



PRESENTED BY
SCHERMCO

STRATEGIC PLAN II

PROFOUND GENTLEMEN

*A continued report on progress and
opportunities ahead.*



A LETTER FROM THE TEAM

Team Profound Gentlemen,

Thank you for the opportunity to continue to work together and connect with your organization and stakeholders. Profound Gentleman (PG) is a leader in identifying the needs of male educators of color and ensuring that they continue to make impactful change with students and within their school communities.

Since November of 2020, we have worked to evaluate the current progress of PG and identify how the organization has been successful since preparing the previous strategic plan. This document is grounded in identifying how this organization is operating currently from the perspective of key stakeholders such as Gentlemen, staff, funders, board members, and others. By identifying how the organization is currently operating, we crafted a strategic plan that aims to help the organization grow and scale. We centered our work on the following questions:

- What is PG doing well?
- What are growth areas for PG?
- What are opportunities for PG?
- What is the market saying about PG?

These questions helped guide us through the four key stages of our process. These stages included:

- Internal - Gathering key information and meeting with internal stakeholders
- External - Performing a market analysis and conducting interviews with external stakeholders and key figures
- Development + Testing - Analyzing all collected information and then piloting the potential plan identified
- Creation - Formalizing the strategic plan and the related information

The following document is a strategic plan for Profound Gentlemen. This document represents the hard work that PG has already accomplished and the impact that the organization and its Gentlemen have made across the education landscape in America. We are thrilled to see the progress Profound Gentlemen has made and know that the organization will exceed its goals in the upcoming years. We look forward to continuing to be partners with you in this work.

Best,

SchermCo



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EXECUTIVE SUMMARY

Profound Gentlemen (PG) exists to build a community of male educators of color who provide a profound additional impact on boys of color. By examining research that shows the impact a male educator of color can have on male students, PG has identified that an organization with its mission and purpose has the power to dismantle the cradle to prison pipeline by establishing a cradle to career pipeline for boys of color.

Since launching in 2014, Profound Gentlemen has expanded to have programming in five cities across the United States: Atlanta, Charlotte, Chicago, Memphis, Washington, D.C., and remote programming for those not based in the PG cities. This programming consists of multiple layers of membership, community programming, and partnerships with local organizations. As of 2020, there are over 500+ male educators of color who are Profound Gentlemen members. PG has retained 98% of their male educators of color, provided development opportunities, and helped them enter leadership roles in their respective schools and districts.

Our team worked closely with staff, members, and other key stakeholders to identify what PG is doing well, areas of growth, and opportunities for continued and quality growth. We interviewed 15+ stakeholders across the country who vary from staff, board members, and funders. This work has provided the following findings from the strategic planning process:

FINDINGS

1. PG continues to be respected and seen as a national leader for supporting male educators of color.
2. PG should consider serving more male educators of color by deepening their reach in priority regions: North Carolina, Georgia, and Illinois. This will be accomplished primarily through partnerships with school districts and charter management organizations (CMOs), not individual membership drives.
3. PG should collect data focused on the social and emotional learning (SEL) development of their male educators of color.
4. PG should consider growing its Board of Directors by adding members from priority regions.
5. PG should consider enhancing internal communication for the organization while also repositioning their marketing efforts towards school districts and CMOs.

Additional context related to these findings, recommended goals, and further information will be provided in the remainder of this document.

THEN AND NOW

Since PG's first strategic plan in 2018, the organization has continued to grow and impact even more male educators of color. The table below provides an overview of the organization's growth from 2018 to 2021.

	2018	2021	+%
Number of Gentlemen	289	500	+73%
Number of Cohorts	8	25	+212%
Teachers	181	306	+69%
School Leaders	44	80	+82%
Earned Revenue¹	\$1,000	\$82,000	+8,100%

SWOT ANALYSIS

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

Strengths	Weaknesses
<ul style="list-style-type: none">● Retaining 98% of male educators in education field and serving 500+ Gentlemen● Creating the space and building a community for male educators of color● Constantly surveying the needs of members	<ul style="list-style-type: none">● Limited student achievement data that shows members' impact in the classroom● Lack of clarity regarding organizational priorities● Evolving organizational structure and inconsistent staff communication
Opportunities	Threats
<ul style="list-style-type: none">● Expanding within Georgia● Ensuring the remote/virtual membership is strong● Targeting districts & CMOs for partnerships versus targeting teacher memberships	<ul style="list-style-type: none">● Competing priorities from funders● Non-strategic expansion before strengthening PG membership and programming in current regions

¹ Approximate revenue numbers provided by PG. Revenue earned from August 2018-March 2021 is represented in the 2021 column.



STRENGTHS: Profound Gentlemen has created a space for male educators of color to build a community and a network. Stakeholders have noted that creating this space for male educators of color is still imperative in the education landscape. Additionally, PG is constantly working to be responsive to their members' needs and this tailored approach helps strengthen the community. Support for PG and the mission of the organization was a consistent theme throughout stakeholder conversations. The number of stakeholders that are grateful for the work that PG is doing for male educators of color is endless.



WEAKNESSES: Since PG is now entering Year 5, stakeholders are interested in learning more about the impact that Gentlemen are having in the classroom. Their question is, "now that PG is retaining male educators of color, how are they performing as educators and what impact are they having on students?" This data would help tell the story of PG for current and potential funders and members. To continue to clarify the story, internal and external stakeholders have expressed the need for a better understanding of the PG priority of either retention, recruitment, or both. Lastly, board members and current staff members have expressed the need for organizational clarification around the structure of the staff and the ways that all members of PG collaborate and work together.



OPPORTUNITIES: A Georgia-based stakeholder has expressed extreme interest in financially supporting the expansion of PG to other cities in Georgia and helping PG connect with other potential funders to make the expansion a success. Additionally, with in-person events and meetings being halted due to the Covid-19 pandemic, PG has the opportunity to strengthen the remote/virtual membership model. This membership model could quickly expand within 6-12 months, but it will be important for PG to ensure that this program is just as high-quality as their current cohorts.



THREATS: Throughout stakeholder conversations, it has become clear that there are different desires for the growth of PG across a variety of stakeholders. Some funders want to see PG continue to scale geographically as the need is high for this work. On the contrary, some funders want to see PG focus on strengthening their current regions and ensure that visibility, membership, and programming are being executed well. If expansion happens without strengthening the membership programming of current regions, this presents a possible threat of the vision of PG being compromised. PG may face an additional threat as it decides to focus on SEL data of its Gentlemen compared to the academic achievement data of students. This decision may isolate funders and other key stakeholders. It will be critical for PG to be as clear as possible regarding these decisions and the future data collection process.



BACKGROUND &
CURRENT MODEL



BACKGROUND & CURRENT MODEL

Profound Gentlemen was founded in 2014 after Jason Terrell and Mario Jovan Shaw identified a lack of efforts across the country to retain male educators of color in the classroom. Since launching via GroupMe in 2014 with 100 male educators and serving 2,000 students, PG has grown to 517 male educators of color. Originally launching in Charlotte, North Carolina, PG has since grown to multiple cities across the country which includes Atlanta, Memphis, Chicago, Washington, D.C., and other various cities with remote Gentlemen.

