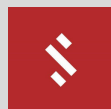


# PROFOUND GENTLEMEN

A **STRATEGIC** AND IMPLEMENTATION PLAN

Submitted by SchermCo, June 2018





# A LETTER TO THE TEAM

Team PG,

It has been an absolute pleasure working with your organization and stakeholders. The work you do to support male educators of color is critical to the long-term success of public education in America.

We partnered in January of 2018 with the goal of serving you, your Gentlemen, and the students they serve across the country. The scope of this partnership was to support and outline a plan for the organization to be successful over the coming years. The goal and purpose of this document are to share the feedback from our research, conversations with key stakeholders, and outline a three to five-year roadmap to increase the impact PG is able to make on boys of color across the country. We centered our work on the following questions:

- What is the value-add or secret sauce of PG?
- What are any critical areas of growth for PG?
- What growth criteria should PG consider?
- How can PG diversify their earned revenue services and work towards a more sustainable model?
- How can the PG Board of Directors support the long-term growth of the organization?

We carried these questions with us through four key stages of our process. These stages included:

- Internal - Gathering key information and meeting with internal PG stakeholders
- External - Performing a market analysis and conducting interviews with external stakeholders and key figures
- Analysis - Diving into all of the collected information and truly understanding its meaning
- Creation - Formalizing the strategic plan and the related information

What follows in this document is a culmination of our work and also a representation of what PG has accomplished since its inception. We hope you will find the following information useful as your organization continues to evolve in the coming years. Our team is excited to see Profound Gentlemen exceed their goals in 2018 and support even more male educators of color across our country. We look forward to continuing to support you and your work.

Onward,

Greg, Sabrina, Lori, and Ana  
SchermCo

# USE

This document was built to aid in the strategic growth of PG. It includes a current snapshot and analysis of the organization, as well as external research to truly assess the best course of action over the coming years.

This document should be used to guide discussions between PG leadership, board members, and key stakeholders. Further, this plan includes a number of recommendations and considerations to be taken into account. Lastly, this plan includes a 90-Day Action Plan that aligns with the aforementioned recommendations in order to provide even more concrete steps and spur action.

PG may consider reviewing this document in conjunction with documents and thoughts from other recent partners:

- UNCC & Dr. Chance Lewis
- Social Venture Partners - Charlotte
- Davidson College
- NewSchools Venture Fund

Taking time to review these documents, then charting an appropriate course of action, will be critical for the new direction of PG.

# SHARING

PG is encouraged to share this full document or aspects of the document with key stakeholders. Our team is happy to help create a strategic plan snapshot, a condensed and more user-friendly version of this document, at the request of PG.

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## EXECUTIVE SUMMARY

A growing body of research suggests that students in the United States benefit from having a teacher of the same race or ethnicity. Studies have suggested that black students perform better in reading and math and are less likely to be suspended from school when they have black teachers. Yet, today more than eighty percent of public school teachers are white, and fewer than one in ten teachers are black in a public school system made up of 47 percent white and 16 percent black students forty-seven percent white and sixteen percent black students<sup>1</sup>.

Simultaneously, policymakers are more frequently considering the causes of the so-called school to prison or schoolhouse to jailhouse pipeline. Hundreds of districts across the country have discipline policies that push students from the classroom into the criminal justice system by encouraging police presence in schools, using harsh tactics, and automatic punishments that lead to more time out of school such as suspensions. When these policies are combined with zero tolerance classroom cultures, a teacher referring a student for punishment can mean they are introduced to the criminal justice system. Racial minorities and students with disabilities are disproportionately represented in the school-to-prison pipeline; African-American students are 3.5 times more likely than their white classmates to be suspended or expelled and are at greater risk of introduction to the criminal justice system via school<sup>2</sup>.

Profound Gentlemen (PG) was created to contribute to ending the school to prison pipeline through the recruitment, support, and retention of male educators of color. The organization provides mentoring and development services to support male educators of color to in turn provide a profound impact for male students of color. PG's approach to development is centered on relationship building - using cohorts to create a brotherhood, and supporting Gentlemen to stay in the field of education. Programming focuses on character development, content development, and community impact leadership.

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<sup>1</sup> Anderson, Melinda. "A Root Cause of the Teacher-Diversity Problem" The Atlantic. January 23, 2018. Accessed May 2018.

<sup>2</sup> Elias, Marilyn. "The School-to-Prison Pipeline" Teaching Tolerance, Issue 43, Spring 2013.

# THEMES

Our research and conversations with stakeholders uncovered a number of positive attributes about PG as well as three common themes that can drive the improvement of impact and programming for PG.

1. Stakeholders, including external partners, have a lack of clarity on what specific services PG provides
2. Due to the lack of specificity in service offerings, funders and clients are unsure of how to know if PG is setting the right metrics to measure success and whether or not they are successful
3. Stakeholders, funders specifically, believe that PG may be expanding too quickly without first hitting their market share and outcome goals in their current sites. There is concern that this growth will weaken PG's ability to have a clear and concentrated impact in their current locations

Throughout this document, we will suggest a path that allows PG to address concerns from stakeholders, grow their impact, and develop a path to a more sustainable future.

## BACKGROUND & CURRENT MODEL

PG is a nonprofit located in Charlotte, North Carolina. The organization was co-founded by Executive Director Jason Terrell and Chief Impact Officer Mario Jovan Shaw. The two met as Teach For America (TFA) corps members and founded the organization in 2014 in order to dismantle the school to prison pipeline. The organization aims to recruit, develop, and retain male teachers of color. They provide career support through one-on-one coaching, networking opportunities, and growth and development plans to help reach the organization's goal of diversifying the teacher workforce in Charlotte and across the country.

The organization currently has approximately 290 members, referred to as Gentlemen, across the country with in-person cohorts in Charlotte, Atlanta, Chicago, Washington, D.C., and Memphis. If they are not located in a city with an in-person cohort, members<sup>3</sup> are served through virtual cohorts. The majority of members are teachers and school leaders, but some current members are students, nonprofit employees, or job seekers. Through this membership, the organization serves approximately 1,800 male students of color. Gentlemen serve students in both the traditional public and charter spaces. PG seeks to provide a sense of connection for its members, since, according to a study published by Stanford University researcher Travis Bristol<sup>4</sup>, many black male teachers are the only one in their buildings and may not feel connected to their own school staff.

### Current Program Offerings and Support

PG seeks to build these connections through supports that include: networking and building a cohort, providing mentoring support, and professional development that includes leadership training. PG members join the organization online and are placed in one of nine cohorts of men, led by a paid part-time Impact Leader; members set goals for their own growth and development each year, and Impact Leaders are responsible for providing the support necessary to reach those goals. Each cohort has a unique cohort name, derived from Adinkra symbols of West Africa. Cohort names and meanings include:

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<sup>3</sup> The terms members and Gentlemen are used interchangeably throughout this document.

<sup>4</sup>Bristol, Travis. "How Boston Public Schools can recruit and retain Black male teachers" Stanford University. September 5, 2014. Accessed May 2018.

Cohort Names	Meaning
Sankofa	Go Back and Get It
Eban	Strength & Authority
Nsoromma	Children of the Heaven
Osidan	Creativity
Akoma Ntoso	The Heart
Epa	Justice
Akoko Nan	Patience with Discipline
Aya	Endurance

Gentlemen receive approximately twenty hours of coaching per academic year. Individual goals are reached through coaching, workshops, curriculum nights, and retreats. PG aims to support their members so that those Gentlemen can, in turn, provide support and serve as mentors for boys of color, improving the social and emotional well-being of the students and increasing their opportunities for success.

PG supports their members in three core focus areas (3Cs):

- Character Development
- Content Development
- Community Impact

Members meet with their Impact Leaders one on one and in small groups for instructional support. PG uses these small group interactions in conjunction with Community Impact Programming to help develop their members. Members have individual Leadership Development Plans (LDPs) which they review monthly with their Impact Leaders in one on one sessions. In these one on one meetings, Impact Leaders ensure that Gentlemen are on track with their goals, create core values, and receive the professional development they need to successfully contribute to the PG vision. Impact Leaders support between 10 and 40 Gentlemen, based on location and cohort involvement. In-person cohorts have fewer Gentlemen per Impact Leader than virtual cohorts.



The table below shows the location of current PG members.

Location	Membership
Virtual	127
North Carolina (including 55 in Charlotte)	79
Atlanta	30
Chicago	25
Washington D.C.	18
Memphis	10
<b>Total</b>	<b>289</b>

Currently, PG supports Gentlemen that are directly involved in the field of education as teachers and school administrators. The organization also supports current college students, hoping to draw them into the education field prior to graduation. There are also members who work in related job functions, serving in nonprofits and seeking jobs that impact the mission. The table below shows the current roles of PG members.

Role	Number
Teacher	181
School Administrator	44
Current Students	30
Other	19
Non Profit	15
<b>Total</b>	<b>289</b>

# INVESTMENTS

In Charlotte Mecklenburg Schools, where 71% of students identify as people of color, fewer than 5% of teachers are men of color. This statistic and PG's commitment to changing it has spurred local organizations to invest heavily in PG. PG has been awarded funding by a long list of philanthropists. The grants awarded PG have often had a specific focus, such as:

- United Way's gift aimed at funding projects at three specific schools
- Kenan Charitable Trust's gift focused on helping PG expand their reach across the state of North Carolina
- Duke Energy's gift provided a partnership with STEM schools and recruitment of African American STEM teachers

Other donors have had a less specific focus, which has allowed the organization to select priority areas. An Echoing Green award, funded by winning the Black Male Achievement Fellowship, which provides unrestricted seed-stage funding allowed the organization to fund office space, creating a place for Gentlemen to meet, relax and socialize with other cohort members. The Belk Foundation has provided \$100,000 dollars in funding since 2016. PG has also been awarded funding from the NewSchools Venture Fund, a national nonprofit venture philanthropy working to reimagine public education. In 2017, PG also won an award through Charlotte's Social Venture Partners earning \$20,000 in funding. SVP also provides ongoing consultation support. The early momentum in securing funding, coupled with PG's ability to meet the demand of a critical need within education, has fueled the growth as an organization.

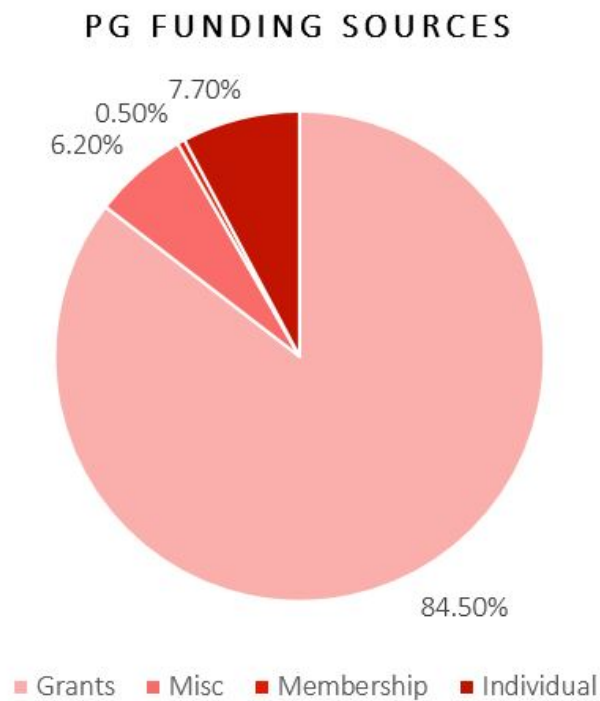
## PG's Value Proposition

PG has found a way to build upon their biggest asset - their ability to build relationships. Gentlemen are supported in a high touch, social-emotional approach that not only impacts their content knowledge and lesson planning but better prepares them to bring their whole selves to work and better serve students. Impact Leaders are mentors, friends, coaches, colleagues, and teachers. In 2016-2017, Profound Gentlemen served 225 male educators of color across the country. 80% of Gentlemen had a student group and the organization reached approximately 1800 students. 100% of Gentlemen served returned to the education profession for the 2017-2018 school year.

