

**WOODFORD COUNTY BOARD OF EDUCATION  
AGENDA ITEM**

**ITEM #: IX E DATE:** February 12, 2020

**TOPIC/TITLE:** Contracts: Equity Team Coaching: Whatever It Takes, Inc.

**PRESENTER:** D. Scott Hawkins

**ORIGIN:**

- ☐ TOPIC PRESENTED FOR INFORMATION ONLY (No board action required.)
- ☒ ACTION REQUESTED AT THIS MEETING
- ☐ ITEM IS ON THE CONSENT AGENDA FOR APPROVAL
- ☐ ACTION REQUESTED AT FUTURE MEETING: (DATE)
- ☐ BOARD REVIEW REQUIRED BY

- ☐ STATE OR FEDERAL LAW OR REGULATION
- ☐ BOARD OF EDUCATION POLICY
- ☐ OTHER:

**PREVIOUS REVIEW, DISCUSSION OR ACTION:**

- ☐ NO PREVIOUS BOARD REVIEW, DISCUSSION OR ACTION
- ☐ PREVIOUS REVIEW OR ACTION

- ☐ DATE:
- ☐ ACTION:

**BACKGROUND INFORMATION:**

Contracts are required to be approved by the Board of Education.

**SUMMARY OF MAJOR ELEMENTS:**

Attached contract(s) recommended for approval: WIT will work with District Equity Team to support the development of internal capacity to implement the Action Plan. 1 - Module and Training Guide Development, Module Implementation Training Sessions, Travel. 2 - CQ Assessment, CQ Group Reports, Interpretation, Progress and Growth Workshop, Housing/Meals/Mileage.

**IMPACT ON RESOURCES:** 1 - \$38,222.00; 2 - \$4,194.40

**TIMETABLE FOR FURTHER REVIEW OR ACTION:**

**SUPERINTENDENT'S RECOMMENDATION:** ☒ Recommended ☐ Not Recommended



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# Proposal For Services

## Equity Module

### Development and Training



Prepared For  
**Mr. Jimmy Brehm**  
Chief Academic Officer  
Woodford County Public Schools



# Table of Contents

Whatever It Takes, Inc. – Organizational Overview .....	4
Cultural Responsiveness Modules Project Approach .....	5
Cultural Responsiveness Modules Project Overview .....	7

Mr. Jimmy Brehm  
Chief Academic Officer  
Woodford County Public Schools  
330 Pisgah Pike  
Versailles, Kentucky 40383

Mr. Brehm,

Whatever It Takes, Inc. (WIT) appreciates the opportunity to submit a proposal supporting the development of culturally responsive practices in the Woodford County Public Schools. The National Education Association (NEA) indicates cultural responsiveness is a key factor in enabling educators to be effective with students from cultures other than their own. Additionally, research indicates cultural responsiveness as critical to the development of relationships necessary to support both student performance and parent engagement in increasingly diverse schools.

WIT has designed a project that will assist with facilitating the development of culturally responsive leaders, teachers and schools in the Woodford County Public Schools. Based on our discussion, the project includes five modules that will be divided into implementation sessions based on the readiness and development of the district leadership and staff. The five modules are:

- I. Culture, Values and School Organizational Culture
- II. Culturally Responsive Classrooms I - Instruction
- III. Culturally Responsive Classrooms II – Classroom management
- IV. Culturally Responsive Family and Community Engagement
- V. Trauma Informed Practice

The proposal provides the specific content for each module as well as a timeline and cost breakdown for implementation of the cultural responsiveness modules project. I am happy to answer any questions you may have. Woodford County Public Schools is to be applauded for its priority in developing relationships with the students and families it serves. WIT hopes to have the opportunity to support you in this important journey.

  
Janyce Curtis Banks  
President & CEO

# Whatever It Takes, Inc. – Organizational Overview

**Whatever It Takes, Inc. (WIT)** is a certified woman and minority owned consulting company. WIT focuses primarily on organizational development and transformation through a non-judgmental approach to the development of culturally responsive environments.

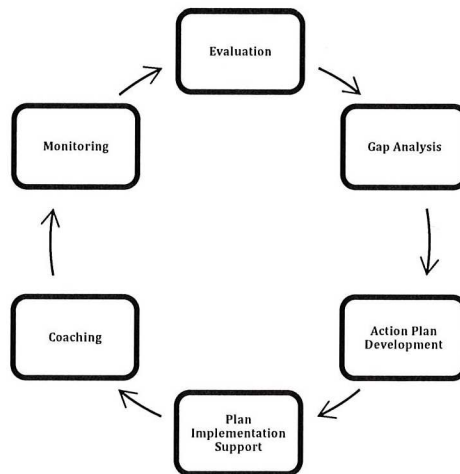
WIT has the capability to help organizations create sustainable change by utilizing a variety of tools and supports, as well as coaching, to meet organizational goals for inclusiveness and performance.

