

# TECA

## STRATEGIC PLAN



PREPARED BY SCHERMCO



TENNESSEE EDUCATORS  
**TECA**  
of COLOR ALLIANCE



# A LETTER FROM THE TEAM

Dear Tennessee Educators of Color Alliance,

It has been an absolute pleasure working with your organization and stakeholders. The work you do to elevate teachers of color in Tennessee by providing them a space to convene and opportunities to increase their knowledge and impact is needed to begin to recruit and retain more teachers of color in Tennessee. Additionally, by launching the fellowship, TECA is providing more opportunities for teachers of color to begin to make or influence policy decisions being made in their communities and across the state.

We partnered in July of 2020 intending to serve you, your board, members, and fellows. The scope of this partnership was to support and outline a plan for the organization to identify internal and external priorities to ensure a continued trajectory of success. This trajectory will ensure that TECA is continuing to build its membership and fellowship, identifying a plan to become financially sustainable, and has developed key priorities for its board members. The goal and purpose of this document are to share the feedback from our research, conversations, with key stakeholders, and outline a roadmap to ensure that TECA continues to be a leader of educators of color in Tennessee. We centered our work on the following questions:

- Who is the ideal candidate to be a member of TECA?
- What is TECA currently doing well?
- What impact has TECA had on educators of color in Tennessee?
- What are the growth areas for TECA?
- What potential revenue streams are available for TECA?

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

- Internal - Gathering key information and meeting with internal TECA stakeholders
- External - Performing a market analysis and conducting interviews with external stakeholders and key stakeholders
- Creation and Organizational Planning - Formalizing the strategic plan and related information
- Implementation - Sharing the final strategic plan that identifies a path for growth and evolution

What follows in this document is a culmination of our work and also a representation of what TECA has accomplished since its inception. We hope you will find it useful as your organization continues to evolve in the coming years. Our team is excited to see the Tennessee Educators of Color Alliance exceed its goals in 2021 and support even more educators of color in Tennessee. We look forward to continuing to support you and your work.

# Use



This document was built to aid in the strategic growth of TECA. 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 the Executive Director, board members, and key stakeholders. Further, this plan includes several recommendations and considerations to be taken into account.

TECA may consider reviewing this document in conjunction with documents and thoughts from other partners. Taking time to review these documents, then charting an appropriate course of action, will be critical for the continued success of TECA.

# Sharing



TECA is encouraged to share this full document or aspects of the document with key stakeholders.



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# EXECUTIVE SUMMARY

The Tennessee Educators of Color Alliance (TECA) is a non-profit organization committed to amplifying the voice, presence, and support of educators of color while remaining student-centered and solutions-orientated. Through this work, TECA also aims to provide resources that can lead to an increase in recruitment and retention of educators of color in the state of Tennessee.

Our team worked closely with leaders, members, and other key stakeholders of TECA to understand the impact of TECA in Tennessee, what these stakeholders have identified TECA is doing well, and ways that TECA can grow as an organization. We interviewed 20+ stakeholders from across Tennessee whose roles vary from board members, members, current partners, and potential collaborators and funders. This work has provided the following findings from the strategic planning process:

## **Findings:**

1. There is a desire for an organization like TECA to have a greater influence and to generate leaders of color in education policy throughout the state of Tennessee.
  2. There is a need for an organization like TECA to be a leader in the Diversity, Equity, and Inclusion work with schools, districts, and the Department of Education in Tennessee to help increase the number of educators of color and inform equitable practices in schools across the state. This component is also seen as a key revenue-generating opportunity for TECA.
  3. There is a need for more alignment across the Board of Directors around the strategic plan for TECA as well as clarity around each member's role and commitment as a board member.
  4. There must be a clear vision of how TECA can become a revenue-generating organization. In doing so, the staff would be able to expand and eliminate current capacity issues for the Executive Director and Board Members
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# BACKGROUND & CURRENT MODEL

## **Vision Statement:**

**To develop, connect, and support educators of color with decision-making power who shape, create, and influence policy.**