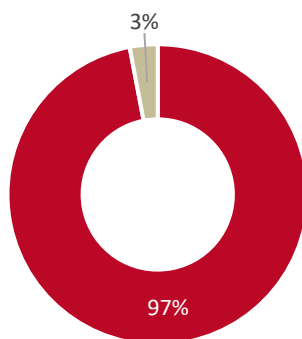
Current Program Offerings and Support²

Profound Gentleman Membership: Current and aspiring male educators of color can participate in programming with PG by becoming a member. Members apply each year and can engage regionally or remotely. The General Membership is free and provides male educators of color resources online. The Cohort Membership allows male educators of color to connect with other “Gentlemen” in their region. To become a Cohort member, Gentlemen pay \$25 annually to attend programming such as retreats, events, and conferences. College students and/or members of Teach For America can join the Cohort membership for \$10 a year.

Below are a series of tables with demographic information³ about PG’s current Gentlemen⁴:

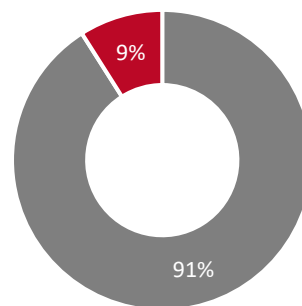
GENDER IDENTITIES

■ Cisgender Males ■ Prefer Not To Say



RACE

■ Black / African-American ■ Hispanic / Latino

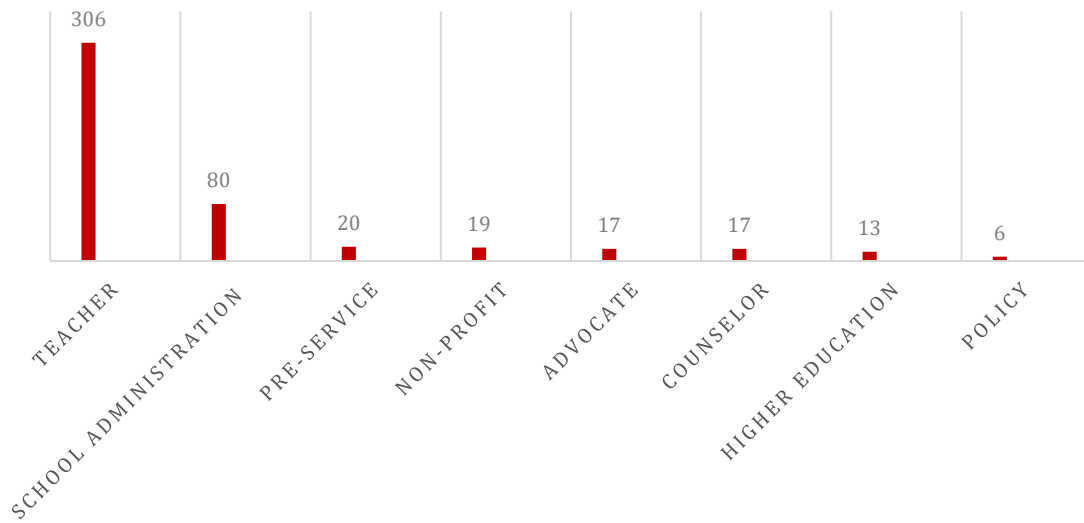


² A snapshot of PG’s organizational chart is not included in this plan. During this partnership, PG approved a new organizational structure, roles, and responsibilities. A complete and updated organizational structure will be presented in phase II of this strategic plan.

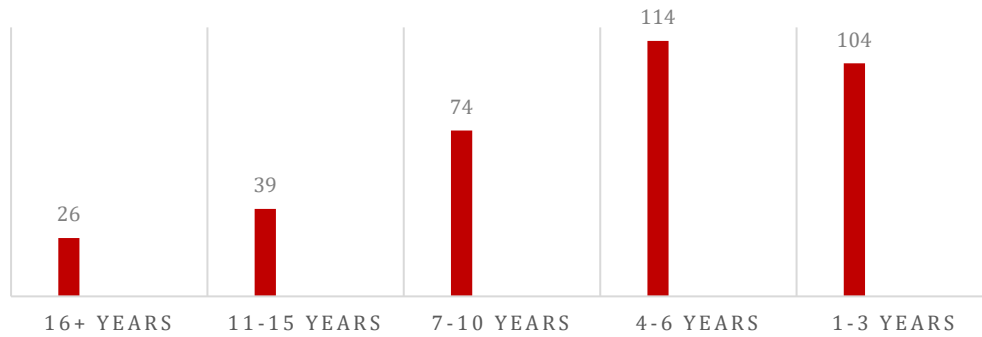
³ This data was collected by PG for all of their members.

⁴ Note: All survey participants did not answer all questions.