In some cases, similar organizations have chosen to have a deep impact in a limited geographic area. This focus would have several benefits, primarily that PG could truly understand the market in a deep way and build relationships with school district staff, administrators, and teachers in buildings. A place-based (city by city) strategy, where PG is part of a larger vision for community development and advancement, is also compelling to local philanthropies and donors.

## REVENUE STREAMS

The pie chart below shows an approximate breakdown of PG's FY17 funding sources. Approximately 85% of their funding comes from grants and corporate giving, with an additional 7% from individual giving. Currently, almost 95% of funding comes from philanthropic sources. Over time, PG will want to increase their ability to earn revenue and decrease their reliance on charitable giving. While the ideal ratio of earned revenue to charitable giving differs per market, we've suggested a stretch goal of approximately 25% earned revenue to 75% philanthropic support by FY21. This plan will offer avenues in which PG can obtain this ratio.



# MARKET ANALYSIS

Historically in America, the teaching profession has primarily consisted of women. In 2016, the teaching profession was 77% female. In the past thirty years, there has been an increase in the number of men going into teaching - those increases have been particularly large for Hispanic and Asian men, but have been modest among black men. While the total size of the teaching force has increased 46% between 1988 and 2012, the percentage of black male teachers grew by about 30%<sup>5</sup>. There are about 3.2 million teachers in the United States - approximately 2%--or 64,000--are black men; this compares to approximately 16% or eight million black students<sup>6</sup>.

Research shows that white teachers expect less academic success from black students than black teachers do of the same students. Black students are less likely to be placed in gifted programs when their teachers are white and when a black student has a black teacher, they are less likely to be assessed as having a behavioral problem and are less likely to be suspended<sup>7</sup>. All of this adds up to a very different educational experience for black students with black teachers.

Additionally, black teachers are more likely to leave the profession than white teachers - some of this is because teachers of color are more likely to teach in urban and high poverty schools, in which teacher turnover is already considerably higher than in suburban districts, but much of it is attributed to other factors. A recent study by Stanford University researchers examined the experiences of black male teachers in Boston<sup>8</sup> found that black male educators were leaving their schools in high numbers due to the following factors: they were the only black male teacher in their building, they were tasked with discipline responsibilities instead of academics, and when their schools were lower performing. The same study recommended a strong focus on retention and a focus on professional development directed specifically at black male teachers.

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<sup>5</sup>Hanford, Emily. "Why are there so few black male teachers?" AMP Reports. August 28, 2017. Accessed May 2018.

<sup>6</sup> National Center for Education Statistics. "What are new back to school statistics for 2017" Updated for 2017. Accessed May 2018.

<sup>7</sup> Hanford, Emily. "Why are there so few black male teachers?" AMP Reports. August 28, 2017. Accessed May 2018.

<sup>8</sup>Bristol, Travis. "How Boston Public Schools can recruit and retain Black male teachers" Stanford University. September 5, 2014. Accessed May 2018.

## SIMILAR ORGANIZATIONS

While school districts and charter networks often prioritize recruiting a diverse teacher workforce, the vast number of vacancies they are working to fill often leaves them unable to strategically recruit and retain a large number of teachers of color and male teachers. PG and other similarly focused organizations help to fill that gap. Below is a brief description of a sampling of other organizations working in this space:

Organization	Summary
The Fellowship Black Male Educators for Social Justice	Focused on Philadelphia; dedicated to recruitment, development, and retention. Specifically, working to recruit and retain 1000 black male teachers by 2020
National Association of Black Male Educators	Develops high school and undergraduate students to increase their interest in the field of education; in 2015-2016 their goal was to recruit 1000 black male educators to the teaching profession
The Collective	Teach For America's alumni of color network; 13,000 members; dedicated to helping alumni of color build their networks and skills
National Alliance of Black School Educators	Has an outreach network of more than 10,000 educators; provide professional development and information sharing
NYC Men Teach	Created by NYC Department of Ed and the Mayor of NYC; the goal is to recruit and retain 1000 additional men of color to teach in NYC schools
Brothers Empowered to Teach	Provides a training fellowship for college students; Focused on New Orleans and Baton Rouge Louisiana; had 40 participants in 2017-2018

In addition to the above summary, there are a few additional notes to highlight.

**The Fellowship** - Similar to PG, The Fellowship offers programming with a focus to recruit and retain black male educators and also works from a membership model (\$20 fee). They differ from PG in that The Fellowship has very clear goals specific to Philadelphia:

- Double the number of black male educators in Philadelphia from 348 to 696
- Reach 1000 black male educators in Philadelphia to 1000 by 2025

Their annual budget is unclear as well as any additional earned revenue services.

**NYC Men Teach** - NYC Men Teach formed from a partnership between a number of key educational organizations (Mayor's Office, Teach For America, local universities, etc.) within New York and runs within the City Department of New York. In addition to their focus on ensuring an additional 1000 male teachers of color by 2018, NYC Men Teach has a budget of \$16 million.

## MARKET SHARE

PG has a goal of reaching 50% market share in the cities in which they work, meaning that they would serve half of the male educators of color in the public schools. While the specific number required to reach this target is ever changing, during the 2017-2018 school year in Charlotte, it would mean that they would serve approximately 235 teachers. Currently, PG serves approximately 10% of black male educators in Charlotte. In the state of North Carolina, where there are approximately 100,000 teachers and 15% or 15,000 teachers are black. Of the approximate 15,000 black teachers, approximately 2,000-3,000 are black male teachers<sup>9</sup>. Additionally, North Carolina has 2,640 principals and 24% or 633 North Carolina principals are black<sup>10</sup>.

In order to reach their market share goals, PG will have to go much deeper in the communities that they serve, find new ways to recruit members and determine exactly what makes a member likely to be active in their program. Providing a clear value proposition to their members, and related stakeholders will enable them to recruit more Gentlemen in their current sites.

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<sup>9</sup> Assumption based that 2% of teachers nationally are black males. This number may differ slightly within the state of North Carolina.

<sup>10</sup> Author unknown. "Facts and Figures Education in North Carolina." NC BEST Accessed May 2018.

# SWOT ANALYSIS

*A brief analysis of the organization's Strengths, Weaknesses, Opportunities, and Threats are below. These themes were gathered from conversations with stakeholders and staff and a review of key organizational documents that were provided. Additional context and information regarding this analysis can be found throughout this document.*

Strengths	Weaknesses
<ul style="list-style-type: none"><li>• Addressing an unmet need</li><li>• Current staff, leadership, and results</li><li>• Relationship building</li><li>• High-touch support</li></ul>	<ul style="list-style-type: none"><li>• Clarity of goals and offerings</li><li>• Tracking toward clear metrics</li><li>• Sharing one clear set of messages and stories</li></ul>
Opportunities	Threats
<ul style="list-style-type: none"><li>• Improve clarity of communication (in all ways)</li><li>• Expand beyond black males to support other minority male teachers</li><li>• Partnerships with external organizations</li><li>• Diversify the age of Gentlemen</li></ul>	<ul style="list-style-type: none"><li>• Rapid expansion without a strategic plan</li><li>• Dilution of the PG name due to lack of clarity of services</li><li>• Confusion about PG offerings and programming</li><li>• External factors within education</li></ul>

**Strengths:** PG has a compelling mission and vision and is working to solve a problem that has gained national attention. Funders and education partners around the country are interested in PG and their compelling work. As noted, PG is particularly strong in the area of relationship building and has the ability to take what is often a highly individualized and personal decision (staying in the profession) and provide ongoing support.

**Weaknesses:** Several stakeholders noted the clarity of program offerings and communication as an area for growth. Specifically, Principals and District Officials could not readily explain the services PG offers. Because PG's Impact Leaders work with Gentlemen in so many personal dimensions, the work is difficult to describe and measure. PG will need to create a succinct and clear description of their programming in order to continue to grow and measure their impact.

**Opportunities:** PG has already taken steps to provide more clarity in communicating their messaging. They have many opportunities to grow the audience they serve, perhaps by including male teachers of color outside of just black educators and recruiting older Gentlemen. Further, they have an opportunity to solidify communication throughout all levels of the organization: between co-leaders, from leadership to the board, from leadership to funders, and from staff to school partners.

**Threats:** PG is most threatened by rapid expansion without first solidifying their program offerings and their ability to measure impact. More specifically, it is critical that PG clearly establishes their program offerings, value-adds, and overall model while growth is still within their control. Further, PG will always face challenges in supporting and retaining educators in a field that is often known for lacking innovation and below average compensation for much of its workforce.

## FEEDBACK & RECOMMENDATIONS

As part of our internal and external phases, our team had the opportunity to connect with current PG and potential stakeholders<sup>11</sup> ranging from current Gentlemen to school leaders, and district personnel to philanthropic donors and potential board members. A breakdown of the categories of stakeholders and the number of conversations can be seen below.

Category	Number of Conversations
Board, Leadership, and PG Staff	9
Funders/Potential Funders	9
External Partners/Potential Partner Organizations	8
Sector Experts	6
Principals	4
<b>Total</b>	<b>36</b>

Upon analysis, many of our findings are consistent with those that were presented in Dr. Chance Lewis' external evaluation, completed in March 2018.

Stakeholders that we talked with were overwhelmingly positive about the current results of PG and their potential for even more success. They appreciate the focus and the attention paid to increasing diversity in the field of education and better supporting male educators of color to be successful in their schools. They were positive about the staff and the passion that PG's leaders demonstrate, as well as the early success of the organization. Lastly, most stakeholders continually mentioned the belief in the long-term impact that PG could have as their model evolves and becomes more focused.

When asked for critical feedback about PG, three related themes were consistent throughout the conversations:

1. Stakeholders, including external partners, have a lack of clarity on what specific services PG provides
2. Due to the lack of specificity in service offerings, funders and clients are unsure of how to know if PG is setting the right metrics to measure success and whether or not they are successful
3. Stakeholders, funders specifically, believe that PG may be expanding too quickly without first hitting their market share and outcome goals in their current sites. There is concern that this growth will weaken PG's ability to have a clear and concentrated impact in their current locations

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<sup>11</sup> A complete list of stakeholders interviewed is included in the appendix, along with an overview of their expertise/positions.



Throughout this document, we will make suggestions to remedy these challenges and ensure that PG is on a track to successfully support male educators of color. While we can make suggestions about the direction and focus of the organization based on stakeholder feedback, ultimately the board and staff of PG need to determine the direction in which PG will go. The recommendations here are aimed at ensuring PG is able to create a sustainable organization with a deep and lasting impact: for the Gentlemen they support, the districts with which they partner, and ultimately the students they serve.

Without question, PG will grow their reach by expanding the number of sites they serve. They can consider various options of growth strategy, but there are two primary approaches: 1. Operating in a small number of sites while aggregating a collection of best practices that can be replicated or 2. Expanding rapidly and working to build best practices across several sites simultaneously, reaching more students immediately. We believe that following the first path of slow and measured growth, after collecting best practices and a clear operating model is likely to lead to a more sustainable organization that is positioned to have a deeper impact on the lives of students. Specifically, the following recommendations will be focused on PG deepening their impact first in Charlotte and within Charlotte Mecklenburg Schools, then throughout North Carolina.