## **Mission Statement:**

**Amplify the voice, presence, and support for educators of color while remaining student-centered and solutions-orientated**

Tennessee Educators of Color Alliance is a non-profit organization based in Nashville, Tennessee. The organization was founded by Executive Director Diarese George. Diarese, a former classroom teacher, noticed the lack of people of color involved in education and education policy and the lack of resources and spaces provided to teachers of color to convene. Additionally, Diarese noticed there was not a focus on recruiting and retaining educators of color across Tennessee. Throughout 2016, Diarese engaged his peers and colleagues from across the state to form a steering committee to discuss the landscape for educators of color in Tennessee. This committee helped launch the vision for TECA which now operates with a full board of directors, each with a unique experience and background in the Tennessee education system. Together they create and work together to provide space for their educators to convene and connect. Additionally, TECA launched a fellowship with a focus on elevating more educators of color in the policy and advocacy space. In November 2018, TECA completed a strategic report of educators of color across Tennessee.

The organization currently has approximately 400 members across the state of Tennessee in cities such as Clarksville, Knoxville, and Nashville. The majority of members have worked in education for at least 10 years; primary and secondary public, charter, and private schools as well as higher education. In addition to this, many of TECA's members identify as Black women. TECA also has 12 fellows in their inaugural fellowship program. In the pilot year of the fellowship, fellows are composed of educators in public school districts and counties within middle Tennessee. TECA seeks to expand the fellowship to other regions as the organization grows.

This report identifies the need for more networks, mentorship programs, and leadership pathways for teachers of color. Additionally, the need to support school leaders in developing culturally competent school environments and culturally relevant curriculum.

## 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.*

Strengths	Weaknesses
<ul style="list-style-type: none"><li>● Ability to convene educators of color</li><li>● Dynamic and innovative leadership</li><li>● Providing DEI support to schools</li></ul>	<ul style="list-style-type: none"><li>● Ability to connect members and keep them aware of TECA programming</li><li>● Lack of consistent funding</li><li>● Board member alignment</li></ul>
Opportunities	Threats
<ul style="list-style-type: none"><li>● Growing the number of teachers of color across the state of Tennessee who are members of TECA</li><li>● Providing additional DEI support to schools in Tennessee</li></ul>	<ul style="list-style-type: none"><li>● Adding additional priorities</li><li>● Not adding additional staff members</li><li>● Not actively recruiting teachers of color from other diverse backgrounds to join TECA</li></ul>

**Strengths:** Diarese and TECA is a well-known organization among key education stakeholders and schools across the state. All stakeholders interviewed have named that TECA does a great job at convening educators of color across the state. This is important as TECA is the only organization in Tennessee that focuses specifically on educators of color. Additionally, all stakeholders are impressed with Diarese and have named him as a phenomenal leader that constantly has a clear vision and can easily identify the needs of educators of color in the state. DEI consulting clients have also named that TECA has served as a phenomenal resource for their schools and that Diarese and Laura are providing them great support in their development as leaders.

**Weaknesses:** While there are members of TECA across the state, many of these members are not well connected. Additionally, members in more remote areas or outside of Nashville are often not aware of the programming and other opportunities within TECA. Members have noted that it seems like the same members participate in all opportunities such as the fellowship and programming activities. Additionally, due to lack of funding, TECA has been unable to secure consistent funding to ensure that there is a staff to support Diarese. This has led to capacity issues and board members also working as staff. While some board members lean in to support the organization, other board members are not as involved. It often seems that board members are not aligned on their board requirements.

**Opportunities:** The visibility of TECA must grow to other cities as there are more educators of color to serve across the state who have needs and seek a place to connect and convene. Additionally, due to the lack of diversity in education across the state of Tennessee, TECA has the opportunity to serve as a resource for these schools, districts, charter management organizations, and similar organizations to ensure that their staff and students feel included and welcome in their respective staff cultures.