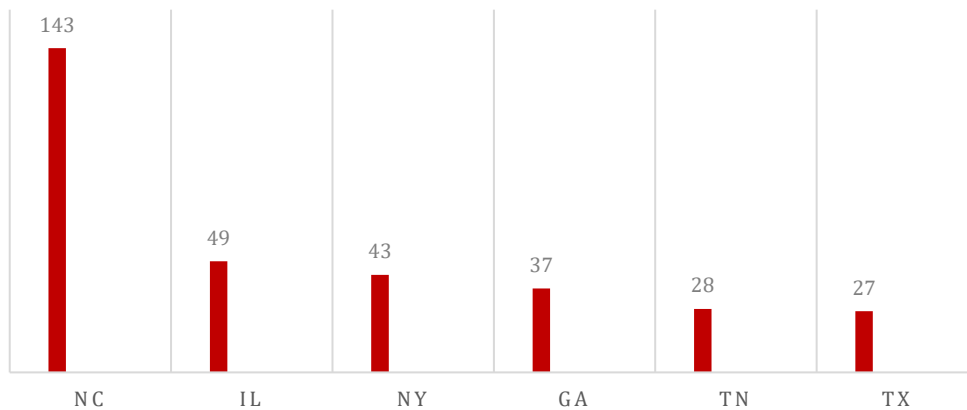
ROLES OF GENTLEMEN



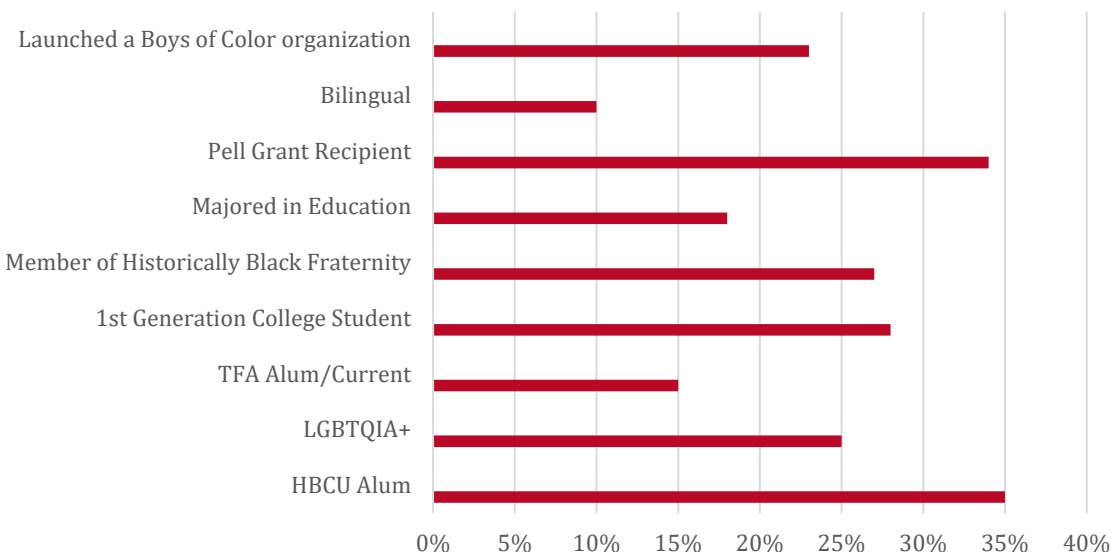
YEARS OF EXPERIENCE



STATES REPRESENTED



I identify with the following⁵:



Survey Data⁵

Profound Gentlemen ensures that all members receive coaching and support in the following areas: character development, content development, and community impact leadership. These components are internally referred to as the 3C Focus areas. Gentlemen receive “20 hours of one-on-one support with an Impact Leader who serves as a peer mentor that connects them to resources and holds them accountable.” Each semester, there is programming created to help support Gentlemen receive support and growth in these areas. This programming ranges from workshops and retreats to socials. Additionally, Profound Gentlemen sponsors opportunities for their Gentlemen to attend conferences and at their annual Community Impact Assembly; an opportunity for all regions to come together in Charlotte, NC.

Additionally, cohort members are led by an Impact Leader. Impact Leaders (ILs) are experienced educators who commit to supporting Gentlemen in their region or city. Impact leaders are selected through an application process and receive additional training and support throughout their tenure in the role. The Impact Leaders have monthly team meetings and retreats that allow them to realign priorities and ensure coordination across regions.

Community Partnerships: Profound Gentlemen has also noticed the need to begin cultivating and increasing environments for male educators of color to thrive. Therefore, as a result of the 2018 strategic plan, paid partnerships were created to ensure financial stability and to grow the impact. Profound Gentlemen began partnering with schools, districts, and organizations to support them in the development, recruitment, and retention of their male educators of color.

⁵ This data was collected from a survey administered by PG in the fall of 2020.

Currently, Profound Gentlemen has formed paid partnerships with the following school districts and organizations:

Organization/Schools	State/Region	Number of Gentlemen Served
Rowan-Salisbury Schools	North Carolina/Southeast	15
The Rise Schools	Georgia/Southern	6
Durham Public Schools	North Carolina/Southeast	10
Chicago Public Schools	Illinois/Midwest	20
KIPP NYC	New York/Upper East	9
UPrep Rochester	New York/Upper East	15
Total Gentlemen Served		75

The Community Partnership team for Profound Gentlemen has defined clear outcomes and goals for continued growth and strengthening the partnership. These goals include recruiting more Gentlemen to participate in the partnership, maximizing community relationships to learn more about the community and their needs, and building more partnerships with other community organizations and programs within the same city, state, or region.

PGserves - A Volunteer Campaign: PG has developed PGserves as an effort to unify and be of service to their community and network partners in the Charlotte area. The goal of this program is to recruit volunteers that can help uplift the mission and work of community-based organizations and maximize the impact of their members in and outside the classroom. PGserves currently plans to serve the following schools in the Charlotte-Metro community: Charlotte Lab School, Movement School, and Rowan-Salisbury Schools.

Pre-Service Impact Communities: PG has partnered with universities to provide programming to aspiring male educators of color. Currently, PG is serving aspiring male educators of color from the following universities: Johnson C. Smith University, Winston-Salem State University, and the University of North Carolina-Charlotte. This programming focuses on social and emotional learning (SEL) and works to develop the character and leadership abilities of all participants. The goal of this programming is to provide space for the students to network and to inspire and motivate students to enter the education field post-graduation and make a difference in their communities. In the 2019-2020 school year, there were 38 pre-service men participating in programming across the three universities. Of those that participated, 88% identified that they “gained a deeper understanding of their identity, purpose, and development, as an educator.”

PG Policy Division: PG currently exists in multiple states and has identified the importance of analyzing and building a comprehensive understanding of the policies that impact their male educators. In the state of North Carolina, PG has seen how understanding these policies provide potential entry points for PG to begin to serve in tandem with the state. Potential North Carolina legislation that may impact and have relevance to PG includes a bill currently being drafted that identifies “alternative pathways toward Teacher Certification and licensure for applicants seeking a continuing professional license who have not met the prescribed minimum score on the standardized exams.”⁶ Other initiatives include DRIVE, a task force being led by NC Governor Cooper that is working to increase the number of educators of color in the state of North Carolina by increasing the number of people of color in educational programs within the state.⁷ Lastly, in 1997 the North Carolina Supreme Court identified that the state of North Carolina was not providing each student with an equal opportunity for a sound, basic education.⁸ This means that there is a precedence for the importance of programs that center on improving the quality of education of students across the state.

Through the PG policy work in North Carolina, it is clear that understanding the policy of each state is key to identifying how to best serve the male educators of color within the state. These key policies, initiatives, and legislation influence Gentlemen and their student’s lives every day. Additionally, having this understanding can help PG identify priorities that should be focused on within the state and use this context when seeking local funding.

⁶ As identified in the PG Educational Document review.

⁷ Et al.

⁸ Et al.

PROFOUND GENTLEMEN MEMBER SURVEY

In conjunction with this strategic planning process, a survey was administered in the Fall of 2020 to current members of *Profound Gentlemen* - 197 members completed this survey. Members were asked about their identity as well as their satisfaction with experiences and the support that PG provides. Their experiences are detailed below.

Benefits of *Profound Gentlemen*

When asked, “how has being a member of PG helped you?” members' responses reflected three clear themes: relationship building and networking, personal development, and professional development.



- **Networking and Relationship Building:** The majority of members expressed that PG has helped them find other Black male educators and educators who have similar experiences to them. The ability to connect, learn, and work with these male educators is the largest benefit many members find within the organization.
 - “It's easy to feel isolated in the work sometimes. PG helped me remember that I'm not alone and that my point of view isn't crazy.”
 - “Being a member of PG has helped me further cultivate and develop meaningful intra and interpersonal relationships.”
 - “It has helped me build meaningful relationships with like-minded individuals in my field.”