### **Recommendation 1: Clarify Program Offerings**

One of the challenges that stakeholders (specifically school leaders) repeatedly named was understanding the exact offerings of PG. Many current partners and clients were excited about the prospect, but could not name exactly what PG does. Specifically, many principals either could not describe the current services being offered and some did not even know that PG was supporting their teachers. Clarifying program offerings while simultaneously building strong relationships with Principals will allow PG to better serve current and future Gentlemen. More specifically, building stronger relationships with Principals would allow PG to serve an even greater number of Gentlemen at each individual school. PG and the principal of each school would also be able to discuss how both are supporting the specific Gentlemen to ensure services align and do not overlap.

Note: In relation to clarifying program offerings, PG should also make an intentional decision regarding serving all educators of color or only black male educators. This decision will affect future hiring, service offerings, and other vital aspects of the organization.

Other PG stakeholders named their focus areas as recruitment (recruiting college students and lateral entry candidates into the teaching field), retention (retaining current teachers within their school or the teaching workforce), professional development, character building, and networking. PG's current offerings do touch all of these areas and stakeholders are often confused about what it is exactly that PG sells or provides, or how to best access various parts of their services. When pressed, stakeholders believe that PG is best positioned to focus on the retention of K-12 educators, rather than recruiting potential educators into the field.

**Recommendation:** Based on our analysis of the market, we recommend that PG focus on the retention of male teachers of color in the teaching field. While both recruitment and retention are strong needs, the recruitment field is generally more saturated and would take a significant amount of resources to be successful. PG should continue offering the 3C Focus Areas for Gentlemen with an emphasis on retaining teachers within teaching or a specific school. PG needs to establish a clear service that they can price and grow by proving their effectiveness.

**Note:** Two separate principals in Charlotte stated they'd be willing to pay between \$5,000-\$10,000 to PG for year-long support to retain and develop their male educators of color. Also, a CMS Community Superintendent that oversees 20+ schools mentioned that she'd be inclined to pay an unnamed price, assuming PG could clearly state and outline their services. Lastly, our research discovered that there are 20 male educators of color throughout two specific Project LIFT schools (separate from the principals above) and only one of those educators is a member of PG.

**Rationale:** The recruitment space within the education sector has large and established organizations (Charlotte Mecklenburg Schools, Teach For America, US PREP, etc.). True focus on recruitment will require the ability to be a national organization and scale rapidly in order to gain a large market share. A focus on retention requires a high-touch approach, similar to that of PG's current model. Further, PG has already shown an ability to partner with recruitment-based organizations and can offer real value in these partnerships by supporting and retaining educators once in the field.

While many organizations focus on recruitment, few have a clear model for how to develop and retain teachers. The task of doing so is generally left to principals that may or may not be successful in this area. The opportunity to develop male teachers into more than disciplinarians may lay outside the skill of a typical principal or HR staffer. PG has a highly relational model that is well suited to support the retention and overall well being of its Gentlemen. The funds that PG currently allocates to recruiting may be reallocated to focus on retention and measuring the efficacy of their members. Suggestions on how to measure the effectiveness of their Gentlemen are included later in this document.

Additionally, significantly growing the pool of male educators will require large investments of time and capital. PG has natural strengths related to building networks and relationships amongst their Gentlemen. With a clear and compelling theory of action about how to support teachers, increase their effectiveness and therefore retain more teachers, PG will carve out a specific and high-value niche for themselves. That narrow focus will allow them to create partnerships with districts, schools, charter networks and philanthropic donors and work towards becoming self-sustaining. Given the interest and current success of PG in relationship building and retention, a focus on retention through these services is a logical focus area for PG. It is also important to note that PG's current roster includes Gentlemen in many different job fields related to education. In order to truly focus on the mission of retention within schools, they will need to focus on recruiting Gentlemen who work directly in and with schools, specifically teachers, and administrators. This additional focus will also help PG measure the success of their Gentlemen. In the 2017-2018 membership year, almost a quarter of Gentlemen fall outside of these two categories (teachers and administrators).

If PG were to narrow their supports to development and retention, the crux of messaging for several audiences is noted below.

Audience	Message
Prospective Gentlemen	PG provides community, mentorship, and support during your career as an educator (3C Focus)
School Leaders	PG helps support you in developing and retaining teachers in your building that will be hard to replace
District Officials	PG can create a network of support across your district for a difficult to recruit and retain segment of teachers
Funders	PG is a trusted community partner that knows both the market and the business of retaining male educators of color

As previously mentioned, streamlining the communication regarding program offerings while simultaneously building strong relationships with district officials and principals could have a very positive effect on PG and their focus on retention. It will also be important for Mario, Jason, and the board to have very clear talking points about each service to ensure clarity and consistency. This would allow PG to pitch tiered services directly to principals to support all the Gentlemen in their school.

An example of a tiered pricing package for school leaders may be<sup>12</sup>:

- **Base:** \$3,000 for 10 Gentlemen to have access to a full year of PG Services<sup>13</sup>.
- **Medium:** \$5,000 for 10 Gentlemen to have access to a full year of PG Services. This package would also include two professional development sessions with the school staff and complimentary access to PG approved workshops, conferences, and retreats for Gentlemen and the School Leadership Team.
- **High:** \$8,500 for 10 Gentlemen to have access to a full year of PG Services. This package would include four professional development sessions with school staff, access to approved workshops, conferences, and retreats as well as connections to other School Partners in the PG network.

These school partnership services would not take the place of serving individual Gentlemen. Rather, it is our recommendation that PG begins pitching these services to HR officials, school leaders, and then transition to individual Gentlemen. Once this theory of action is developed, PG can further refine their vision, mission, and approach to business development with clearer messaging for all audiences about the specific values that PG offers.

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<sup>12</sup> These are example packages. PG should take time to work out the nuances of each package before offering these services to school leaders and district officials.

<sup>13</sup> These price points are based on the \$250/Gentlemen fee we suggest later in this plan with additional considerations. Price points of these services should remain fluid until each level of service is confirmed.



## **Recommendation 2: Confirm Success Metrics**

Throughout our conversations, PG stakeholders made it clear that they wanted to know how Gentlemen were being developed or becoming more effective teachers. In other words, these stakeholders are interested to know the impact and effectiveness of Gentlemen. PG will need to build a set of metrics that prove their effectiveness and provide a clear value-add. A very clear set of metrics and talking points will allow PG to articulate the value of their service and create common understandings for their ideal clients (HR departments, schools, etc.). To date, PG has not built direct partnerships, but with a more focused mission and metrics to support their success, the organization should be able to build partnerships that anchor their work within a city, county, or large school district.

Aligning these metrics with the overall model and program of PG would further allow them to clarify their importance to this work. Once confirmed, PG leaders will be able to articulate the alignment of their vision and mission with their service model and metrics.

**Recommendation:** Continue to work toward clear metrics around retention of Gentlemen and begin collecting data about the performance of students in Gentlemen's classrooms in order to set goals in the near term. Tracking the progress of the students within their Gentlemen's classrooms will give PG indisputable evidence of their progress. It will also require that they have deep partnerships with districts and schools in order to have access to the type of data required.

**Rationale:** In order to attract more partners and eventually scale their model, PG will need to continually demonstrate their efficacy in retaining their members on an even larger scale. HR departments will be likely to make a sizeable investment in PG if they are clear on what success will bring them - at both the retention and student achievement level. A clear track record of success will fuel additional partnerships and fund the growth required for PG to eventually scale.

The following are suggested metrics, in addition to the current metrics measured by PG, that may further prove the effectiveness of the organization. Once the agreed upon metrics are confirmed, PG should immediately plan to capture these metrics for Gentlemen serving as teachers within a given geographic location (likely Charlotte, NC).

### **Suggested Metrics<sup>14</sup>:**

- PG will support 50% of the male educators of color in a given location; alternatively, PG could set a minimum number of Gentlemen engaged in the cohorts in locations where 50% is either too large or too small of a target to be reasonable<sup>15</sup>
- 75% of enrolled Gentlemen will engage in program offerings
- 80% of enrolled Gentlemen will return to the profession the following year with 50% or more returning to their same school (measure 1, 3 and 5-year retention)
- 90% of enrolled Gentlemen will report that PG is instrumental to their success in the classroom
- 90% of enrolled Gentlemen will report that the support from PG leads to an increase in success for their students
- 60% of enrolled Gentlemen will Meet or Exceed Expected growth on the Education Value-Added Assessment System (EVAAS), when available

PG should also consider a set of metrics from Principals around the success of the teachers enrolled in PG

- Teachers enrolled in PG are more likely to be an active part of the school community
- Teach culturally relevant materials
- Lead students to successful outcomes

To further explore this suggestion, let's use North Carolina as an example. In this scenario, PG can consider using EVAAS scores to measure the progress of their teachers who teach tested subject areas (3rd through 8th grade ELA and Math, 5th and 8th grade Science, or EOC classes for high school such as English II, Math I and Biology). Early elementary school teachers can measure progress through DIBELS and TRC scores. In non-tested subject areas, PG can consider a combination of student surveys or principal perception survey data. Impact Leaders and the Chief Impact Officer would be responsible for the collection and analysis of this data.

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<sup>14</sup> These metrics should be used as a beginning point and may need to be adjusted as live data is available

<sup>15</sup> This could occur in cities like Atlanta or Memphis, where the population of male educators of color is significantly higher than a location like Charlotte



### **Recommendation 3: Geographic Concentration & Model for Growth**

Program expansion requires resources - of time, staff capacity, and money. Funders and potential clients worry that too rapid of an expansion will jeopardize PG's chances at success. PG currently has cohorts in five cities, but they do not have a significant market share in any of those locations, based on their internal metric of serving 50% of male educators of color in each region.

The current PG roster includes members in twenty-seven states plus the District of Columbia. While there are concentrations in their primary cities, members within those five sites make up less than half of the current roster. Even in Charlotte, which has the largest concentration of Gentlemen, only approximately 40 of the members are working directly in schools or with students.

Recommendation 1: PG should concentrate its growth in Charlotte until meeting their internal goal of serving 50% male educators of color within the district. Once that metric is hit, PG would then expand throughout North Carolina, proving their model and hitting specific metrics before growing in another state. PG also has a virtual model that could be built up in parallel to choosing one or two locations in which to focus growth and sustainability. PG should approach Charlotte Mecklenburg Schools (CMS) to propose a fee for service support structure for incoming and current male educators of color. This will guarantee PG has both a membership base and revenue. As they grow, PG can pitch this model to other districts in North Carolina and beyond, and national charter networks. This decision would likely change the day to day course of the PG model. It would predicate that PG leadership spends a significant amount of time meeting with CMS district officials and Principals to pitch their services.

Recommendation 2: PG may consider building a database that includes all CMS Learning Community Superintendents, CMS schools, the principal of each school, and related contact information. This database would then be used to ensure that PG meets with and pitches every CMS Learning Community Superintendent and principal to discuss their services and delivery model in the 2018-2019 school year. Further, there are currently 170 CMS schools. With advanced research, it is reasonable to believe that PG could establish meetings with 30 of the CMS schools with the highest concentration of male educators of color and convert 5 of those schools (and their Gentlemen) into partners.

In a more specific example, it may benefit PG to concentrate their focus on a select group of schools within a geographic area. Targeting every Project LIFT school or a particular learning community in CMS would allow PG and their staff to be more efficient and capture economies of scale.

PG should continue very modest growth in all sites where they have in-person cohorts. After two years of focus on growth in Charlotte and North Carolina, PG can turn attention to growing its other sites and virtual cohorts.