**Threats:** TECA must identify clear pathways for strategic growth and focus all of their efforts on growth in these areas. Stakeholders have expressed concern that if TECA continues to develop new ideas and new programs without getting their current programming right, TECA could be derailed. By getting their current programming right, stakeholders believe that TECA could then show this success to potential funders who would then commit to funding TECA so that they can allocate resources to members and the fellowship. Lastly, current members that are not of Black/African-American descent have named that there should be more recruitment of other ethnic groups of color to be TECA members. Since current membership is over 80% Black/African-American, it is sometimes unclear if non-Black/African-American individuals can become members.

Throughout this document, we've provided additional insights to expound on the insights from this analysis. Further, recommendations and action steps are provided and may be considered by TECA and its board members. While suggestions about the direction and focus of the organization are provided, ultimately the board and the staff of TECA need to determine which direction TECA will go. The recommendations are aimed at ensuring TECA can create a sustainable organization with a deep and lasting impact for the teachers they support across the state and ultimately the students they serve.

## Current Programs Offerings and Support

This section will take a deep dive into the offerings of TECA by detailing and reviewing the current programs and supports for each of the categories of services:

- 1 Members
- 2 TECA Fellowship
- 3 Diversity, Equity, and Inclusion Consulting

“Belonging to this organization has given me a new perspective in my life.”  
TECA MEMBER

## TECA Members

Educators of color across the state of Tennessee join TECA as a member. Members of TECA are provided space for monthly convenings as well as access to events and professional development sessions. Throughout our time engaging with TECA members, they expressed that they joined the organization to build a network, connect with other educators of color in their state, and participate in professional development opportunities<sup>1</sup>. Members are invested in the mission and also see becoming a member of TECA as an opportunity to grow as a professional. Members see TECA as a supportive space for educators of color and know that the work being done at TECA can bring change to their state.

As previously mentioned, TECA has approximately 400 members across the state of Tennessee. For context, there are approximately 68,000 teachers and 9,000 teachers of color in Tennessee. Thus, TECA members represent 4.4% of teachers of color across the state<sup>2</sup>.

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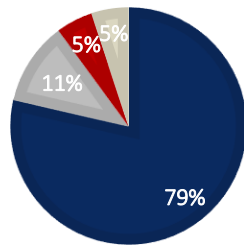
<sup>1</sup> As cited in the TECA administered TECA Member Survey

<sup>2</sup> This number is slightly lower if you remove the number of white members from TECA.

The graphics and tables below provide insight and demographic information about TECA members.<sup>3</sup>

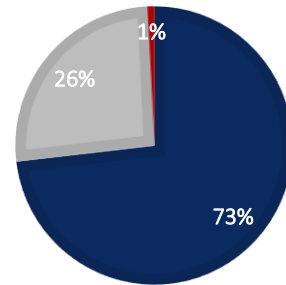
#### RACE IDENTITY

■ Black or African-American ■ White/Caucasian  
■ Hispanic or Latinx ■ Multi-Ethnic/Multi-Racial