- **Personal Development:** Gentlemen expressed that being a member of PG has helped them set and meet goals, improve time and task management, and develop other skills that help them continue to grow into the person that they want to be.
 - “It helped me to align myself with my goals. Having that one on one goal setting meeting with my impact leader really helped me to understand what needed to change in order to be aligned with my goals.”
 - “It's helped me beyond that words can express. It has allowed me to find purpose. It's allowed me to find my true authentic self. It has shown me what it means to be a King and a servant leader. I am now empowered and focused on what my mission is, and that is to provide to the absolute best educational experience to boys of color and help them find their purpose in life.”



- **Professional Development:** The ability to help Gentlemen develop pedagogical expertise also emerged as a theme throughout the survey. Additionally, Gentlemen noted that PG increased their ability to learn leadership skills that can help them find new positions at their respective schools and organizations.
 - “It has challenged me to become a stronger leader in my school.”
 - “The connections and experiences have made me open to new teaching styles and approaches to learning.”
 - “I feel more confident in the field and in touch with applicable pedagogy and resources.”
 - “I have used several of the resources from our virtual retreats and subject-specific meetings this semester to aid in the makings of my lesson plans.”

Below are opportunities for growth identified by current Gentlemen. These areas of growth are aligned and are included in the final recommendations identified on pg. 21.

Opportunities for Growth

When asked, “As PG considers its next 3 years, what advice would you give the organization as it grows? What should we start and/or stop doing?”, the following themes emerged from members’ responses: more targeted networking and affinity groups, developing more opportunities for connection across states and cohorts, and recruitment.



- **Connecting across regions and cohorts:** Gentlemen love that they spend time working with other male educators of color but also want this networking to expand. Members would love to virtually connect with other cohorts and regions (during COVID-19) and in-person (post-COVID-19).
 - “I hope you connect more regions together and work to establish a nationwide GroupMe or other way to keep PG connected especially during this pandemic.”
 - “I think the virtual space has given us an opportunity to connect with other brothers across the country outside of just at CIA. Keep those opps even when we are out of this pandemic.”
 - “I would love to see CIA travel to other cities and allow them to host.”



- **Networking and affinity groups based on backgrounds and identities:** While it has been noted by all members that PG provides many opportunities for members to connect and spend time networking, it has been noted that Gentlemen would love to connect in smaller groups based on experiences, roles, and identities.
 - “More professional development or affinity groups centered around different areas in education. My role has changed from school administrator to central office administrator in my network. I now work with school and network leaders. It would be nice to make connections with brothers that are in a similar role to collaborate.”
 - “I'd appreciate more opportunities to network by content or grade level.”
 - “I also think there's a huge LGBTQ+ population in PG, and I wonder if there's opportunity to support Black gay male educators of color specifically.”
 - “I would encourage PG to provide more resources to those of us who serve in more of an admin role and Central office/ District office roles. Maybe consider creating a specialized cohort for those types of members. As well as more PD for those members as well.”



- **Expanding marketing to be more inclusive of the variety of identities of men of color:** While PG is an organization for male educators of color, Gentlemen believe that PG has a large focus on Black male educators.
 - “I would recommend diversifying the membership by pushing more recruiting for Brown educators of color.”
 - “I would suggest that PG market themselves a bit more towards a variety of individuals of color. In some ways, it may seem that it is simply tailored towards black men, but I know we are an inclusive community and accepting of all individuals of color that come from a wide variety of backgrounds.”
 - “Be more culturally inclusive to all men of colors. Make it a point to celebrate all men of different races or offer socials where all cultures can be embraced and shared amongst Gentlemen.”

The following feedback was not from trending themes across the survey but worth noting as they will be important to include as the organization expands over the next 3 years.

- **Hierarchy of members:** Ensuring that all members, no matter their level of involvement, are provided the same opportunities and level of communication from the organization.
- **Clear communication:** Not all members are clear on who their go-to person is within the organization and the role members of the organization hold.
- **Providing initiatives outside of the 4-year college pipeline:** Helping educators of color learn more about how to direct their boys of color to not just colleges and universities but also vocational and trade schools.



BOARD OF DIRECTORS



BOARD OF DIRECTORS

In the Fall of 2020, we administered a survey to board members to learn more about the board member experience. Additionally, this survey collected insights board members had for the future and development of PG.

Board members have identified that they joined the board because they believe in the mission and the vision of the organization. They believe in this work and have had a positive and engaging experience being on the board for PG.

- “The organization is what I wish existed when I was younger. Being a person of color, you rarely see anyone look like you in positions of authority. It brings a sense of hope and purpose for many young men who never [would] have thought success was possible.”
- “I choose to serve on the board as a contribution to the welfare of the Charlotte community.”

Comments from board members consistently noted that the diverse experiences reflected across the board continue to be a strength.

When asked where the growth opportunities are with PG, many board members noted that they are too new to the board to identify areas of growth. However, board members who did have ideas or next steps shared the following:

- **Business Development:** Board members have noted that PG needs more guidance to help craft the processes that exist within the organization. Specifically, they referred to the infrastructure development of human resource policies, key resources, and internal organization and communication systems.
- **Expansion:** Board members have noted wanting to grow in membership size. The board should consider accomplishing this goal by expanding reach within their current regions, adding board members from new regions, and continuing to build interest through their committee and volunteer structures.

It will be important for PG to clarify their organizational structure, priorities, and support structure to the board and for the board. Specifically, considerations such as dedicated staff members responsible for board updates and communications may ensure more clarity while also distributing the division of labor across PG staff members.

BOARD DEVELOPMENT & GROWTH

PG's current board members are heavily concentrated in the North Carolina region. As PG's presence continues to grow in the other cities and regions, it will be important to establish board members in these areas. By adding board members from cities with a high concentration of members and regions, such as Chicago and Atlanta, new regional expertise and knowledge can be helpful when making decisions. It's recommended to add at least one board member from a different cohort city and at least one board member from a city where PG currently does not have any cohorts (but could soon be a priority region⁹).

As these new board members are onboarded, they will also serve as natural candidates to help stand-up regional advisory boards in priority regions. These advisory boards will help grow the reach and brand of PG within these communities as they seek deeper partnerships with school districts, CMOs, and local philanthropy.

Further, it will be important for PG to add board members that have expertise and experience areas that may not be fully represented on the current board. These areas of expertise may include human resources, school district administration, and business growth and expansion.¹⁰

⁹ There is a list of potential board members from Atlanta and Chicago in the Appendix.

¹⁰ "Board Skills: Building the Right Board." Effective Governance, www.effectivegovernance.com.au/page/knowledge-centre/news-articles/board-skills-building-the-right-board.



