learn.

*Note: This PD does not include the entire Voice-Activated Classroom Framework.*

## **Program Duration:**

One full school year, delivered in three in-person sessions: one whole-group session and two follow-up sessions.

# Support of Services

## Methodologies Employed:

- Neuroscience-based instructional coaching focused on the brain-language connection.
- Whole-group professional development sessions that activate teacher mindset and introduce practical engagement techniques.
- On-site visits, once each semester.
- Embedded SEL practices such as verbal activations, relational energy cues, and trust-building routines.
- Teacher reflection tools and student voice activities to track mindset and engagement shifts.
- BONUS: A one-on-one virtual teacher consult offered.

This program does more than teach strategies—it reshapes the way students see themselves and the way educators see their students, speak to their potential, and activate the classroom energy needed to turn disengagement into enthusiastic, empowered learning.



## Other services offered to empower your team:

*\*Note: The Professional Development Programs listed below are not a part of this proposal but are “add ons”.*

### The Voice-Activated Classroom

*"The Voice-Activated Classroom: Transforming Classroom DNA Through the Power of Words"* is a powerful training that equips educators with the tools to recode their classroom's culture and climate using the transformative power of language. Attendees will gain a deep understanding of the Voice Activated Framework's Classroom DNA Double Helix Strand, learning how each component shapes student mindset, engagement, and behavior. This one-year program lays a sustainable foundation for lasting change that can be applied and built upon for years to come.

### Parent & Family Empowerment Seminar

*"The Voice-Activated Household – Creating a Home Culture of Empowerment"* is a dynamic, 45-minute seminar where participants will explore how words can rewire a child's brain through neuroplasticity. They'll also learn how trauma impacts the brain's responses to new information and discover practical ways to foster emotional safety. Most importantly, attendees will leave equipped to transform their homes into “voice-activated” households, where intentional language builds healthy neural pathways that ignite lifelong success.

### Teacher Burnout

*"Strategies for Renewing Passion and Purpose in the Workplace"* is a 60-minute seminar designed to help educators and staff understand the neurological and emotional roots of burnout and how it affects motivation and well-being. Attendees will gain practical tools to reignite their passion and purpose by learning how to intentionally shift their thoughts, words, and perspectives, leading to a more energized, fulfilled, and purpose-driven work life.

### Social Emotional Learning

*"Say It With Intention: Activating SEL Through the Power of Words"* is a transformative training where attendees will discover that the greatest tool for cultivating SEL is already within us—our words. Participants will leave equipped with practical techniques to intentionally utilize language, creating empathetic, resilient, and growth-centered classroom or workplace environments.

# Goals and Objectives

## Student Engagement Strategies: Developing strategies to increase student participation.

Our **goal** is simple but profound: To help Laurel School District empower educators to rewire disengaged minds and rebuild classroom culture from the inside out. We aim to create classrooms where student voices are activated, mindsets are transformed, and potential is unlocked—especially in communities affected by poverty. Through our *Voice Activated Classroom* model, we aim to

Our **objectives** include:

- Increasing student engagement through the use of intentional, empowering language
- Building positive classroom climates that reflect growth-mindset thinking and emotional safety
- Coaching educators to develop high-expectation, equity-driven instructional practices
- Guiding teachers in transforming their language and presence to ignite motivation and inspire ownership of learning

These objectives align with the Mississippi Educator Standards and the SEL Competencies. We understand that lasting change happens when you change how people think, speak, and connect—and our framework does just that. We embed sustainability into every phase of implementation through our three-session model, returning at critical junctures in the academic year to ensure strategies are not only implemented but internalized. Our coaching isn't just about practice—it's about purpose.

# Measurable Outcomes & Evaluation

Bradford Mitchell Enterprises, LLC. is committed to delivering services that produce clear, measurable outcomes and lasting impact.

**Student Engagement and Learning:**

- Increase in active student participation and verbal responses during instruction
- Improvement in student motivation and on-task behavior
- Growth in student confidence and academic self-perception

**Educator Effectiveness:**

- Consistent use of voice-activated strategies across grade levels
- Increased teacher confidence in fostering student motivation through language
- Greater teacher awareness and responsiveness to student emotional cues

**Benchmarks for Success:**

- 80% of participating teachers will implement at least two voice-activated strategies consistently within the first semester
- At least 70% of students will show an increase in classroom participation or engagement based on walkthrough data and/or teacher feedback

**Evaluation Methods:***Data Collection Tools:*

- Pre- and post-training teacher reflection surveys to measure growth in mindset and implementation
- Classroom walkthrough tools and observation checklists to monitor student engagement and strategy use
- Anecdotal records and verbal feedback collected from both teachers and students during coaching sessions
- Optional student voice surveys or short-form reflections to measure shifts in classroom belonging and motivation

# Measurable Outcomes & Evaluation

Bradford Mitchell Enterprises, LLC. is committed to delivering services that produce clear, measurable outcomes and lasting impact.