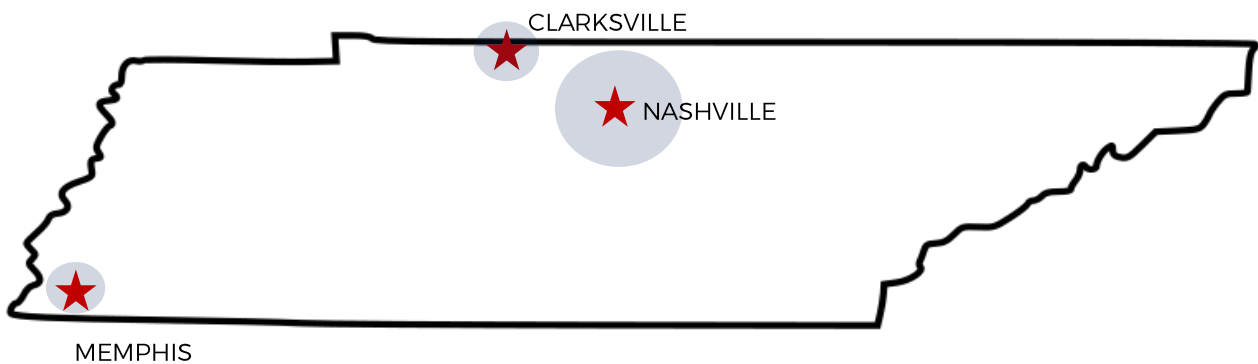
#### GENDER IDENTITY

■ Women ■ Men ■ Gender-Neutral



#### Individual Member Locations & Regions

Member Geographic Location		Tennessee Regions	
Nashville	98	Middle	249
Clarksville	30	West	73
Memphis	25	East	69



<sup>3</sup> Data is representative of TECA survey administered upon joining.



## Highlights & Strengths

A member survey was distributed in September 2020 to gain additional insight on members' experience with TECA and areas of growth for the organization. Stakeholders have cited that convening is a bright spot for TECA and that they provide many opportunities for members to connect. Members have noted that just connecting with other educators of color has helped them feel less isolated and it reminds them they are not alone. Additionally, members cited that they believe that TECA is the only statewide organization actively supporting and convening educators of color.

“TECA provided a platform for educators to feel heard, valued, and respected.”  
TECA MEMBER

Further, when asked “how being a member of TECA has helped them as an educator of color in Tennessee,” individuals shared that it is a strong support network. They find the space that TECA offers provides a release for them to share and be vulnerable around issues impacting educators of color in the state. One teacher noted that “it is a breath of fresh air to realize I am not alone.” Many members note that they have not taken advantage of all the opportunities and spaces that TECA creates but want to ensure to take part in more in the future. Below you will find highlights of members’ responses to a survey detailing more about their membership:

### Why did you join TECA?

- “To enhance practice and increase my value as an educator of color.”
- “To be a part of a professional association of educators that represent educators that look like me.”
- “TECA provided a platform for educators to feel heard, valued, and respected.”
- “To network with and contribute to the development of leaders of color.”

### How has being a member of TECA helped you as an educator of color in Tennessee?

- “It’s encouraged me to stay committed to the work we are all doing.”
- “Recognized the need for more educators of color in the classroom and leadership positions.”
- “Belonging to this organization has given me a new perspective in my life.”
- “A safe place to vent and grow.”

### In which ways is your TECA membership exceeding your expectations?

- “I have seen the networking and alliances formed with other organizations.”
- “Frequent communication.”
- “The resources featuring data around the experience of teachers of color have allowed me to hold informed conversations with administrators.”
- “Introduction to policy and challenging it.”

## TECA Fellowship

Since many teachers of color have limited opportunities for growth and upward mobility in their districts, TECA is working on changing the landscape of policymakers. The TECA fellowship is focused on developing and elevating 12 educators of color from the middle Tennessee grand division to become policy and advocacy leaders. TECA currently has plans to expand the fellowship to additional regions in the 2020-2021 academic year.

The fellowship program aspires to:

- Develop teachers of color in the areas of presentation, leadership, policy and policymaking issues
- Connect with other educators of color in various levels of education, policymakers, advocacy organizations, and education officials
- Elevate fellows to platforms to advocate for policy work, become community leaders, and serve as resources for their peers

### Highlights & Strengths

By focusing on these key areas, fellows can eventually become agents of change and create new outcomes for educators of color in Tennessee. These educators will have a clear pipeline and connections to help elevate them in the spaces that allow them to advocate for the opportunities educators of color need for upward mobility. A survey was administered to the current group of fellows to learn more about their experiences and perspectives. Below are highlights from that survey:

Why did you apply for the TECA fellowship?

“ To acquire the skills and development to lead my school and community towards becoming an anti-racist organization.”