STRATEGIC TESTING



STRATEGIC TESTING

There is a key stakeholder, based in Atlanta, Georgia that is interested in working with PG to expand within the state. Below is the most recent data of male teachers of color within Georgia and additional data on school districts such as Savannah-Chatham County Schools and Clayton County Schools, two potential new regions for PG based on recent conversations. Based on our research, there is limited public data for the Savannah-Chatham or Clayton County school districts that identifies the racial background of teachers. Below is the table that represents the most recent data collected by the state of Georgia which identifies some demographic information on teachers and leaders in Georgia.

Total number of teachers	119,111
Teachers of color in Georgia	37,758 (31.7%)
Male teachers in Georgia	23,822 (20%)
Male teachers of color in Georgia	~2,600 (2%)

Total number of school leaders in Georgia	9,960
School leaders of color in Georgia	3,914 (39.3%)
Male school leaders in Georgia	3,187 (32%)

There is no conclusive data on the number of male educators of color in Georgia, however, based on the data above, we can understand more about the education landscape for male educators of color. Since teachers and leaders of color make up 35.5% of the education workforce in Georgia and male-identified teachers and leaders make up only 26%, that percentage of Black male educators of color is likely less than 20%. If we were to use the national average to anticipate the number of male educators of color in the state of Georgia, which is 2%¹¹, it would be estimated that there are roughly 2,600 male educators of color, (school leaders and teachers), in the state of Georgia. The lack of male educators and the lack of male teachers of color have been noted in articles and research across the state. No data sourced identifies the current percentage of male teachers in Clayton County but as of 2009, only 18.5% of teachers¹² are male in Savannah-Chatham County. An Atlanta Journal-Constitution article notes that “across metro Atlanta...Black males make up about 8% of the teaching staff.”¹³

¹¹ This data reflects the number of Black male educators. Data for all-male educators of color is challenging to obtain.

¹² Few, Jenel. “Bartow Elementary School's Male Teachers a Rarity.” Savannah Morning News, Savannah Morning News, 3 Nov. 2009, www.savannahnow.com/article/20091103/NEWS/311039881.

¹³ Walker, Marlon A. “Black Male Educators to Be Recognized at Georgia Capitol Event.” Ajc, The Atlanta Journal-Constitution, 26 Feb. 2020, www.ajc.com/news/local-education/black-male-educators-recognized-georgia-capitol-event/ds0o8pWlv9WICKzVIGLepO/.

In 2012, female teachers at Martin Luther King Elementary (Clayton County) outnumbered males “by almost three to one.”¹⁴ Jonathon Hines, a Black male teacher from Barack Obama Elementary School in Atlanta, was recently recognized as Georgia’s Pre-K Teacher of the Year. According to data, he is the first Black man to receive this honor.¹⁵ In the Georgia Governor’s Office of Student Achievement report, they noted that there is a consistent trend of Georgia’s teacher population of women being even greater than the student population. The report notes that this “provides an area for potential recruitment outside traditional gender patterns.”¹⁶

This data reveals that there is a market for PG to expand within the state of Georgia to support and build community with the male educators of color across the state. Additionally, by continuing to expand within the state of Georgia, PG can position itself as a leader in male teacher diversity in the state. The lack of data across the state means that PG has the opportunity to begin to collect and share this data with stakeholders. Having the data to tell the story of the lack of male educators of color across the state, will help stakeholders across the state understand the need to support the work of PG.

As of March 2020, PG has connected with Dr. Timisha Barnes-Jones, Director of School Improvement, Savannah-Chatham County Public Schools, regarding a partnership to support current male educators of color in the district and further expansion in Georgia.

¹⁴ Staples, Gracie Bonds. “Clayton Principal Draws Black Male Teachers.” *Ajc*, The Atlanta Journal-Constitution, 23 Sept. 2009, www.ajc.com/news/local/clayton-principal-draws-black-male-teachers/atE2eyByvfx7EKZb4uU75I/.

¹⁵ written by The Black Wall Street Times. “Atlanta Man Becomes One of Georgia’s First Black Male Teachers of the Year.” *The Black Wall Street Times*, 12 Jan. 2021, theblackwallstimes.com/2021/01/05/atlanta-man-becomes-one-of-georgias-first-black-male-teachers-of-the-year/

¹⁶ Pelfrey, Ryan, and Monica Flamini. Georgia’s Office of Student Achievement, 2020, 2020 Georgia K-12 Teacher and Leader Workforce Report, goa.georgia.gov/georgia-k-12-teacher-and-leader-workforce-report.

STAKEHOLDER FEEDBACK

The SchermCo team had the opportunity to connect with stakeholders to discuss what is going well with PG and the next steps and opportunities. Below is a breakdown of the categories of stakeholders and the number of conversations.

Category	Number of Conversations
Board, Leadership, and PG Staff	6
Funders/Potential Funders ¹⁷	8

All stakeholders shared that PG has done a great job engaging male educators of color since the launch of the organization. They noted that PG is currently making the space for so many that are underrepresented in the education space. Funders identified that PG does a great job of providing space for Gentlemen to collaborate and build community.

When we asked for critical feedback or areas of growth for PG, the following related themes were consistent throughout the conversations:

1. Stakeholders have identified that since PG has been engaging male educators of color for the past five years, it is now time to collect data on the impact that PG is making on their development as educators and community leaders.
2. Internal stakeholders have noted that there is a need for more clarity around the structure of the organization. Current PG staff have identified a need to redefine the culture and staff values of PG. Board members have identified a need to improve communication with key stakeholders outside of the North Carolina area.
3. Internal and external stakeholders have shared that they are unclear about PG's current priorities. As PG begins to engage more colleges and universities as well as school districts, it is unclear whether retention or recruitment is PG's current priority. Additionally, stakeholders want to understand the vision that PG has for growth and what that means in terms of geographic expansion.
4. Stakeholders have all identified the need for PG to continue to expand. A portion of stakeholders believe that PG should focus on growing membership of male educators of color within their current cities. Other stakeholders have identified the need to expand to new cities to help reach male educators of color in new areas.

Stakeholder feedback, insights, and market data have been central to this strategic planning process. All these important variables have been considered in the following recommendations and suggested action steps.

¹⁷ Two of the stakeholders engaged were from the same organization, Schusterman Foundation.



RECOMMENDATIONS



RECOMMENDATIONS

Recommendation 1: Clarifying the focus of Profound Gentlemen

Stakeholders have expressed a lack of clarity in understanding the focus of PG. Stakeholders are seeking more clarity regarding the programmatic metrics and if PG is focused on student outcomes, teacher outcomes, or other metrics. It will be important for PG to clarify the focus of social-emotional learning (SEL) programming with Gentlemen and communicate how all components of PG align to the SEL focus. By providing this clarification to stakeholders, PG can begin to strategically engage with stakeholders whose vision and goals align with those of the organization.