**Rationale:** PG has a strong base in Charlotte, including its largest cohort and several funders. Their familiarity with the Charlotte market and their connections within schools and the district will help them codify exactly what it will take to reach scale in a single market. Once PG supports approximately 150 Gentlemen, served by approximately five full-time Impact Leaders who are in schools in Charlotte, PG should consider expanding their presence across the state. Recruitment of Gentlemen should focus on Charlotte Mecklenburg and surrounding counties: Wake County, Durham, Forsyth County, and Guilford County as those areas make up five of the largest eight districts in the state.

In order to deepen their impact, PG needs to focus on going deep in a handful of partner cities, and prove their ability to meet big goals and metrics - including teacher retention and student achievement, before expanding their geographic offerings. It is tempting to expand rapidly and increase the reach of an organization, particularly when funders around the country are interested in PG's offerings, and it will be a test of patience and strategic thinking to roll out slowly and carefully, ensuring that each program site is set up to reach full impact. While many nonprofits can be easily replicated through curriculum offerings run by volunteers or virtual platforms, PG's value-add is in relationships and a deep connection to the men serving students in that location. Replicating will require that PG knows the needs and wants of a community, has high leverage strategies to replicate, and can find the staff in partner cities that will support expansion.

There are also clear value-adds to a place-based model for funders and the philanthropic community. Focusing first on Charlotte, then expanding, will allow PG to develop even stronger relationships with funders that have a focus and connections in the same region. Further, this focus will also allow PG to strengthen their brand and communication by always being part of local educational conversations that are relevant to retaining male teachers of color. Lastly, this focus would also enable PG to be part of local conversations at the city, county, and state level. Being present in these conversations would allow PG to pursue public funds that align with legislative priorities.

In terms of growing the number of Gentlemen served, PG should continue to consider partnerships with districts or other pipeline programs, such as Teach For America (TFA), the University of North Carolina at Charlotte (UNCC), and others. TFA is a well established, well funded nonprofit, however, they still face an immense challenge recruiting and retaining black male educators. A partnership with PG could help TFA attract and retain more male educators of color in North Carolina. PG can also opt to approach schools directly to support teachers, encouraging Principals to pay the membership fees from their Title I school funds. Title I funds are disbursed to schools that have the largest percentages of children from low-income families. Schools can also use Title II funding, which is intended to pay for innovative and evidence-based activities that more effectively attract, select, place, support and retain excellent educators, for an initiative such as a partnership with PG. Lastly, select schools in Charlotte and North Carolina have been labeled Restart schools. This designation comes with additional funds to be leveraged in ways not restricted by the state.

## THREE-TO-FIVE YEAR PLAN

*Based on the aforementioned findings and recommendations, we'll use this section to highlight specific focus areas that will be critical over the next three to five years for PG. To operationalize this focus and related themes, we'll propose that PG leverages the following table and insights as a guide.*

	FY17	FY18	FY19	FY20	FY21
Charlotte	55	110	220	230	245
North Carolina	24	48	96	288	864
Atlanta	30	45	68	135	270
Chicago	25	38	56	113	225
Memphis	10	15	23	45	90
Washington DC	18	27	41	81	162
Virtual	127	127	127	191	286
<b>Total</b>	<b>289</b>	<b>410</b>	<b>630</b>	<b>1082</b>	<b>2142</b>

### Clarity & Approach

We project that providing clarity regarding PG's program offerings while having more intentional conversations with CMS district officials and Principals will allow PG to double the number of Gentlemen served in Charlotte by the conclusion FY18. More specifically, PG would need to recruit approximately 5 Gentlemen per month (though the Gentlemen may join based on PG's acceptance schedule), while retaining current Gentlemen to reach this milestone during FY18. This path would allow PG to serve 220 male educators of color (approximately 50% in CMS) by FY19. The model and overall learnings from this impact could be scaled to another city throughout North Carolina.

### Gentlemen

PG should still plan to serve and support Gentlemen in other regions outside of Charlotte and North Carolina. It is logical to believe that other regions will experience gradual growth given PG's relationships and previous work in these areas. As indicated in the above table, new sites could be considered after FY20 but should meet agreed-upon criteria and should be fully funded by local philanthropy for a period of three to five years. Virtual cohorts would likely remain the same size until they reach a sizable mass in Charlotte and North Carolina.

### Success Metrics

PG should use this projected model to test the suggested success metrics with Gentlemen that work in schools within Charlotte. Doing this would allow PG to capture metrics in a defined and growing geographic area. These metrics would then help PG highlight the success of their Gentlemen with CMS, partner schools, and funders.



## Philanthropy

The place-based growth strategy will be appreciated by funders. Particularly those that are based in North Carolina and that appreciate a concentrated effort within a given area. PG should leverage current relationships and broker new philanthropic relationships as they work on this projected model. Doing so would allow funders to clearly understand the new strategies, goals, and expected outcomes. More specifically, focusing on Charlotte would also position PG to increase their individual supporters by explaining the concentrated effort and impact within the city. PG should also feel comfortable having similar conversations with funders in other program sites and explaining their new criteria for growth.

## Communication

Similar to the need for PG to clarify their program offerings and success metrics, we did discover common themes in which stakeholders expressed interest in more consistent communication. The following outlines key stakeholders and related suggestions to support PG in this area of growth.

*To the Board - Establish monthly check-in calls with board leadership and key committee members. These checkpoints should serve as an opportunity for updates and support for all involved parties.*

*To Current Gentlemen - As previously mentioned, the Gentlemen we connected with were overwhelmingly positive about their experience. Current Gentlemen did express the need and interest to know more about the overall vision and plan for PG. Gentlemen also expressed the need for PG leadership to communicate the importance of communication across all levels of the organization (Impact Leaders struggling to schedule check-ins with other Gentlemen).*

*To Prospective Gentlemen - One Charlotte-based principal heard feedback from one of their educators of color after a PG pitch that PG simply sounded like “more work” or a “big time commitment”. Clearly, this is only one data point, but this principal also suggested that PG could clearly name the benefits of joining their group to attract even more educators of color.*

*To Current and Prospective Principals - Multiple Principals cited a lack of knowledge about PG, not knowing that PG was serving their teachers, or a lack of response/return emails from PG. This can be remedied by ensuring a specific PG staff member is responsible for responding to school partners within a 48-hour window of the initial communication.*

*To Local Stakeholders - Multiple Charlotte-based stakeholders mentioned not being familiar with the specifics of PG and their services. Outside of clarifying communication, PG and the board can make a committed effort to communicate opportunities and attend as many community events as possible.*

PG may consider measuring the effectiveness of these communication strategies by tools such as surveys, as well as, regular check-ins with school partners to ensure alignment and satisfaction.

### **Share What You Know**

PG's greatest asset is the more than two hundred teachers and leaders they support through their work. Elevating their voice in the profession will help to shine a light on the systemic challenges teachers face in the profession. For example, if PG members share that they are often tracked into roles that focus on discipline, PG can approach that problem in three different ways: 1) They can ensure that the Gentlemen they support are strong classroom leaders that are well positioned to help their students make academic gains; 2) They can work with schools to help them become more culturally competent and address the underlying biases that exist in the school and school staff and 3) They can make sure their members concerns are heard on the national policy and advocacy level. This is merely one example of how PG can leverage the expertise on their Gentlemen to support reform on such critical issues, first locally, then across states and regions.

### **Consider Measured Growth**

As PG meets its targets in Charlotte and other locations in the state, national growth will be alluring. In order to facilitate smart growth, PG should consider what requirements a city or region must meet in order for PG to be successful. Some questions to consider as PG builds a profile include:

- Is there a minimum number of male educators of color that should be in the city already?
- What are the attributes or focus areas a school district must have?
- What should be true of the funding community?
- What state instruments exist to measure academic progress?
- What community supports exist to further the work?
- Are potential external partners already present in the community?

### **Documenting Systems**

Lastly, PG should consider documenting key systems as they grow and approach this new strategic direction. Documenting systems within Operations, Hiring, and Development will be critical in capturing key information to ensure such systems are replicable by current and new staff members.

The success of PG over the next three to five years will be dependent on a number of factors. It will be vital that PG leverages these recommendations and the growth table to continually adjust and adapt to market conditions.

# FINANCIAL SUSTAINABILITY

PG has developed a long-term budget based on national growth. In order to align with our findings, we have provided an alternative budget to model a long-term plan for geographic concentration, first in Charlotte and North Carolina and then expanding in current program sites. Assumptions are noted throughout the budget tool and this should be used as a proposed set of budgeting priorities, rather than hard and fast guidelines. Key assumptions include:

- Focused growth to reach 50% market share first in Charlotte, followed by North Carolina (likely Raleigh/Wake County first and approximately 1,000-1,500 Gentlemen), followed by their current sites: in Atlanta, Chicago, Memphis, and Washington D.C. Once PG reaches 50% market share in North Carolina, they will have to conduct a strong analysis to determine which of their other program cities they should prioritize based on market conditions. Virtual cohort growth is the last priority
- Revenue streams are assumed to come primarily from an increase in membership fees and the creation of partnership fees paid by districts, schools, and potential partners such as TFA<sup>16</sup>; the partnership fees assume 75% of Gentlemen are covered in a partnership agreement with an average cost of \$250/Gentleman; a small portion of revenue continues to be generated by PG magazine
  - PG may consider and are well-suited for additional revenue streams such as annual luncheons or special events, speaking engagements, etc. These types of activities should only be considered once the new strategic direction is confirmed
- Philanthropic giving is assumed to make up the remainder of revenues, with 85% of giving from foundations/grants and 15% from individual donors. This is consistent with current giving, though this percentage would ideally regress as earned revenue increases
- Impact Leaders are a mix of virtual (part-time) and in person (full time) staff; full-time impact leaders are on site and support 40 Gentlemen each while virtual Impact Leaders are part-time and support 50 Gentlemen each

The budget assumes growth in all current sites with an increased focus on Charlotte and North Carolina in the first two years. In FY18 and FY19, we strongly recommend focusing growth on Charlotte and North Carolina in order to meet agreed-upon goals and metrics. As the two sites reach a significant size of approximately 50% market share in each region, the focus turns to growth in additional sites. While other sites can be added beyond FY20, they should be fully funded in person cohorts that meet the needs of a community.

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<sup>16</sup> Similar to TFA, higher education institutions with education departments such as the University of North Carolina at Charlotte may be an option for an earned revenue partnership. However, given market research, PG should first pursue partnerships with the aforementioned partners.