- “I was looking for an opportunity to gain knowledge of education policy, racial justice as it related to education, and a safe space to voice my concerns as an African-American male in education.”
- “To explore the ways on how to make a difference in education...For years in my education, I have experienced various policy changes. However, realizing the boards and state officials knew about the changes and were in discussion of these changes for some time before reaching schools and educators is baffling. Baffling for the reason being that many of them do not have experience in the classroom and even the sheer idea that I did not know what was going on. I [want] to be informed and I want to stay informed about a career that I work in and that affects me every day.”

### **In which ways is your TECA fellowship exceeding your expectations?**

- “The quality of the speakers, the rich literature we are reading and discussing, the connections we are making in our community, and space to just learn and grow from like-minded individuals.”
- “I honestly did not know what to expect with the various Saturday sessions being from 9 am-4 pm, however, they have truly been life-changing for me in terms of hearing from not only diverse perspectives of different roles within education but also diverse voices from around the state and country.”
- “The TECA fellowship is exceeding my expectations because they are presenting us with individuals who truly know what they are talking about. Introducing us to various people who hold different roles and have strong impacts on education.”

Overall, the TECA fellowship aims to develop its fellows in areas such as presentation, education policy, equity and inclusion, and the policymaking process. The TECA fellowship will connect these educators with local, state level, and national policymakers as well as leaders in school districts and throughout the state. TECA will provide a platform for these educators to build their policy work through as well as the opportunity to hold leadership roles and share resources with other educators.<sup>4</sup> Currently, due to COVID-19, the TECA fellowship program has had to adapt their programming and the ways that they convene.

### **Areas of Growth for the TECA Programming (Membership and Fellowship)**

Through the member survey, it became apparent that not all members of TECA take advantage of all the opportunities that TECA has to offer. While some members noted a highlight of the membership being programming and communication, other members noted that there is not enough communication and that they are not sure of what the TECA membership offers.

When asked “what would you like to see TECA doing differently,” members noted that they would love to see more outreach, advocacy, and inclusion. One member noted, “it [would] be nice to see the organization reaching out to other races and immigrants.”

When speaking to a TECA member of Latinx descent, the member noted that it is often unclear if members of Latinx descent are also included in TECA. The member shared that in their experience, TECA members are predominantly Black and that there was rarely, if any, communication targeted towards the Latinx community. Additionally, members have shared that they would appreciate having more knowledge about the work TECA does outside of the membership such as their fellowship program.

Overall, all members who completed the survey sought out TECA because they identified that they wanted to build a network with other teachers of color and growth opportunities. These members are seeking more information and knowledge about the benefits of a TECA membership. Members who have low participation, but did not cite communication as the issue, noted that they would like to get more involved moving forward so that they can reap the benefits.

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<sup>4</sup> Tennessee Educators of Color Fellowship 2020 Summary

## Diversity, Equity, and Inclusion Consulting

The third main aspect of TECA's work is offering diversity, equity, and inclusion (DEI) consulting for schools, districts, and charter management organizations, as well as other education-based organizations. Currently, TECA is consulting with two schools in Nashville, East End Prep and LEAD Prep High School, by helping them develop more equitable and inclusive spaces for their teachers and students.

### Highlights & Strengths

East End Prep reached out to work with TECA because they were the first organization that Jim Leckrone, the principal, thought of when considering partnering with DEI consultants.

"Diarese is respected in Nashville and they [TECA] were the first organization that we considered working with," Leckrone shared.<sup>5</sup> The desire to work with DEI consultants derives from the need to develop and coach East End Prep's largely white staff who serve mostly students of color. The need for more equitable practices was being voiced more from staff. Jim has stated all TECA content is relevant and engaging for his staff.

LEAD Academy High School reached out to work with TECA because LEAD participated in the insight survey from The New Teacher Project (TNTP). One of the results from the survey revealed that in the domain of DEI, scores dropped significantly. In response to the survey results, Nic Frank, the principal, decided to prioritize DEI work and engaged TECA to support this process. In partnering with TECA, Frank shares that LEAD Academy has benefitted from honest feedback and helpful resources. Both have influenced practices at the school as well as Frank's personal leadership.