WIT has a collaborative approach with clients and provides customized training, strategies and solutions for organizations, teams and individuals. WIT helps organizations maximize business relationships with employees, vendors and customers by exploring “unconscious bias” and a variety of other factors, which have the potential to keep business relationships from meeting their full potential.

WIT has a mission of commitment to:

- Provide customized development support;
- Provide training that is highly engaging, interactive and immediately applicable; and
- Assist with the development of culturally responsive individuals and organizations

This commitment is the philosophy of WIT and is provided through a continuous developmental model. WIT uses this continuous improvement model to meet the needs of its clients and conducts training and coaching to support goal setting, skill development and sustainability.



**WIT Continuous Improvement Model**



# Cultural Responsiveness Modules Project Approach

To support accomplishment of the District Equity team and school leadership must provide staff with professional development inclusive of action steps and reflection to support the development of cultural responsiveness. Whatever It Takes Consulting, Inc. will design 5 modules to be used in staff development and will work with the District Equity Team and school leaders on readiness to deliver the modules.

WIT identified module project objectives as follows:

- *Build trust between all school stakeholders*
- *Understand the culture and values of students*
- *Understand the culture and values of families/parents*
- *Understand the culture and values of the school community*
- *Integrate culturally responsive behaviors into interactions*
- *Integrate culturally responsive practices in instruction and school experiences*
- *Integrate culturally responsive policies and procedures throughout the district*
- *Achieve academic success for all students*

The project will facilitate accomplishment of these objectives, through module training and delivery support, over the course of 12 months. Each module is designed to address components of developing cultural responsiveness. WIT will work with district leadership to identify the status of district staff and determine the number and duration of sessions to address the objectives of each module.

## **MODULE CONTENT**

### **Module I: Culture and Values**

- Develop a basic understanding of the meaning of culture
- Explore the origin of values
- Identify the significance of values to culture
- Explore personal culture and values
- Examine district/school value statements in the context of personal culture and values
- Introduce cultural intelligence
- Develop a basic understanding of the meaning of school organizational culture
- Identify the components of school organizational culture
- Explore the impact of culture and values on school organizational culture
- Explore culturally responsive district/school policies, procedures and practices
- Evaluate the level of cultural responsiveness of the current district/school policies, procedures and practices
- Revise the current district/school policies, procedures and practices to be culturally responsive
- Apply cultural intelligence to organizational culture

**Module II: Culturally Responsive Classrooms – Instruction**

- Develop a basic understanding of the meaning of culturally responsive curriculum and instruction
- Explore components of a culturally responsive curriculum
- Evaluate the level of cultural responsiveness of the current curriculum
- Revise the current curriculum to be culturally responsive
- Explore the impact of culturally responsive instruction on student performance
- Analyze current student performance for cultural performance gaps
- Evaluate the level of cultural responsiveness of instructional delivery
- Identify strategies, interventions and professional development necessary to close student performance gaps through the alignment of culturally responsive curriculum and instruction
- Apply cultural intelligence to culturally responsive curriculum and Instruction

**Module III: Culturally Responsive Classrooms – Classroom Management**

- Develop an understanding of the significance of relationships on behavior management
- Apply culturally responsive practices to classroom management
- Understand the impact of culture on student engagement
- Understand culturally responsive classroom management practices
- Apply cultural intelligence to culturally responsive classroom management

**Module IV: Culturally Responsive Family and Community Engagement**

- Develop a basic understanding of the meaning of culturally responsive parent and community engagement
- Identify the components of effective parent and community engagement
- Identify the significance of values and culture to culturally responsive parent and community engagement
- Explore personal culture and values of parents and community members
- Evaluate the level of cultural responsiveness of the current parent and community engagement policies, practices, programs and activities
- Revise the current parent and community engagement policies, practices, programs and activities to be culturally responsive
- Apply cultural intelligence to culturally responsive parent and community engagement

**Module V: Adverse Childhood Experiences (ACEs) and Trauma Informed Practices**

- Develop a basic understanding of ACEs and trauma informed practices
- Develop a basic understanding of the impact of ACEs on student engagement, behavior management and student performance
- Identify effective trauma informed strategies
- Identify the impact of values and culture on trauma
- Explore impact of ACEs on current students
- Apply cultural intelligence to trauma informed practices

# Cultural Responsiveness Modules Project Overview

## PROJECT IMPLEMENTATION PROCESS

The proposed Cultural Responsiveness Module Project is a train the trainer model. This means sessions will be designed to be used by district leadership to train school staff. Each session will include the content and materials necessary to conduct the training and will model best practice in delivery. WIT proposes a three-pronged approach to the train the trainer process: (1) Readiness and Development, (2) Module Implementation Sessions and (3) Implementation Support.