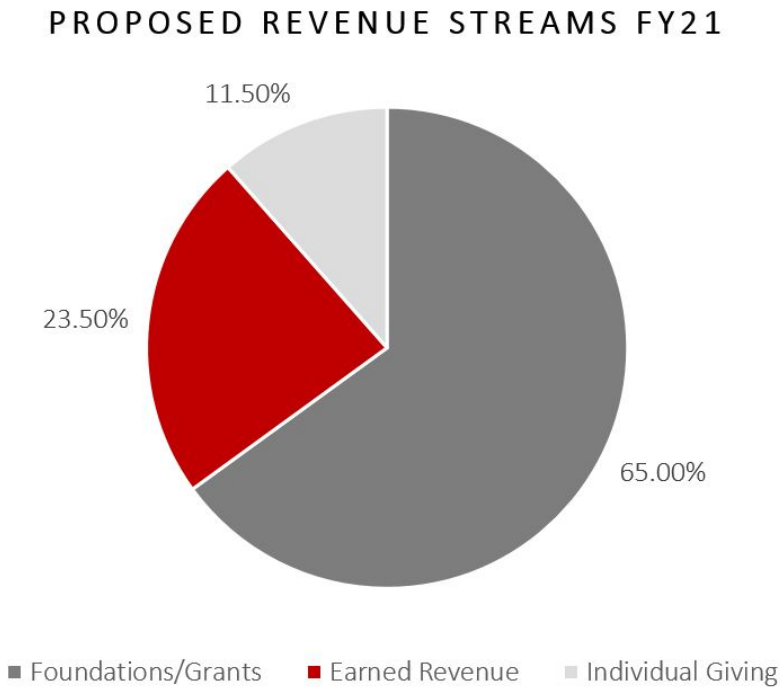
FY	Site	Rate of growth
19	Charlotte/North Carolina	Increases by 100%
	Atlanta/Chicago/Memphis/Washington DC	Increases by 50%
	Virtual	Maintain approximate current size
20	Charlotte/North Carolina	Increases by 100%
	Atlanta/Chicago/Memphis/Washington DC	Increases by 50%
	Virtual	Maintain approximate current size
21	Charlotte	Maintain approximate current size
	North Carolina	Increases by 300%
	Atlanta/Chicago/Memphis/Washington DC	Increases by 100%
22	Charlotte	Maintain approximate current size
	North Carolina	Increases by 300%
	Atlanta/Chicago/Memphis/Washington DC	Increases by 100%

This budget also assumes increased earned revenue from two primary sources. The first is an increase in membership dues paid by Gentlemen, and while it does produce significant additional revenue, it is primarily used to gain more engagement. Current Gentlemen may not be prioritizing PG commitments due to the rather negligible price points in comparison to other activities and memberships. The membership fee remains modest but could be increased to at least \$50 per membership year. The second increase in earned revenue comes from partnerships with districts, schools and/or charter networks. The partnership revenues in the budget assume that PG can charge approximately \$250 per Gentleman. The earned revenue escalates quickly, which will help position PG well with funders as they work towards sustainability. In order to continue to increase revenue, PG will need to develop partnerships in districts where they serve a significant number of Gentlemen, and in future years, the organization will need to determine how to be charged for their virtual support options- Gentlemen will continue to pay a membership fee, but there may also be opportunities to charge schools and districts that benefit from the work of PG.

### **FY18 and FY19**

In FY18, the Charlotte and North Carolina cohorts will both double in size, while Atlanta, Chicago, Memphis, and Washington D.C. will all grow by 50%. The total number of Gentlemen served is 410 (140% growth) and 632 (150% growth). The number of full-time staff members also increases. In FY18 a Director of Organizational Growth and a Director of Achievement are hired, plus four full-time Impact Leaders in Charlotte. Impact Leaders in all other sites will continue to be part-time until FY20.

Earned revenue increases by charging \$50/membership in FY18 and \$55/membership in FY19. As the clear value and success of the program continue, PG should feel comfortable increasing membership dues. PG can also charge increased membership dues in sites within-person cohorts compared to sites with virtual offerings in order to increase revenue and offset labor costs. Funding through partnerships should also continue to increase. PG can price partnerships per district, school or network to create ongoing partnerships and increase buy-in from districts and school Principals. Organizations such as Teach For America charge district partners thousands per participant, so PG will still be a comparably low priced partnership. Additionally, modest growth of the PG magazine is assumed throughout the next four years. A focus on partnerships will increase the organization’s Earned Revenue and make them less dependent on philanthropic funding. A proposed breakdown for FY21 is below:



**FY20 and FY21**

In FY20 and FY21, we assume that the membership numbers in Charlotte stay relatively constant, but membership numbers in Atlanta, Chicago, Memphis and Washington DC double between FY 20 and FY21. This reflects a new focus on growing additional sites to the 50% metric. We also assume that additional sites may be added between FY18 and FY21, but those sites should meet the criteria of being fully philanthropically funded prior to launch.

*An abridged version is found here with a complete version in the Appendix.*

Localized Strategy Budget	FY17	FY18	FY19	FY20	FY21
Number of FTEs	6	9	13	28	40
Number of PT Impact Leaders	6	8	11	7	15
Number of Gentlemen Served	289	410	630	1,082	2,142
Charlotte	55	110	220	230	245
North Carolina	24	48	96	288	864
Atlanta	30	45	68	135	270
Chicago	25	38	56	113	225
Memphis	10	15	23	45	90
Washington DC	18	27	41	81	162
Virtual	127	127	127	191	286
Total Revenue	394,270	629,040	896,916	1,634,664	2,491,742
Total Expenses	390,810	629,040	896,918	1,634,664	2,491,742

### **Staffing**

Creating an organization that is narrowly focused on retention will require PG to staff differently and have a much more hands-on approach with their Gentlemen. They will need to develop closer working relationships with Principals, teacher coaches, district HR departments, and other related clients. They will continually need to train and support their Impact Leaders to build a culture that supports Gentlemen through individual and structural challenges that exist in their schools and districts. This work will quickly grow too large for part-time staff and will quickly require PG to shift to a model where Impact Leaders are full-time staff members.

Focusing on retention of teachers and administrators may require PG to hire staff members with a different set of skills and experiences. For example, PG may not currently have someone on staff who is able to analyze academic data and track progress toward metrics and outcomes. With the exception of a set of specific skills and needs, it may require that current staff turn their attention to a different set of actions in order to increase the focus in Charlotte and North Carolina. Mario, Dominique, and potentially Jason will need to be in schools in order to share the vision and values of PG with Principals and Gentlemen. They need to work to tell a crisp, coherent story that sets the stage for every Title I school in Charlotte to have a consistent take on the value that PG can add. Similarly, Jason and Mario need to meet with CMS HR, TFA and charter networks to pitch fee for service contracts that guarantee them a base number of members to start to prove their services. As they grow the organization, they will likely need to enhance the capacity of Impact Leaders with a full-time staff member.

Each cohort should include one full-time employee (FTE) at PG Charlotte that can visit classrooms, connect with Gentlemen and help Principals and district leaders understand why Gentlemen opt to stay or leave their buildings and district.

If PG decides to move to a more retention focused organization they may also need to consider hiring staff members that know content and pedagogy well enough to add value when they visit Gentlemen's classrooms. Reaching meaningful academic outcomes will require full-time Impact Leaders at a full-time salary. Full-time Impact Leaders will be paid an average salary of \$50,000 and will support up to 40 Gentlemen.

Key roles and their proposed responsibilities are included below<sup>17</sup>:

- **Executive Director** oversees all facets of the organization including programming, achievement, board management, fundraising, budgeting, and hiring; directly manages the growth and achievement tracking within the organization
- **Chief Impact Officer** directly oversees the organizational impact by managing Impact Directors (who in turn manage Impact Leaders), responsible for the success and retention of Gentlemen in the program
- **Impact Directors** manage and support Impact Leaders, assessing their efficacy and are charged with the development and growth of Impact Leaders
- **Director of Organizational Growth** develops new partnerships, supports the relationships within existing partnerships, supports the Executive Director in fundraising
- **Director of Achievement** oversees the collection and analysis of all data and progress toward organizational goals
- **Impact Leaders** are the first and most frequent touch point for Gentlemen. They will work with Gentlemen on growth and development and provide support to ensure classroom and cohort success

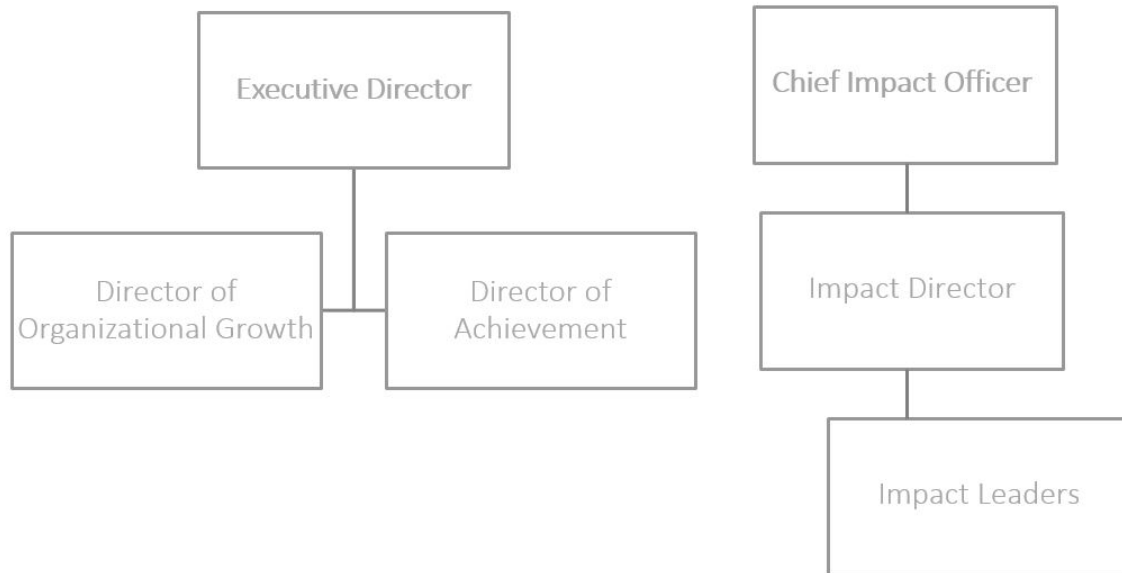
In the later years, additional functions will be required, including marketing, data analysis, and development support. Those functions can be folded into other job responsibilities, hired for directly, or outsourced depending on capacity constraints.

In FY18 and 19, we recommend moderate growth that aligns with serving more Gentlemen in a specific geographic location (likely Charlotte, NC). The organization will be co-led by an Executive Director and Chief Impact Officer. The Executive Director will manage growth strategy and development, and through those functions, will manage the overall health of the organization, including achievement. The Chief Impact Officer will directly manage a full-time Impact Director who oversees Impact Leaders in all locations.

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<sup>17</sup> The proposed hiring of additional staff members is projected based on the increase of philanthropic and earned revenue funds.

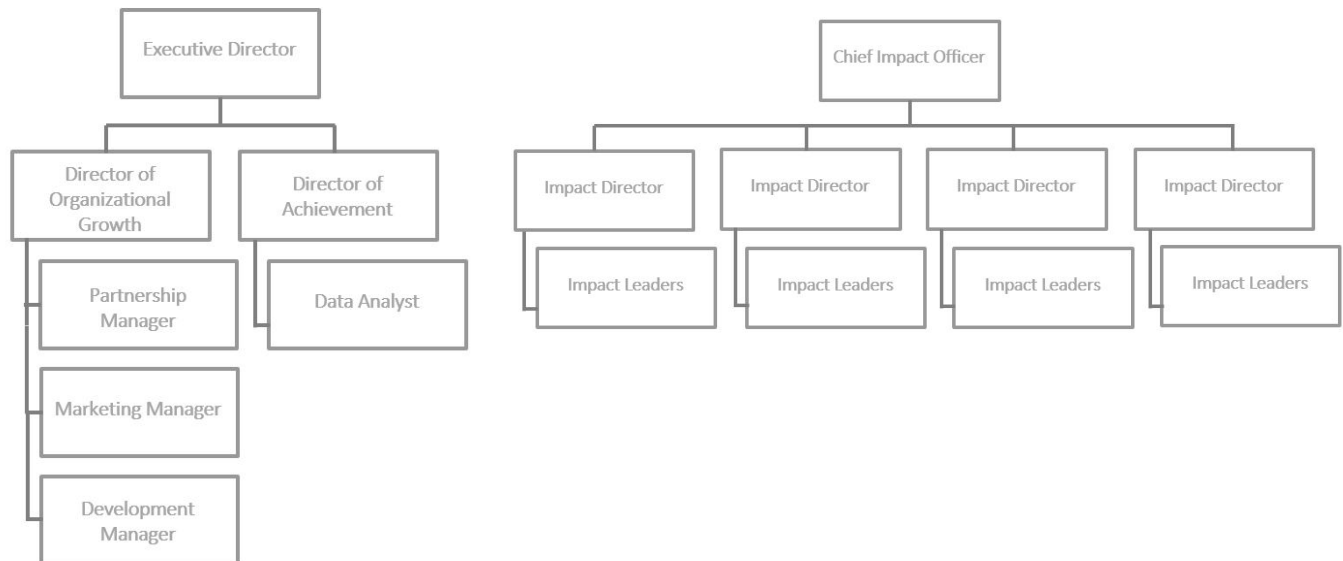
## FY18 PROPOSED STRUCTURE



As the organization grows and Impact Leaders become a full-time role, additional Impact Directors will be needed to oversee and support the Impact Leaders. In FY 20 and 21, we project that PG will also need additional capacity in the areas of marketing, partnership management, and data analysis. Impact Leaders will make up the majority of the staff and will have the most direct contact with Gentlemen. Impact Directors will manage Impact Leaders and continue to report to the Chief Impact Officer. The Executive Director will continue to manage the board and Operational aspects of the organization. A proposed structure for FY21 can be found below.