## **Evaluation Methods:**

### *Data Analysis:*

- Collected data will be analyzed quarterly to track trends, identify barriers, and determine levels of implementation
- Patterns of success and areas for adjustment will be discussed with school leadership and used to inform coaching decisions
- Progress will be summarized in mid-year and end-of-year reports, including recommendations for continued growth or scaling

## **Internal Monitoring and Course Correction:**

Throughout the school year, Bradford Mitchell Enterprises, LLC. uses built-in checkpoints during each coaching phase to assess alignment with goals. If data indicates that progress is off course, we adjust strategies accordingly—offering additional modeling, follow-up consultation, or revisiting foundational concepts to ensure that every educator is supported.

## **Anticipated Long-Term Impact:**

- For Students: Increased academic engagement, stronger sense of identity and belonging, improved learning outcomes, and long-term motivation to succeed
- For Educators: Sustained shift in language use, improved classroom management through relational practices, and increased ability to inspire, connect, and lead
- For School Culture: A climate where words consistently build, affirm, and activate—resulting in more respectful, connected, and achievement-oriented learning environments

This evaluation plan ensures that the services provided are not only measured effectively, but are continuously refined to maximize impact for every classroom and every learner.

# Implementation Plans

At Bradford Mitchell Enterprises, LLC., we believe sustainable transformation begins with deep understanding. Each partnership starts with a comprehensive needs assessment designed to uncover a school's current challenges, strengths, and instructional culture. This insight ensures that the services delivered are relevant, customized, and immediately impactful.

The process begins with a virtual onboarding call involving the school leader and/or instructional leadership team. During this collaborative session, we:

- Review the school's unique context, academic goals, and climate data.
- Identify current barriers to student engagement and motivation.
- Introduce the Voice Activated Classroom Framework and its alignment with district initiatives.
- Develop a customized delivery timeline, including scheduling of all in-person visits.
- Finalize logistics based on teacher availability, calendar alignment, and strategic goals.

## Phase 1

Initial Needs Assessment & Onboarding



# Implementation Plans

## Three-Part Coaching Timeline

### *Session I (May–July):*

Whole-group 2-hour training focused on cultivating engagement, strengthening classroom energy, and shifting mindsets using the Voice Activated Framework.

### *Session II (August–December):*

On-site classroom visits to model, observe, and coach teachers in real-time, supporting the embedding of language-based strategies into daily instruction.

### *Session III (January–April):*

Final in-person session to assess implementation, celebrate growth, reinforce sustainability, and provide feedback for continuous improvement.

*\*Note: Coaching adapted in real-time based on observations, feedback, evolving school need and/or integration of new research,*

## Phase 2

### Customized Coaching Cycle

To maintain alignment throughout the year, we implement a structured communication plan:

- Monthly Progress Emails to district and campus leadership
- Post-Visit Summary Reports after each on-site coaching session
- Mid-Year and End-of-Year Virtual Leadership Check-Ins



# Implementation Plans

At the conclusion of the program year, a formal review of outcomes and data will be conducted with district and school leaders. This includes:

- Analysis of collected data (e.g., teacher reflection tools, observation checklists, student participation metrics)
- Summary of key findings, including progress toward measurable goals, implementation fidelity, and observed growth areas
- Stakeholder feedback on program effectiveness and areas for continued development
- Recommendations for next steps, including ideas for scaling, sustaining, or enhancing the Voice Activated Framework practices across other campuses or years.