## OVERVIEW OF THE THREE-PRONGED APPROACH

- (1) **Readiness and Development** – Prior to the implementation of each module, WIT will meet with the designated district leader to identify the level of readiness and developmental needs of those being trained. At these meetings WIT will review the modules and make adjustments as needed. WIT will deliver implementation sessions based on the identified timelines.
- (2) **Module Implementation Training Sessions** – WIT will conduct training to support effective implementation of the module sessions. During trainings, trainers will receive all content necessary to implement the sessions. Content will include the objectives from the module, PowerPoint presentations, handouts, etc. WIT will model best practice in the delivery of the sessions and address implementation delivery concerns. Additionally, WIT will align session implementation skills with leadership CQ results to support effective implementation.
- (3) **Implementation Support** – WIT will provide support for trainers to ensure effective implementation of each module. Support will include provide email and/or phone support for up to eight hours following each module training session. The designated leader will identify communication protocols.

## PROJECT TIMELINE

Woodford County Public Schools has identified the months of September, October, November, January and February for module training. Specific dates will be determined.

## PROJECT BUDGET

DESCRIPTION	AMOUNT
Module and Training Guide Development - \$5500 x 5	\$27,500.00
Module Implementation Training Sessions - \$1500 x 5	\$7,500.00
Travel (mileage, housing & meals) - \$644.40 x 5	\$3,222.00
<b>TOTAL</b>	<b>\$38,222.00</b>



# Proposal For Services

## Cultural Intelligence (CQ) Assessment



**Prepared For**  
**Mr. Jimmy Brehm**  
**Chief Academic Officer**  
**Woodford County Public Schools**



# Table of Contents

Whatever It Takes, Inc. – Organizational Overview ..... 4

CQ Project Approach .....Error! Bookmark not defined.

CQ Project Overview..... 5

Mr. Jimmy Brehm  
Chief Academic Officer  
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330 Pisgah Pike  
Versailles, Kentucky 40383

Mr. Brehm,

Whatever It Takes, Inc. (WIT) appreciates the opportunity to submit a proposal for CQ assessment of the Woodford County Public Schools Equity Team and designated district leadership and staff. Research indicates leadership is critical in developing culturally responsive classrooms and schools. Additionally, research shows the cultural intelligence of leadership as directly correlated to the ability to establish culturally responsive classrooms and school culture.

WIT will establish an assessment project to allow completion of the CQ Assessment and participation in a workshop to receive and interpret results. Participants will also have the opportunity to reflect on the impact of the results on both personal development and implementation of the district equity initiative and establish action plans for next steps. The development of CQ provides leadership with an understanding of and sensitivity to individual and organizational culture and values that supports the ability to:

- *Increase productivity by improving relationships and decreasing conflict*
- *Increase student performance and parent engagement by addressing satisfaction through better understanding of student and parent values*
- *Develop culturally appropriate instructional and parent engagement strategies*
- *Create an atmosphere of equity*
- *Build trust*
- *Develop and sustain collaborations (school teams, parents and community)*
- *Increase cross-cultural knowledge in a non-threatening, non-judgment environment*
- *Improve communication skills – verbal and non-verbal*
- *Enhance staff self-efficacy in cross-cultural situations*

Included, please find a proposal for your review. The proposal provides a timeline and cost breakdown for implementation of the CQ Assessment project. I am happy to answer any questions you may have. Thank you for the opportunity to serve Woodford County Public Schools.

  
Janyce Curtis Banks  
President & CEO

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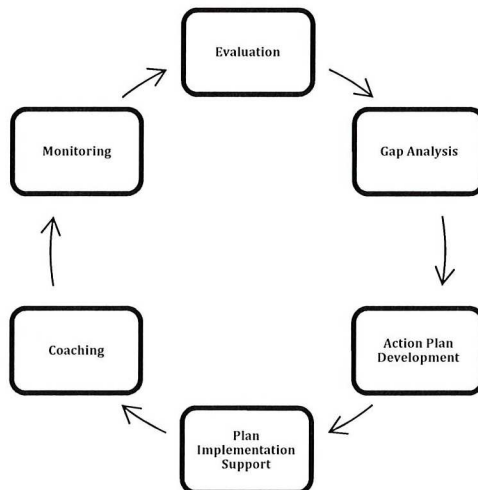
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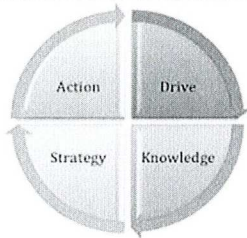
**WIT Continuous Improvement Model**



# CQ Project Overview

The Woodford County Public Schools Equity Team and designated district leadership and staff will complete a comprehensive CQ Assessment inclusive of a pre-assessment (T1), engagement in a workshop to create a developmental action plan, action plan implementation and completion of a re-assessment (T2). The CQ assessment is research validated and predictive. Development of CQ supports the achievement of expertise necessary to implement the district equity initiative.