## FY21 PROPOSED STRUCTURE



# BOARD DEVELOPMENT

PG is rapidly reaching a stage in their maturity where they need a more diversified set of board members that can support their strategic growth and advise their work. The board and PG staff need to be working in conjunction to reach agreed upon goals. Delineated goals and responsibilities will keep both the board and full-time staff engaged in the strategic pursuit of growing PG.

*Note: Our team submitted a mid-point deliverable to the board in March of 2018. This deliverable focused on the core tenets of a high-functioning board and also analyzed three organizations for PG to consider as it charts its future growth. The findings and feedback from that deliverable were also leveraged in providing the following information<sup>18</sup>.*

In order to reach goals sustainably, PG's Board needs to consider the following:

- What are the primary responsibilities of the board? In what ways should the board and their functions evolve over time?
- What board structure best supports strategic and sustainable growth?
- How does the board structure support committees, onboarding procedures, and other critical aspects of the organization as a whole?
- How should the board and full-time staff work together?

These questions and additional resources are considered below.

## **What are the primary responsibilities of the board, and how do they evolve over time?**

The primary responsibility of a nonprofit board is to act as a fiduciary that steers the organization toward a sustainable future. In order to do so, the board must adopt sound financial, management, and legal governance policies and ensure that the organization has sufficient financial resources to meet its goals. The board should also be hands-on in selecting and managing the CEO of the organization.

The table below, adapted from Richard Ingram's *Ten Basic Responsibilities of Nonprofit Boards*, outlines how responsibilities of the board evolve over time in the key areas of Vision and Mission, Staff Management, Long-term planning/financial stability, board Development, and Governance.

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<sup>18</sup> The full deliverable can be found in the Appendix.

Responsibilities	Start-Up	Sustainable
Vision and Mission	<ul style="list-style-type: none"> <li>Determine the organization's vision and mission</li> </ul>	<ul style="list-style-type: none"> <li>Determine which of the organization's programs are consistent with the vision and mission; monitor the effectiveness of programming</li> <li>Determine with programs are likely to lead the organization to reach its goals</li> <li>Clearly defining and articulating the organization's mission and goals to gain support from the community and enhance the public image of the organization</li> </ul>
Staff Management	<ul style="list-style-type: none"> <li>Select CEO and other key positions</li> </ul>	<ul style="list-style-type: none"> <li>Support and evaluate the key staff members with the goals of the organization in mind</li> </ul>
Long-term Planning	<ul style="list-style-type: none"> <li>Develop a budget and financial management tools</li> </ul>	<ul style="list-style-type: none"> <li>Ensure effective organizational planning</li> <li>Secure adequate resources of the organization to fulfill its mission</li> <li>Monitor the budget and ensure that proper financial controls are in place</li> </ul>
Board Development	<ul style="list-style-type: none"> <li>Recruit a founding board that can raise money and support the organization's mission and values</li> </ul>	<ul style="list-style-type: none"> <li>Create prerequisites for board members in order to ensure a board that is balanced in its skills and abilities</li> <li>Orient new board members</li> <li>Evaluate the performance of board members and exit members as needed</li> </ul>
Governance	<ul style="list-style-type: none"> <li>Adhere to legal and ethical standards and norms</li> <li>Act with a duty of loyalty to the organization and its staff, practicing discretion and accepting decisions that are made through a majority vote</li> </ul>	

### **What board structure best supports strategic and sustainable growth?**

PG also needs to determine how their board structure can best support growth and sustainability. Currently, the board has seven members, four of whom reside in Charlotte, NC. With an intent to focus on Charlotte and North Carolina, the makeup of the board is generally correct. PG should consider 1) Expanding the size of the board while maintaining a majority presence in Charlotte and North Carolina 2) Creating subcommittees that focus on a specific area of need, and 3) Implementing term limits for board members.

The board should have a membership of 12-15 members<sup>19</sup>, with a board chair. There should be approximately three standing committees that also have a chair and functional committee chairs plus the board chair should form an Executive Committee. The function of the Executive Committee is to understand the priorities of each committee and share that information with committee members. This will ensure that committees are not working in isolation, but rather are tackling strategic priorities from a specific functional lens.

To support a goal of reaching impact in Charlotte and eventually greater North Carolina, the board should expand its membership with a majority of its members in the geographic area. Any nonlocal members that are added to the board should live or work in the current program cities: Atlanta, Chicago, Memphis, or Washington DC. Members should be targeted and groomed for service by first identifying subject area needs on the Board. These include finance, development, and strategic growth.

Board members should all commit to serving a term that is two or three years in length. Implementing a term limit will aid in keeping board members engaged, and will allow the board an opportunity to recruit members based on its current context. Staggering the terms will allow for a natural exit point for members, will keep the vision fresh and will allow the board to continually refresh its makeup - adding members in sites where expansion occurs while maintaining a consistent size and functional focus. In adding board members, there should be an intentional focus on augmenting the existing skill set on the board. Areas to recruit for include Human Resources knowledge, legal experience in the nonprofit sector, board governance experience, fundraising, and experience with a national nonprofit that has replicated or expanded.

### **How should the board and full-time staff work together?**

The board and full-time staff should be aligned with their priorities and goals. The board's role is to support and evaluate the performance of the CEO and other key staff members. Staff members should report their progress toward the organization's goals on a regular basis in order to solicit input and reactions from the board. The board should have a consistent pulse on progress so that they can effectively assess the performance of staff, advising when a separation might be necessary, approving new staff positions as needed, and providing ongoing support for the development of staff. Because the board is the fiduciary steward, they should have oversight of the budget and large spending priorities should be approved prior to implementation.

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<sup>19</sup> Based on the current skill set of the board and overall needs, we've drafted an initial outline of candidates for board members based on a number of criteria. This full list can be found in the Appendix and connections can be made to the corresponding parties at the appropriate time.

Specific committees may find themselves working more closely with staff members at different times of the year. For example, the development committee may be tasked with overseeing large events and will work more closely with staff in the lead-up. Committee members should be assigned based on their interests and functional area skills. An analysis of current board members and their areas of functional expertise can be found in the Appendix. A proposed list of local board members is also proposed in the Appendix.

The board also needs to commit itself to development opportunities. Oversight of the organization is a necessary, but not sufficient task for the board to take on. In order for the board to be as effective as possible, they will need to analyze the gap between where they are now and where it wants to be. There are many tools available to perform this analysis including tools from Bridgespan, McKinsey, BoardSource, and others. SchermCo recommends beginning this process with a simple board assessment created by Stanford University's Law School. Each member of the board should complete this assessment to determine the best starting place to develop a top-tier nonprofit board. The board assessment is linked in the Appendix.

### **National Advisors**

PG leadership and board members may also consider building a select group of National Advisors to further their development and awareness across the country. For clarity, this does not change or alter the recommendation for PG to deepen their impact in Charlotte or across North Carolina. Rather, these National Advisors may be able to offer strategy and fundraising support as PG furthers their impact. Lastly, these connections may be beneficial as PG continues to build momentum and better positions PG when they are ready to advance their work in more states across the country.

The following list of potential National Advisors was developed during a conversation with a current PG funder<sup>20</sup>. Dorian offered to make personal connections to each of the following at the appropriate time.

Name	Title, Organization
John B. King Jr.	President & CEO, The Education Trust
Bryan Stevenson	Founder & Executive Director, Equal Justice Initiative
Bob Ross	President & CEO, California Endowment
Michael Lomax	CEO, The United Negro College Fund
Irvin Scott	Senior Lecturer, Harvard University
Cassandra Herring	Branch Alliance for Educator Diversity

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<sup>20</sup> Dorian Burton, William R. Kenan, Jr. Charitable Trust

## 90-DAY ACTION PLAN

While the vision above represents a set of goals and metrics, in order to be positioned for success, PG and its board will need to take immediate actions. The following 90-Day Action Plan proposes a set of steps to ensure PG is able to have long-term sustainability and success. It is meant to help PG condense the learnings of this plan and set the plan in action.

	Steps	Owner	Timeline
Vision and Mission	Clarify program offerings and focus areas	Staff + Board	8/29
	Set targets and metrics for Charlotte and NC market	Staff with board approval	9/28
	Develop marketing materials (one-pagers) to support new vision and mission	Staff	9/28
Board Development	Solicit new board members	Board	Ongoing, beginning immediately
	Revise bylaws to include committees and term limits	Board	8/29
	Create functional committees with clear strategic goals	Board	8/29
	New board members confirmed and onboarded	Board	9/28
Programming	Create a compelling pitch for school districts and schools	Staff	9/28
	Realign staff responsibilities based on key goals and metrics	Staff	9/28
	Messaging and communication one pagers finalized	Staff	9/28
Recruitment (Membership)	Create a recruitment profile and plan for Charlotte and North Carolina	Staff	8/29
	Reach membership targets for Charlotte and North Carolina	Staff	9/28
Recruitment (External Partners)	Secure meetings with four districts and/or charter networks within North Carolina	Staff	8/13
	Secure contracts with two districts and/or charter networks	Staff	9/28

## NEXT STEPS

Throughout the past six months, SchermCo engaged with numerous PG stakeholders, as well as analyzed the current model and marketplace to best advise PG on their continued growth. The process has illuminated both the strengths and challenges of PG. The ability to narrow the focus of the organization and market a clear, simplified purpose and related services is key to the organization's success. To do this, PG needs to continually build and manage a high functioning board with clear ways to support the organization's growth and success. PG must continue to collect key data and provide information to future partners about the effectiveness of their organization to support and retain male educators of color. Ultimately, PG is a relationship focused organization in a relationship driven field and their ability to cultivate partners will lead them to a greater impact for the largest possible number of students.

As previously mentioned, additional and suggested next steps include:

- Focusing program services and partnerships in Charlotte, then throughout North Carolina
- Sharing this plan with key funders and community partners
- Hold each other accountable to the suggested metrics and dates proposed in this plan

Once again, it has been a pleasure supporting the critical work of PG. Our team is happy to offer continued services to aid in the action and implementation of this plan. The specifics of these services and a continued partnership can be discussed at a future agreed upon time. We look forward to continuing a strong relationship with PG in the years to come.