Recommendation 1a: Communicate SEL goals to stakeholders and collect data on key SEL metrics

PG's leadership has identified that the social-emotional development of their Gentlemen will continue to be the priority of programming for all Gentlemen. PG's leadership must continue to present this priority to stakeholders and clarify the vision of how these priorities will be implemented. Below is a chart that PG may consider sharing with key stakeholders so that they can understand how PG is using SEL content for each type of Gentlemen¹⁸:

Support Chart	Interpersonal/Character Development	Intrapersonal Content Support	Responsible Decision Making/Community Leadership
Pre-Service/1-3 Years	50%	30%	20%
4-6 Years	35%	35%	30%
7+ Years	33%	33%	33%

PG should continue to collect and share this data with stakeholders regarding how their programming is impacting the social-emotional development of their Gentlemen. Stakeholders have asked for this data as PG is developing into a more mature organization and are eager to learn even more about their impact outside of retention and community building. Identifying the criteria that PG believes determine the success of the organization will help clarify the priorities of the organization.

¹⁸ The chart is referenced from the SEL PG support documents. This chart, along with all other content the document should be communicated to PG stakeholders.

Below are the suggested measures that PG has identified to collect data three times a year¹⁹:

	Rarely	Sometimes	Often
Self Awareness			
Think about my personal identity and how it connects to current events			
Self Management			
Work through complex emotions triggered by current events			
Social Awareness			
Understand the perspective of others			
Relationship Skills			
Communicate my experiences to others, listen to understand the experience of others			
Responsible Decision-Making			
Self-advocate for my priorities			

It will also be critical for PG to communicate with all stakeholders its decision to focus on their Gentlemens' SEL data and not collect student achievement data. Further, PG may consider hiring certified or licensed SEL staff or having current staff members pursue select credentials to ensure the validity of programming.

¹⁹ The chart is referenced from the SEL for PG support documents. The entire chart with the data points that should be collected can be found in the Appendix.

Recommendation 1b: Increasing the number of non-Black male educators of color who have general and cohort memberships

Currently, there is a strong Black male educator presence in PG even though the organization has recently committed to supporting all-male educators of color. Many stakeholders were unclear on this new focus for the organization. It will be important before expanding into new cities and areas for PG to put efforts into the recruitment of more male educators of color, particularly Latinx, Asian, Native American, and multi-racial male educators of color. This will ensure that all stakeholders and future stakeholders are clear that the mission of the organization has shifted to all-male identifying educators of color.

While the number of Gentlemen is not a priority for PG leadership, it will be important to have a presence with all communities that the organization seeks to serve. By recruiting more members that reflect different cultures and ethnicities, PG can ensure that they expand the communities of color that their Gentlemen can impact and have an influence on. Additionally, as PG continues to deepen in cities that have a large Latinx population, it will be important to ensure that the organization reflects the complexities of these communities.

Below is a table that can be used to set goals for increasing diversity within the organization:

Ethnicity	FY 21	FY 22	FY 23
Latinx	10	12	14

Recommendation 2: Identifying plans for growth and expansion

This strategic planning process illuminated opposing ideas regarding growth and expansion. Stakeholders are invested in supporting the mission and vision of PG but have also identified growth opportunities for PG in their current states and region. With these differing opinions in mind, the following questions arise:

- How does PG determine where the organization wants to go next?
- What resources does PG need to establish itself in a new city?

With expansion in mind, due to Covid-19, PG also has the opportunity to focus on building strong remote programming.

Recommendation 2a: Communicate and design an expansion strategy that prioritizes partnerships as the driver

Current stakeholders are wanting to engage PG in expansion efforts with the belief that their recommended regions or cities have potential members that can join the PG programming. These stakeholders believe that there is a space for PG to begin to work with male educators of color in these regions. PG must communicate their retention and development-based model and the growing focus on partnerships with school districts and charter management organizations (CMOs).

By creating the expansion strategy and communicating it to stakeholders, it will ensure that all stakeholders understand the steps that must be in place for PG to continue to expand. Additionally, stakeholders will begin to shift their focus from the number of new Gentlemen that are engaging in programming to the quality of programming and the growth being made by current Gentlemen.

Given this focus and clarity, it is also suggested that PG not expand into new markets or offer services outside their core suite unless all other avenues of growth have been exhausted.

Recommendation 2b: Strengthening Current Regions and Cities

Before expanding to new cities and regions, it will be important for PG to strengthen its programs and build deeper relationships in the following current regions: North Carolina, Georgia, and Illinois.

North Carolina and Georgia

North Carolina and Georgia are the top two states with the greatest number of Gentlemen. As the current home of each of PG's founders, PG has done a great job of establishing itself in key cities within the state. Within these states, there is a definite need for PG to continue to grow and work with even more male educators of color and build new partnerships with districts and charter management organizations.

Illinois

In Chicago, PG currently has a partnership with Chicago Public Schools (CPS). While this partnership currently allows PG to serve 20 Gentlemen, there is an opportunity for PG to continue to expand this work within the city. Stakeholders have expressed that there is still space for PG to begin to build connections with key stakeholders across Chicago. It will be important to continue to align with all-male educators of color across Chicago and not align with only one district or type of organization. This will also be important so that PG can learn more about the political landscape in the Chicago area. A suggestion is to connect with an organization called Thrive Chicago which currently works on diversifying the education workforce in the Chicago area. By forming relationships with already established organizations in the area, it will provide PG the opportunity to move strategically when seeking funding and other partnerships.

Below are suggested goals PG may consider regarding the number of Gentlemen that join PG within the next 3 years²⁰:

State	Number of Statewide Male Educators of Color	FY 21	FY 22	FY 23
Georgia	~2,600	43	47	54
Illinois	~5,350	54	59	68
North Carolina	~2,000	157	173	196
Current PG Members in GA, IL, and NC	229	254	279	318

²⁰ These projections assume an annual growth rate of 15%.

	2018	2021	FY23
Number of Gentlemen	289	500	661
Number of Cohorts	8	25	34
Teachers	181	306	405
School Leaders	44	80	106
Earned Revenue²¹	\$1,000	\$82,000	\$122,590

PG can achieve this growth and strengthen its presence in each state by offering additional cohorts with current school partners as well as expanding to others within these regions. The PG team is actively in discussions with a number of these partners; however, an additional list is provided below of potential partners in target areas, based on size:

State	Potential Partners
North Carolina	Charlotte-Mecklenburg Schools Wake County KIPP North Carolina
Illinois	Noble Network Elgin Area, U-46 District
Georgia	Savannah-Chatham School District Clayton County School District

Below are conservative forecasts of how earned revenue may grow over time by adding paid partnerships with school districts and CMOs:

Earned Revenue	FY 21	FY 22	FY 23
	69K	79K	91K

²¹ Approximate revenue numbers provided by PG. Revenue earned from August 2018-March 2021 is represented in the 2021 column.

This framework for growth is largely dependent on buy-in and support from school districts and CMOs (in addition to continued philanthropic support) to reach more male educators of color. Related, growing memberships of Gentlemen by membership campaigns and related efforts have had inconsistent results for PG. Given both of these insights, PG must be aware of the often bureaucratic and time-intensive procurement process for school districts as a potential barrier to growth. Acknowledging this potential hurdle should empower PG to pursue additional pathways to grow memberships such as partnerships with CMOs, partnerships with individual schools, innovative approaches to memberships drives, and more.