## ABOUT CULTURAL INTELLIGENCE



Cultural Intelligence (CQ) – The capability to function effectively across cultural contexts (organizational, national, ethnic, generational, etc.)

Assessment of the four factors of CQ: Drive, Knowledge, Strategy, and Action facilitate identification of values, unconscious bias, self-efficacy, motivation, and communication abilities that can then be used to support development. The CQ assessment provides individual reports and group reports with reflection and action plan components. The assessment can be given as pretest/posttest (baseline/growth measure) and/or 360-degree assessment to set goals, measure individual growth and perceptions and measure group growth.

A CQ development project conducted by WIT provides all information and facilitation necessary for individuals and organizations to receive and understand assessment results and impact. WIT provides comprehensive, customized and engaging workshops that facilitate each participant in the reflection and action planning process. Workshops also facilitate the development of group and organizational goals.

## PROJECT PROCESS

1. **Project Set-Up and Information Session** - WIT will meet with the designated district leader to determine project dates and deadlines. The CQ Assessment is electronic; therefore, WIT will work with the designated district leader to ensure all participants have access to the assessment as well as to monitor completion.
2. **Baseline Results Analysis and Goal Setting** – Upon completion of the assessment, participants will receive individual reports. A preliminary review of results will be conducted with the designated district leader to review results and identify focus areas for the results workshop session. WIT will conduct a workshop at which results will be interpreted and participants will begin development of an action plan to support implementation of the district equity initiative.
3. **Action Plan Monitoring** – WIT will work with the designated district leader to provide support needed to progress monitor action plan implementation. Support will be based on the results of the assessment, to address needs and build knowledge, capacity and cohesiveness.

4. **Growth Results Analysis and Goal Revision** – After a time period specified by the district to allow for action plan implementation, WIT will provide access to the re-assessment (T2) to identify growth. WIT will once again monitor completion and review the results with the designated district leader to identify the focus areas for the growth workshop session. Participants will identify areas of growth and development and modify action plans both based on progress and consistent with the district focus on equity.

### **PROJECT TIMELINE**

<b>Project Component</b>	<b>Project Action Steps</b>	<b>Timeline</b>
<b>Project Set-up and Information Session</b>	<ul style="list-style-type: none"> <li>Meet with designated leader to establish project dates and deadlines</li> <li>Distribution of CQ Assessment (T1) access</li> <li>Monitoring of completion</li> </ul>	<ul style="list-style-type: none"> <li>Date to be determined, meet with designated leader to finalize timeline</li> <li>Distribute assessment access on April 16 with a completion deadline of April 16</li> </ul>
<b>Baseline Results Analysis and Goal Setting</b>	<ul style="list-style-type: none"> <li>Develop group report(s)</li> <li>Meet with designated leadership to provide an overview of results and plan for the interpretation workshop</li> <li>Conduct the interpretation workshop</li> </ul>	<ul style="list-style-type: none"> <li>April 18, meet with designated leader to review results and plan for interpretation workshop</li> <li>April 20 - Conduct Workshop</li> </ul>
<b>Action Plan Monitoring</b>	<ul style="list-style-type: none"> <li>Meet with designated leader to review action plan professional development needs and determine supports</li> </ul>	<ul style="list-style-type: none"> <li>Date to be determined, meet with district leadership to identify professional development needs and identify strategies and resources</li> </ul>
<b>Growth Results Analysis and Goal Revision</b>	<ul style="list-style-type: none"> <li>Meet with designated leader to confirm re-assessment timeline</li> <li>Distribution of CQ Assessment (T2) access</li> <li>Monitoring of completion</li> <li>Develop group report(s) and growth analysis</li> <li>Meet with designated leader to provide an overview of results and plan for the growth workshop</li> <li>Conduct the growth workshop</li> </ul>	<ul style="list-style-type: none"> <li>Date to be determined, meet with designated leader to confirm assessment timeline</li> <li>Date to be determined, distribute re-assessment access</li> <li>Date to be determined, meet with designated leader to review results and plan for growth workshop</li> <li>Date to be determined, conduct growth workshop</li> </ul>

### **PROJECT BUDGET**

<b>DESCRIPTION</b>	<b>AMOUNT</b>
CQ Assessment - \$50 per participant x 20 (13-Equity Team + 7 Principals) = \$1560	\$1,000.00
CQ Group Reports - T1 - \$250 and T2 - \$500	\$750.00
Interpretation, Progress and Growth Workshop - \$1,800	\$1,800.00
Housing/Meals - \$ 150 per night/ \$50 per day = \$200	\$200.00
Mileage – 808 @ \$.55 = 444.40	\$444.40
<b>TOTAL</b>	<b>\$4,194.40</b>