# APPENDIX

## A1. Stakeholder Conversations

The following stakeholders were contacted and interviewed by our team to learn more about their knowledge and experience with PG. Each of the following was personally interviewed by someone from the SchermCo team<sup>21</sup>.

Name	Title & Organization	Location
Jason Terrell	Executive Director, Profound Gentlemen	Charlotte, NC
Mario Jovan Shaw	Chief Impact Officer, Profound Gentlemen	Charlotte, NC
Kristi Orange	Profound Gentlemen Board Chair	Charlotte, NC
Wendall Garth	Profound Gentlemen Board Member	Cleveland, OH
Marcus Brandon	Profound Gentlemen Board Member	Greensboro, NC
Tifini Floyd	Profound Gentlemen Board Member	Charlotte, NC
Juan Liscano	Profound Gentlemen Board Member	Charlotte, NC
Nicholas Bratcher	Current Gentlemen	Charlotte, NC
Alonte Johnson	Impact Leader, Profound Gentlemen	New York, NY
Denise Watts	Project LIFT Superintendent, Charlotte Mecklenburg Schools	Charlotte, NC
Meghan Loftus	Principal, Ashley Park K-8, Charlotte Mecklenburg Schools	Charlotte, NC
Susan Daniel	Executive Director, Social Venture Partners - Charlotte	Charlotte, NC
James Ford	Independent Consultant	Charlotte, NC
Carrie Hanson	Executive Director, Girls on the Run Charlotte	Charlotte, NC
Johanna Anderson	Executive Director, Belk Foundation	Charlotte, NC
Chance W. Lewis, Ph.D.	Carol Grotnes Belk Distinguished Professor of Urban Education, University of North Carolina at Charlotte	Charlotte, NC
Pete Gorman	PG Leadership Associates	Charlotte, NC
Clayton Wilcox	Superintendent, Charlotte Mecklenburg Schools	Charlotte, NC
Tim Hurley	Executive Director of Education at Movement Foundation	Charlotte, NC
Jamie Sumter	School Director, Movement School	Charlotte, NC
Latoya Belin	Assistant Director, Movement School	Charlotte, NC

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<sup>21</sup>Meeting notes from each conversation can be provided upon request.



Erik Turner	Principal, Sedgefield Middle School, Charlotte Mecklenburg Schools	Charlotte, NC
Rashaan Peek	Director of Organizational Affairs, MeckEd	Charlotte, NC
Brenda Berg	Executive Director, Best NC	Raleigh, NC
Dorian Burton	Assistant Executive Director, The William R. Kenan Jr. Charitable Trust	Chapel Hill, NC
Kate Pett	Executive Director, Asheville City Schools Foundation	Asheville, NC
Zeina Fayyaz Kim	Associate Partner, NewSchools Ventures Fund	San Francisco, CA
David D. Weitnauer	President, Dobbs Foundation	Atlanta, GA
Kyle Reis	Program Office, Reis Foundation	New York, NY
Sabrina Taj	Braitmayer Foundation	Baltimore, MD
Ryen Borden	Program Officer, Bill & Melinda Gates Foundation	Phoenix, AZ
Sarah Beal	Executive Director, US Prep	Lubbock, TX
Jill Pitner	Chief Innovation Officer, National Center for Teacher Residencies	Washington, D.C.
Walter Taylor	Director of Professional Development, Chicago Teachers Union Foundation Quest Center	Chicago, IL
James Fogarty	Executive Director, A+ Schools,	Pittsburgh, PA
Joe White	Vice President of School Support, The Mind Trust	Indianapolis, IN

## **A2. Full Narrative: Similar Organizations**

**The Fellowship Black Male Educators for Social Justice:** The Fellowship is a professional membership and activist organization dedicated to advancing the recruitment, development, and retention of Black male educators in schools throughout the Greater Philadelphia area. Their network currently has more than 665 current or prospective black male educators who are mentoring at least one man through the student-teacher pathway. Their goal is to double the number of black male teachers in Philadelphia in five years. The Fellowship charges an annual \$20 membership fee, which is waived for high school students.

**National Association of Black Male Educators:** NABME's mission is to increase the number of responsible black male educators who succeed at professionally and positively impacting their communities. The organization's work includes developing high school and undergraduate student interest and awareness in the education field, training and increasing the capacity of black and minority male educators and to promote the professional advancement of black and minority male educators. NABME's goal in the 2015-2016 school year was to recruit 1000 black male educators to the teaching profession. NABME does not charge a membership fee.

**The Collective:** The Teach For America alumni of color network is over 13,000 strong. Their goal is to help alumni of color grow their professional networks, build skills as schools and systems leaders, mentor corps members of color and pursue policy roles. The Collective operates regional chapters in approximately 40 areas across the country. The Collective does not charge a membership fee, and TFA alumni are automatically included in their membership numbers.

**National Alliance of Black School Educators:** NABSE is a non-profit organization devoted to furthering the academic success for the nation's children. NABSE has an outreach of more than 10,000 educators. NABSE provides Professional Development programs, information sharing on innovative instructional and learning strategies that are proven effective in motivating African American youth and policy advocacy to ensure high standards in the nation's public schools. NABSE offers membership for individuals, corporations, and institutions. Annual dues for individuals are \$100.

**NYC Men Teach:** The initiative was created to inspire more men of color to become teachers in New York City through engagement and recruitment. Their goal is to recruit and retain 1000 additional men of color to teach in NYC schools. The initiative is a collaboration between the NYC Department of Education, Mayor de Blasio's Young Men's Initiative and the City University of New York.

**Brothers Empowered to Teach:** BE2T works in New Orleans to recruit people of color - particularly black men to explore careers in education. Their training fellowship prepares them to graduate college, work with kids and train them to be high-quality teachers. In the 2017-2018 school year, BE2T had 40 participants between New Orleans and Baton Rouge.

### A3. Budget Priorities

Localized Strategy Budget		FY17	FY18	FY19	FY20	FY21
Number of FTEs		6	9	13	28	40
Number of PT Impact Leaders		6	8	11	7	15
Number of Gentlemen Served		289	410	630	1,082	2,142
Charlotte		55	110	220	230	245
North Carolina		24	48	96	288	864
Atlanta		30	45	68	135	270
Chicago		25	38	56	113	225
Memphis		10	15	23	45	90
Washington DC		18	27	41	81	162
Virtual		127	127	127	191	286
Revenue						
Philanthropic Giving			520,784	658,227	1,268,504	1,905,992
Foundation/Grant		315,000.00	442,666.19	559,492.63	1,078,228.47	1,620,093.54
Individual Giving		39,270.00	78,117.56	98,733.99	190,275.61	285,898.86
Earned Revenue		40,000.00	108,256.25	238,689.38	366,159.69	585,749.28
Partnerships		22,775.00	76,781.25	191,953.13	287,929.69	431,894.53
Membership Fees		7,225.00	20,475.00	34,636.25	64,920.00	139,213.75
PG Magazine		10,000	11,000	12,100	13,310	14,641
Total Revenue		394,270	629,040	896,916	1,634,664	2,491,742
Expenses						
National Office	Salaries and benefits	\$188,000.00	\$293,640.00	\$357,616.00	\$420,201.27	\$482,807.31
	Executive Director	\$68,000.00	\$70,040.00	\$72,141.20	\$74,305.44	\$76,534.60
	Chief Impact Officer	\$68,000.00	\$70,040.00	\$72,141.20	\$74,305.44	\$76,534.60
	Impact Directors	\$52,000.00	\$53,560.00	\$110,333.60	\$165,500.40	\$220,465.41
	Director of Organizational Growth	\$0.00	\$50,000.00	\$51,500.00	\$53,045.00	\$54,636.35
	Director of Achievement	\$0.00	\$50,000.00	\$51,500.00	\$53,045.00	\$54,636.35
	Employee Growth		\$8,200.00	\$8,200.00	\$8,200.00	\$8,200.00
	Total Expenses		\$301,840.00	\$365,816.00	\$428,401.27	\$491,007.31

Charlotte						
	Salaries and benefits		\$150,000.00	\$300,000.00	\$300,000.00	\$300,000.00
	Impact Director		0			
	Impact Leaders		3	6	6	6
	Employee Growth		\$5,000.00	\$10,000.00	\$10,000.00	\$12,500.00
	Program		\$25,000.00	\$35,000.00	\$40,000.00	\$40,000.00
	Total Expenses		\$180,000.00	\$345,000.00	\$350,000.00	\$352,500.00
North Carolina						
	Salaries and benefits		\$4,100.00	\$12,300.00	\$212,300.00	\$536,900.00
	Impact Director					
	Virtual Impact Leaders		1	3	3	9
	In Person Impact Leaders		0	0	4	10
	Employee Growth				\$7,500.00	\$15,000.00
	Program		\$15,800.00	\$19,750.00	\$24,687.50	\$30,859.38
	Total Expenses		\$19,900.00	\$32,050.00	\$244,487.50	\$582,759.38
Chicago						
	Salaries and benefits		\$6,000.00	\$6,000.00	\$150,000.00	\$300,000.00
	Impact Director					
	Impact Leaders		1	1	3	6
	Employee Growth		\$2,000.00	\$2,000.00	\$3,000.00	\$5,000.00
	Program		\$15,800.00	\$19,750.00	\$24,687.50	\$30,859.38
	Total Expenses		\$23,800.00	\$27,750.00	\$177,687.50	\$335,859.38
Washington DC						
	Salaries and benefits		\$6,000.00	\$6,000.00	\$100,000.00	\$200,000.00
	Impact Director					
	Impact Leaders		1	1	2	4
	Employee Growth		\$2,000.00	\$2,000.00	\$3,000.00	\$4,000.00
	Program		\$15,800.00	\$19,750.00	\$24,687.50	\$30,859.38
	Total Expenses		\$23,800.00	\$27,750.00	\$127,687.50	\$234,859.38

<b>Memphis</b>					
Salaries and benefits		\$6,000.00	\$6,000.00	\$50,000.00	\$100,000.00
Impact Director					
Impact Leaders		1	1	1	2
Employee Growth		\$2,000.00	\$2,000.00	\$2,000.00	\$3,000.00
Program		\$15,800.00	\$19,750.00	\$24,687.50	\$30,859.38
	<b>Total Expenses</b>	<b>\$23,800.00</b>	<b>\$27,750.00</b>	<b>\$76,687.50</b>	<b>\$133,859.38</b>
<b>Atlanta</b>					
Salaries and benefits		\$6,000.00	\$12,000.00	\$150,000.00	\$250,000.00
Impact Director					
Impact Leaders		1	2	3	5
Employee Growth		\$2,000.00	\$3,000.00	\$4,000.00	\$5,000.00
Program		\$15,800.00	\$19,750.00	\$24,687.50	\$30,859.38
	<b>Total Expenses</b>	<b>\$23,800.00</b>	<b>\$34,750.00</b>	<b>\$178,687.50</b>	<b>\$285,859.38</b>
<b>Virtual</b>					
Salaries and benefits		\$12,300.00	\$12,300.00	\$16,400.00	\$24,600.00
Impact Director					
Impact Leaders		3	3	4	6
Employee Growth		\$4,000.00	\$4,000.00	\$5,000.00	\$6,000.00
Program		\$15,800.00	\$19,750.00	\$29,625.00	\$44,437.50
	<b>Total Expenses</b>	<b>\$32,100.00</b>	<b>\$36,050.00</b>	<b>\$51,025.00</b>	<b>\$75,037.50</b>
<b>Expense Total</b>	<b>390,810</b>	<b>629,040</b>	<b>896,916</b>	<b>1,634,664</b>	<b>2,491,742</b>
<b>Percentage Annual Membership Growth</b>	<b>N/A</b>	<b>141.70%</b>	<b>153.79%</b>	<b>171.81%</b>	<b>197.94%</b>
<b>Cost Per Gentlemen</b>	<b>1,352</b>	<b>1,536</b>	<b>1,424</b>	<b>1,511</b>	<b>1,163</b>
<b>Estimated Philanthropic Needs</b>	<b>N/A</b>	<b>520,784</b>	<b>658,227</b>	<b>1,268,504</b>	<b>1,905,992</b>

#### A4. Mid-Point Board Deliverable

Previously submitted in March 2018

##### **Board Responsibility**

The primary responsibility of a nonprofit board member is to act as a fiduciary that steers the organization toward a sustainable future. This is done by adopting sound financial, management, and legal governance policies and by ensuring the nonprofit has sufficient resources to advance its mission. The board should also select the CEO and set the compensation for executives within the organization. Once a paid staff is in place, the board's responsibilities shift from day to day management and oversight of an organization into planning for long-term sustainability and scalability. Early nonprofits and their Boards often have blurry lines surrounding divisions of responsibility, as both staff and board members tend to take an "all hands on deck" approach. Often board members, who have functional expertise jump in to advise, support and in some cases, perform the function in lieu of the organization's executive staff. As an organization matures, the board and executives need to define their own roles in which to operate - with the board responsible for advising on strategic direction and ensuring that the paid staff can execute sufficiently well to get to outcomes.