If growth is limited in current priority regions due to a lack of commitment by identified organizations or other factors, PG may have to consider growing in regions that have a clear commitment to supporting male educators of color. In this scenario and after exhausting all attempts to grow in current regions, PG may consider one or many the following indicators that a community is ready to support their male educators of color:

- Public support and acknowledgment by the Superintendent of schools or board members
- Support and clear funding opportunities from local philanthropy
- Public support and acknowledgment from other key stakeholders such as:
 - Mayor or County Commissioner
 - The leadership of higher education institutions
- Local campaign to support male educators of color
- Alternative teacher prep programs such as Teach For America or locally driven programs

PG may also consider formal partnerships between other organizations working to support male educators of color. As of the writing of this plan, The Center for Black Educator Development, based in Philadelphia, PA received a \$3M grant from national foundations to “bring at least 21,000 Black students into the teaching pipeline and 9,100 teachers into the teaching profession²²” throughout 12 years and 10 partner communities. The Center and PG may be able to align on service offerings and partner within any or all of the 10 partner communities to ensure a robust spectrum of support services for male educators of color.

²²Sharif El-Mekki is the Founder & CEO of The Center for Black Educator Development. “Inside the Decade-Long Plan to Recruit, Hire and Retain 9,000 Black Educators Across the Country.” Education Post, 6 Mar. 2021, educationpost.org/inside-the-decade-long-plan-to-recruit-hire-and-retain-9000-black-educators-across-the-country/.

Recommendation 2c: Remote Programming

Since the COVID-19 pandemic is still present across our country, it will be important for PG to continue to think of ways to ensure that all members continue to get the same support and programming as they did in-person, remotely. Members are expressing that although all programming is remote, they think this is not only an opportunity to connect more but also across regions. A trend in the member survey is that current members would like to connect with Gentlemen from other regions. They believe that this connection would help not only form more bonds but also provide each other with more knowledge around solutions, strategies, and tips that other PG members are using in their communities and classrooms. We recommend developing at least 4 remote community sessions. Based on survey feedback, these community sessions could be for all members or affinities such as race, sexual orientation, subject, or current role.

Additionally, this would be a good opportunity to pilot more programming for members who exist in regions where there is no IL present.

Recommendation 3: Clarifying Organizational Structure and Staff Communication

As PG continues to communicate its priorities and goals with stakeholders outside of the organization, it will be important to also communicate and align within the organization. It will be important for all key stakeholders to understand the strategic vision for the organization so that all communication and decisions made for internal stakeholders align with this vision. Below is a table that lists action steps that PG can implement with their staff to ensure that all staff members are aligned and understand the progress that PG is making with their priorities.

Communication Method	Purpose
Monthly staff emails	PG Leadership can detail the progress that PG is making towards organizational goals. This email can also include updates such as partnerships and team-building moments such as shoutouts.
Quarterly staff meetings	PG Leadership and staff can use these meetings to have updates from all staff based on their role and projects.
Strategic Plan review meeting	Ensure that all staff members have an opportunity to review the strategic plan, ask questions, and understand the impact it may/may not have on their role.

Beyond the implementation of these action steps, PG should also confirm and communicate updates to the organizational structure and personnel responsibilities with the entire organization and the board. Transparently explaining the updated structures, personnel, and responsibilities should ensure alignment with the strategic plan but also clarify how the agreed-upon goals will be achieved.

90-DAY ACTION PLAN

Below you will find a 90-day action plan that details how PG can begin to actualize the next steps discussed in the strategic plan. All next steps identified are a result of the research conducted throughout the strategic planning process.

	Actions	Owner	Tactics	Timeline
Vision & Mission	Review the strategic plan and confirm goals	PG Leadership and Board	Schedule team meeting by 4/16 to review	4/30/21
	Finalize communication plan for strategic plan	PG Leadership and Board	Schedule team meeting by 4/23 - Begin outlining plan & key themes	5/14/21
Board Development	Identify five additional Board Member candidates outside of NC	Jason & Board	Solicit names of candidates by Board, committee members, and stakeholders by 4/30	5/21/21
	Identify five additional Board Member candidates in a non-cohort city	Jason & Board	Solicit names of candidates by Board, committee members, and stakeholders by 4/30	5/21/21
Partnerships	Renew current partners & confirm meetings with prospective partners	Dominique	Finalize partner list & schedule conversations by 5/7	6/11/21
Membership	Confirm or adjust membership goals (total & diversity goals)	Mario & Programming team	Review data with team and schedule meeting to confirm by 5/14	6/11/21
Programming	Finalize the data collection survey and analysis tool	Mario & Programming team	Review suggested tools and frameworks by 5/28	6/25/21
	Confirm key SEL success metrics	Mario & Programming team	Schedule meeting to confirm metrics and related tool by 6/11	6/25/21

3-Year Goal Table

Below is a table that projects PG growth in all areas indicated throughout the strategic plan.

	FY 21	FY 22	FY 23
Gentlemen	500	575	661
Members in Priority Regions²³	254	279	318
Teachers	306	352	405
School Leaders	80	92	106
Cohorts	25	28	34
Earned Revenue	\$82,000	\$106,600	\$122,590
Partnership	69K	79K	91K

²³ Georgia, Illinois, and North Carolina.



NEXT STEPS



NEXT STEPS

PG is an organization that is vital to public education in the United States. Their ability to retain, develop, and build a community for male educators of color is unmatched.

This plan should be used to understand their current position in the market, confirm the direction for the next three years, and align on the appropriate action steps to achieve their goals. Clarity, communication, and commitment to goals and processes from this plan will be vital to the success of the organization, its Gentlemen, and students they serve across the country.

As of the completion of this plan in March 2021, PG was balancing several organizational priorities and opportunities. Specifically, Co-Founder and Executive Director Jason Terrell announced that he'll be transitioning out of the organization by Fall 2021 to pursue additional professional opportunities. This announcement, in addition to the updated strategic plan, will require a detailed succession plan as well as a thought-out search process for a new Executive Director. Related, an updated organizational structure, roles, and responsibilities were also approved by the Board of Directors during this strategic planning process.

Additionally, Profound Ladies (PL), an organization dedicated to supporting and developing female educators of color, is growing in its reach and services. PL was launched by a mutual connection and friend of PG, yet PG decided to take a deeper look into any formal partnerships and organizational alignment between these two organizations as they both evolve.

A succession plan, an up-to-date organizational chart, and partnership pathway between PG and PL will be further developed in the second phase of this strategic plan. This second phase and the additional document will be finalized and submitted to PG's Board of Directors by the end of July 2021.