## Phase 3

Data Review  
& Summary  
of Findings

# Implementation Plans

Bradford Mitchell Enterprises, LLC. is committed to providing transparent, well-organized resource management to ensure the successful delivery of all services outlined in this proposal. Resources will be strategically allocated to maximize impact, support professional growth, and ensure the fidelity of implementation across participating schools.

| Service Component                        | Purpose   | Resource Allocation  |
|--|---|--|
| On-Site Instructional Support (2 Visits) | Classroom walkthroughs, live coaching, modeling strategies, feedback loops  | Travel, lodging (if applicable), prep time, printed materials, observation tools |
| Whole-Group Professional Development (1) | Initial training on Voice Activated Classroom framework and core strategies | Facilitator time, presentation materials, handouts, digital access to slide deck |
| Final On-Site Support & Reflection (1)   | Evaluate progress, reinforce sustainability, celebrate growth               | Coaching tools, student and teacher feedback collection, final reports           |
| Virtual Onboarding & Planning Meetings   | Tailored program design and logistics with leadership                       | Consultant time, planning templates, alignment review                            |
| Ongoing Communication & Reporting        | Monthly progress updates, final findings, feedback, and next steps          | Time for documentation, communication tools, report preparation                  |

# Proposed Budget

| Service   | Estimated Cost               |
|---|------------------------------|
| Whole-Group Professional Development Session (2-hour) | \$3,500                      |
| On-Site Coaching & Classroom Support (2 visits)       | \$3,500 (2 visits @ \$1,750) |
| Final On-Site Review & Evaluation                     | \$1,750                      |
| Virtual Onboarding & Planning                         | \$500                        |
| Individual Teacher Virtual Consults (as needed)       | Included                     |
| Monthly Updates, Progress Reports, Final Summary      | Included                     |
| Estimated Total (1 School Site)                       | \$9,250                      |

*Note: Travel/lodging included if within 150 miles of Baton Rouge, LA. For districts beyond this range, a travel supplement will be added. Final costs can be adjusted based on number of schools, customizations, or specific district needs.*

# Proposed Budget

## (Add-Ons)

| Service  | Estimated Cost  |
|--|---|
| Multiple School Sites  | 1 School Site: \$9,250<br>2-3 Schools: \$8,250 per site<br>4+ Schools: \$8,000 per site |
| Optional Add-Ons<br>(Available Upon Request): <ul style="list-style-type: none"> <li>Additional on-site visits:</li> </ul>                               | \$1,500/day   |
| Optional Add-Ons<br>(Available Upon Request): <ul style="list-style-type: none"> <li>Parent Engagement Seminar (Voice-Activated Household)</li> </ul>    | \$1,000/session   |
| Optional Add-Ons<br>(Available Upon Request): <ul style="list-style-type: none"> <li>Staff Wellness Seminar (Renewing Passion &amp; Purpose):</li> </ul> | \$1,200/session   |
| Optional Add-Ons<br>(Available Upon Request):<br>Book: <i>The Voice-Activated Classroom: How to Recode Your Classroom DNA With the Power of Words</i>    | Individual Book: \$30<br>Bulk Order: \$25 per copy                                      |

### Budget Notes:

- All pricing includes consultant preparation, materials, coaching tools, presentation decks, follow-up resources, and reporting.
- Services are billed in phases, with flexible scheduling across the school year.
- A detailed invoice and service delivery agreement will be provided upon acceptance.



# Resume and References

## LaKesa Mitchell

Neural Architect who inspires educational organizations to achieve their goals through innovative and effective strategies, leveraging expertise in education and leadership to improve outcomes for staff and students.



### Work Experience

- Academic Dean**  
 DBBC Bible College  
 June 2013 to CURRENT  
 Provide strategic leadership and oversight for college. Manage academic programs, faculty, and staff. Ensure academic quality and accreditation compliance.
- Classroom Evaluator - K - 8th gd.**  
 The New Teacher Project (TNTP)  
 2019 - 2021  
 Scheduled & conducted faculty classroom observations. Compiled comprehensive, polished classroom observation reports.
- Director of School Accountability - PK-12**  
 Southern University Laboratory  
 June 2013 - Dec. 2014  
 Trained campus leaders, implemented PLCs, disaggregated data. Results: student gains avg. 20+ Index points in the first yr.
- School Principal - 3rd -5th gd. - Title I**  
 Ascension Parish School System  
 August 2008 - June 2013  
 Mentored, evaluated 60+ faculty resulting in meaningful classroom teaching and learning practices for children of poverty.

### Educational Background

- Tabernacle Bible College**  
 Doctor of Divinity - Leadership  
 May 2024
- Southern University AM&E**  
 Master of Arts  
 Administration & Supervision  
 Educational  
 1998
- Oral Roberts University**  
 Bachelor of Science  
 Elem. Education  
 1995

### Skills and Proficiencies

- Advocate for the underprivileged Specializes in guiding K-12 educators through the process of recoding their classroom's DNA using the Voice-Activated Framework
- Licensure**
  - Educational Leadership, Type 2
  - Licensed Realtor
  - Licensed Minister of the Gospel

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*Thank you for your time and consideration.*

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