Individual board members are legally bound by three duties when serving on a nonprofit board:

- Duty of Care — Each board member has a legal responsibility to participate actively in making decisions on behalf of the organization and to exercise his or her best judgment while doing so.
- Duty of Loyalty — Each board member must put the interests of the organization before their personal and professional interests when acting on behalf of the organization in a decision-making capacity. The organization's needs come first.
- Duty of Obedience — Board members bear the legal responsibility of ensuring that the organization complies with the applicable federal, state, and local laws and adhere to its mission<sup>22</sup>.

##### **Board Structure**

Currently, PG operates with a seven-member Board, with four of the seven members residing in Charlotte, NC. The board is made up of leaders in education, business, and philanthropy. While this board has been vital to the launch and startup phases of PG, as the organization continues to grow, the board structure and responsibilities will also need to evolve.

The line between board member and staff member is notoriously blurry in nonprofits, primarily because of the desire to "run lean" and efficiently use resources. In start-up situations, board members often become a part of the day-to-day management of an organization, and it can be difficult to reset those expectations as the organization and the board grows. As PG continues to see new opportunities to expand, the board should consider what its next iteration would look like.

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<sup>22</sup> <https://boardsource.org/fundamental-topics-of-nonprofit-board-service/roles-responsibilities/>

## Similar Organizations

**Girls on the Run International (GOTR)** GOTR is a national nonprofit that uses running as a part of a curriculum designed to inspire health and confidence in young girls. The organization has a national umbrella organization that is responsible for developing curriculum and supporting the growth of new councils (local chapters). There is a national governing board with members from across the country. There are currently over 200 local councils operating in all 50 states and Washington D.C. Each council has its own Governing Board, and in some cases an Associate board as well. Each council operates as an independent 501(c)(3). GOTR's FY16 operating budget was approximately \$5MM.

**Teach For America (TFA)** is a national nonprofit dedicated to closing the achievement gap by increasing the number of talented individuals entering the field of education. TFA has a national Governing board comprised of individuals from across the country. In each of its 53 sites, TFA also has a board with the primary purpose of fundraising and development. TFA local Boards do not operate as independent 501(c)(3)s. However, as TFA has grown, the organization has moved from a centrally run "franchise" type model to an organization where local sites operate differently in alignment with their local context. This shift in organizational strategy has led to changes in local governance as well. The local board responsibilities have shifted from fundraising and ad hoc advice to the Executive Director to a board with fiduciary responsibilities and decision-making power over budget and goal setting/strategic planning. TFA's FY17 operating budget was almost \$300MM.

**Wings for Kids** is a nonprofit that focuses on Social Emotional Learning. The organization operates through Title I elementary schools in afterschool programs. The program is headquartered in Charleston, SC and also operates in Charlotte, NC, and Atlanta, GA. Wings for Kids' primary board is in Charleston, and their Charlotte and Atlanta sites have advisory Boards that are not separate financial entities. The organization's FY16 operating budget was approximately \$7MM.

These organizations have structured their boards in very different ways - GOTR encourages all of their councils to take full control of their finances and board responsibilities, while TFA's national board holds all fiduciary responsibility and local boards are almost solely for the purpose of development and potential engagement. Wings is a much smaller organization, but sites are structured more like TFA with a central board and local advisory focused boards. A big reason for this difference is the operations of the program - TFA recruits nationally and uses central functions to place Corps Members across the country, while GOTR expects that all recruitment is done locally and the primary function of the central staff is to provide curriculum and strategic direction. Wings has a staff in all locations, but they are managed centrally.

As PG grows, it will need to consider which structure makes the most sense for the organization. An organization like GOTR has a large recruiting pool - towns and cities everywhere are interested in the health and well being of girls and volunteers and participants are relatively easy to come by. TFA, on the other hand, performs a more strategic and specialized function in the recruitment of Corps Members to serve in low-income schools. PG's value proposition is also specialized and is unlikely to be easily replicated in cities across the country.

Additionally, as PG considers board responsibilities, it's important to consider the staffing aspect. A local board is unlikely to add significant value if there is no local staff on the ground, as fundraising and development on a smaller scale are more likely to be successful with a local program present. PG's approach to growth and scaling will be the primary factor in board organization.

## Considerations

- Maintain a central board that acts as a fiduciary steward of the organization and consider adding board members that reside or work in locations where PG is targeting growth. Local board members can provide market context for their geography, but the primary oversight and fiduciary responsibility will continue to reside with the central board. PG's specialized and highly valued work will be most successful when models are replicated with allowance for local context and a central staff and board are currently best equipped to make those decisions. Full advisory Boards in subsequent locations should be considered if and when a local executive staff member exists.
- Create functional committees within the current board. As PG grows, it faces new and more complicated decision points about growth and funding models. Functional committees such as finance, development, and strategic growth will be more equipped to focus on a narrower slice of the challenge and better advise the PG staff.
- Clearly delineate the responsibilities of the PG staff as compared to the PG board. At this point in the PG life cycle, board responsibilities should be shifting from day to day involvement to general strategic oversight, while the PG staff manages the day-to-day work.
- Completing a board profile to better understand the skills and characteristics that board members bring will help to determine if there are any gaps on the board that should be addressed through recruitment and form functional committees. It will also determine how to best advise the CEO and other staff.



#### A5. Current Board Members, Organizations, Skills and Location

Name	Title & Organization	Sector	Location
<b>Kristi Orange</b>	Greenway Park Elementary School Dean of Students  TFA Alum Organizational Leadership	Education	North Carolina
<b>Michael Tensley</b>	MBA candidate, Tuck School of Business, Dartmouth University  Business background	Sales and Marketing Brand Management	New Hampshire
<b>Wendall Garth</b>	Consultant  School-based leadership and operational	Education - former principal, current consultant  School finance Charter school governance	Ohio
<b>Sabrina Davis</b>	JCSU Alumni Relations TFA Alum TFA staff alum	Education Recruitment and Selection	North Carolina
<b>Marcus Brandon</b>	Carolina Can Executive Director  Government and Policy	Policy analysis Legislation	North Carolina
<b>Juan Lascano</b>	Charlotte Learning Academy, Assistant Principal	Education - school leadership and teaching	North Carolina
<b>Tifini Floyd</b>	Duke Energy, Business Transformations, and Technology	Accounting Financial Statements and reporting Budgeting Project Management	North Carolina

## A6. Board Member Candidates

Name	Title/Organization	Location
Crystal Rountree	Executive Director, Teach For America	Charlotte, NC
Meredith Heimburger	Director of Sustainability, Global Endowment	Charlotte, NC
David Sheffer	Chief Growth Officer, MyEyeDr	Charlotte, NC
Juontonio Pickney	Senior Director, Special Projects, Thurgood Marshall College Fund	Charlotte, NC
Ellen McIntyre	Dean, UNCC School of Education	Charlotte, NC
Carrie Cook	Executive Director - Greenlight Fund	Charlotte, NC
Earnest Winston	Chief Community Relations Officer, CMS	Charlotte, NC
Denise Watts	Project LIFT & Central Learning Community Superintendent, CMS	Charlotte, NC
Dewey Norwood	Director, Corporate Responsibility & Community Relations - Wells Fargo	Charlotte, NC
Peter Gorman	Founder & Principal, PG Leadership Associates	Charlotte, NC
Stick Williams	Retired	Charlotte, NC
Erik Turner	Principal, Sedgefield Middle	Charlotte, NC
Dylan Holmes	Owner - Meditecture	Charlotte, NC
Seydric Williams	Northwestern Area Superintendent, Wake County Public Schools	Raleigh, NC
Brenda Berg	Executive Director, Best NC	Raleigh, NC
Barry Brinkley	Executive Director of Equity in Student Achievement, Guilford County Schools	Greensboro, NC
Deena Hayes-Green	Managing Director, Racial Equity Institute	Greensboro, NC
Anthony Graham	Provost, Winston Salem State University	Winston-Salem, NC

## A7. Board Assessment<sup>23</sup>

A portion of the board assessment can be found below.

SLS SAMPLE DOCUMENT 06/29/17

### Board of Directors Self-Assessment Questionnaire

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The following questionnaire is designed to obtain your input about the performance and functioning, during the last twelve months, of our Board of Directors (the "Board"). This inquiry is part of the Board's self-evaluation process as recommended by nonprofit corporate governance best practices principles.

The questionnaire is divided into three sections: structure, information, and dynamics. Each section includes a set of statements for which we ask your response on a standard scale ("Strongly Disagree," "Disagree," etc.). You should not feel bound to these questions; you are invited to provide input on all aspects of Board functioning. Space for written

comments is included at the end of the questionnaire, along with a request for any suggestions you have about the evaluation process.

You may complete this document by adding your responses electronically and e-mailing it or by writing on a hard copy and mailing or faxing it back to [the Executive Director] .

We would very much appreciate your completing the questionnaire by [\_\_\_\_\_, 20XX].

Thank you very much for your assistance.

\* \* \* \* \*

Topic	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<b>Structure</b>					
1. Board has the right number of members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Board members have the appropriate talent, experience, diversity, independence, character, and judgment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The role and responsibilities of Board members are clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Board has the right number of meetings per year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Board has appropriate input into setting agenda items for the meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. There is enough time at Board meetings for presentation and discussion of topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Board meetings are well organized and planned, and an effective use of time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Board's annual retreat is effective in helping the Board focus on strategic issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Board has adequate indemnification and D&O liability protection.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Board has the right committees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Committees have the right number of members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Board members have adequate input regarding their committee assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Committees have the right number of meetings per year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Note: This document does not reflect or constitute legal advice. This is a sample made available by the Organizations and Transactions Clinic at Stanford Law School on the basis set out at [nonprofitdocuments.law.stanford.edu](https://nonprofitdocuments.law.stanford.edu). Your use of this document does not create an attorney-client relationship with the Clinic or any of its lawyers or students.

<sup>23</sup> The full document can be found at the Stanford Law School Nonprofit documents section, here: <https://nonprofitdocuments.law.stanford.edu/wp-content/uploads/Board-self-assessment-questionnaire-SLS-sample-06-29-17.pdf>