APPENDIX



APPENDIX

A1. Stakeholder Conversations

Name	Title & Organization
Erik Turner	Board Chair, Profound Gentlemen
Dominique Stone	Director of Strategic Partnerships, Profound Gentlemen
Courtney Moyer	Impact Leader Advisor, Profound Gentlemen
Leah Rapley	Development Manager, Profound Gentlemen
Da'Quan Love	Board Member, Profound Gentlemen
Rita M. Breen	Executive Director of Charitable Giving, Georgia Power Foundation
Johnanna Anderson	Executive Director, Belk Family Foundation
Kristi Kimball	Executive Director, Schwab Foundation
Ed Chang	Executive Director, Redefined ATL
Cheryl Thompson	Director of Education Grantmaking, Schusterman Foundation
Dhivya Venkataraman	Portfolio Manager, Education Grantmaking, Schusterman Foundation
Keiyonna Dubashi	Founder, Profound Ladies
Marcia Festen	Interim Executive Director, McDougal Foundation
Stephanie Blanchero	Education Program Director, Joyce Foundation

A2. Current Board Members, Organizations, Skills, and Location

Name	Title & Organization	Sector	Location
Erik Turner	Principal, Vance High School	Education	Charlotte, NC
Da'Quan Love	Executive Director, NAACP, Virginia	Government	Richmond, VA
Constance Lindsay	Professor, University of North Carolina - Chapel Hill	Education	Durham, NC
William "Bill" Cook	Microbiologist, Microscopic, and Quality Engineer at Colgate	Retired	Charlotte, NC
Dr. Antonio Henley	Dean of the University College at Johnson C. Smith University	Higher Education	Charlotte, NC
David Sheffer	Chief Growth Officer at MyEyeDr	Healthcare	Charlotte, NC
Romain Bertrand	Senior Manager, Innovative Learning Experiences at Better Lessons	Education	Charlotte, NC
Mike Ide	Operations Director at Red Ventures	Tech	Charlotte, NC
Chad Roundtree	Chief Program Officer, Propel America	Education	Charlotte, NC
Dylan Holmes	Owner of The Meditecture Corporation	Healthcare	Charlotte, NC
Kristin Windley, Esq., MPA	Staff Attorney at the Council for Children's Rights	Law	Charlotte, NC

Expertise of Board Members²⁴	
Bill Cook	Quality Assurance, Leadership, and Team Building
Mike Ide	Finance
Kristin Windley	Law
Da'Quan Love	Policy, Fundraising, Political Connections, Board Governance
David Sheffer	Finance, Networking
Dr. Antonio Henley	Policy, Programming, Leadership Development
Dylan Holmes	Operational management, Strategic Planning
Chad Rountree	Programming, Education
Romain Bertrand	Teacher Coaching, Personalized Learning
Erik Turner	K12 Education, Leadership Development
Constance Lindsay	K12 Education, Research

A3. PG Cohort List and Region

Region	Cohort	Members
Mid-ATL Region	Mid-ATL (General)	25
	Bese Saka	10
	Eban	10
	Wawa Aba	10
Midwest Region	Midwest (General)	18
	Nkontim	8
	Ohene	15
	Osidan	16
	Sepow	15
Southeast Region	Southeast (General)	73
	Akomo Ntoaso	15
	Akoko Nan	19
	Nssa	7
	Nsoromma	23
	Tabon	8
	Nnonnowa	11

Southern Region	Southern (General)	26
	Akofena	14
	Aban	17
	Epa	13
	Adwo	13
	Sankofa	11
Upper East Region	Upper East (General)	0
	Adwera	14
	Dono	9
	Mpatapo	13
Southwest	Southwest (General)	3
	Aya	13
	Mako	0
West Region	West-General	4
	Ananse Ntontan	6
Online General	104	

A4. Profound Gentleman Location (Indicated by States)

States	Number of Gentlemen
AL	8
AR	1
AZ	1
CA	11
CT	2
DC	20
DE	5
FL	15
GA	37
IL	49
IN	5
KY	3
LA	10
MA	8
MD	22
MI	1
MN	2
MO	3
MS	6
NC	143
NJ	3
NM	1
NV	4
NY	43

OH	15
OK	1
PA	9
RI	1
SC	14
UT	1
VA	9
WA	1
WI	2
Unidentified	5

A5. List of Potential Board Members

Name	Role	City
Devon Horton	Consultant, Deloitte	Atlanta, Georgia
Thackston Lundy	Vice-President of Workforce Pathways at National Louis University	Chicago, Illinois
Zenith Houston	Director of Posse Atlanta	Atlanta, Georgia

A6. Social-Emotional Learning Data Indicators

	Rarely	Sometimes	Often
Self Awareness			
Set goals for myself			
Recognize how I am feeling and why			
Think about my personal identity and how it connects to current events			
Realize how my emotions impact the things I do, say, and write			
Evaluate my own work			
Self Management			
Work through complex emotions triggered by current events			
Stop and think before posting			
Use time productively			
Work through complex emotions triggered by current events			
Recognize and counteract my biases			
Social Awareness			
Understand the perspective of others			
Have empathy for what others are experiencing			
Be aware of racial biases and other social biases and how they impact interactions			
Predict/understood how things I do impact others			

Relationship Skills			
Stay connected with my peers and teachers			
Get along with my own family members			
Communicate my experiences to others, listen to understand the experience of others			
Build positive, trusting relationships with others who are different from me			
Responsible Decision-Making			
Stay on track the best I can with my own learning			
Manage priorities to take care of myself and others			
Seek help from others			
Self-advocate for my priorities			
Take action to support social justice			

A7. Board Competency Guide²⁵

Industry knowledge / experience	Director A	Director B	Director C	Director D	Director E	Director F	Director G	Director H
Industry experience								
Knowledge of sector								
Knowledge of broad public policy direction								
Understanding of government legislation / legislative process								
Technical skills / experience	Director A	Director B	Director C	Director D	Director E	Director F	Director G	Director H
Accounting								
Finance								
Law								
Marketing experience								
Information technology								
Public relations								
Experience in developing and implementing risk management systems								
Human resource management								
CEO / senior management experience								
Strategy development and implementation								

²⁵ “Board Skills: Building the Right Board.” Effective Governance,
www.effectivegovernance.com.au/page/knowledge-centre/news-articles/board-skills-building-the-right-board.

Governance competencies	Director A	Director B	Director C	Director D	Director E	Director F	Director G	Director H
Director – medium organisation (10 to 99 employees)								
Director – large organisation (100+ employees)								
Financial literacy								
Strategic thinking/planning from a governance perspective								
Executive performance management – management of the CEO								
Governance related risk management experience								
Compliance focus								
Profile / reputation								
Behavioural competencies	Director A	Director B	Director C	Director D	Director E	Director F	Director G	Director H
Team player/collaborative								
Ability and willingness to challenge and probe								
Common sense and sound judgment								
Integrity and high ethical standards								
Mentoring abilities								
Interpersonal relations								
Listening skills								
Verbal communication skills								
Understanding of effective decision-making processes								
Willingness and ability to devote time and energy to the role								



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