### Areas of Growth

Both clients have noted that while their experience with TECA and their resources are helpful, they have had difficulty identifying the price for these services while they are in the process of selecting them. Both clients expressed that they were somewhat surprised by the total amount they needed to pay TECA for their services. Because of this, having a clear portfolio of services with prices listed would increase transparency about the rate for these services. Ideally, current and future clients would benefit from a more formal partnership process.

In summary, TECA is well positioned to grow each of the three programs as it seeks to support educators of color across Tennessee. Leveraging the insights from this section and making any necessary adjustments will serve the organization well over the coming year.

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<sup>5</sup> Jim Leckrone's Stakeholder Conversation

# Board Development

As of the writing of this plan in November 2020, TECA has 13 board members - one of these members serves as the interim board chair. Most of these members reside in the middle Tennessee area with one member based out of eastern TN. 5 board members were interviewed during this strategic planning process to gain insights on their experience with the organization and hopes for the future.

Similar to many organizations as they launch and mature, TECA is in a natural transition from a working board to a governing board. It is important to define such terms to clarify responsibilities and actions moving forward:

- Working boards are generally defined as board members of an organization that serve in some governance capacity but also support varying day-to-day aspects of the organization - including paid and non-paid duties. Such governance structures are common for many start-ups and young non-profits.
- Governing boards are generally defined as boards that focus on the overall governance, oversight, and structures of an organization. Board members are actively engaged in activities such as auditing, evaluating, and ensuring the sustainability of an organization.

During this transition, a board begins to take a more macro-level approach to their support and services to the organization. TECA board members will begin to move from day-to-day support and activities to overall governance and oversight. This may also mean that the board helps with additional fundraising to provide staffing support for any services that were previously conducted by board members. The board may also consider voting on a minimum individual contribution for board members. Garnering financial commitments from every board member shows unity as an organization. Though it varies, organizations similar to the size of TECA utilize a \$100-\$750 give-get mechanism where board members agree to commit or raise an agreed-upon amount ranging from \$100-\$750 or more.

Throughout this transition, consulting resources like a board responsibilities checklist<sup>6</sup> should be utilized to ensure the board remains on track. Additionally, a table that outlines the responsibilities as the board transitions from working to governing can be found in the appendix. Specific competencies and required skill-sets of non-profit board members are often dependent on the sector. Competency matrices<sup>7</sup> are helpful throughout the evolution of an organization. In TECA's case, their current board members have a large amount of expertise and knowledge in education and education policy, yet members may not have as much experience in other core areas such as accounting, fundraising, and marketing.

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<sup>6</sup> "Board Fundamentals: Understanding Roles in Nonprofit Governance." *BoardSource*, 9 Nov. 2020, [boardsource.org/product/board-fundamentals-understanding-roles-nonprofit-governance/](https://boardsource.org/product/board-fundamentals-understanding-roles-nonprofit-governance/).

<sup>7</sup> "Board Skills: Building the Right Board." *Effective Governance*, [www.effectivegovernance.com.au/page/knowledge-centre/news-articles/board-skills-building-the-right-board](https://www.effectivegovernance.com.au/page/knowledge-centre/news-articles/board-skills-building-the-right-board).

As TECA evolves, they should consider recruiting board members with skill sets in those areas as others fulfill their terms of service. Further, TECA also leverages a committee structure composed of board members and other advisors to add capacity on key organizational priorities. These committees and details are outlined below:

TECA Committees			
<b>Committees</b>	Organizational Sustainability	Educator Development	Visibility
<b>Responsibilities</b>	Membership & Consulting	Fellowship & Convening	Advocacy & Communication
<b>Priorities</b>	<ul style="list-style-type: none"> <li>• Succession</li> <li>• Funding</li> <li>• Earned Revenue</li> </ul>	<ul style="list-style-type: none"> <li>• Educator Fellowship</li> <li>• On-going convenings &amp; annual conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Communications</li> <li>• Social Media</li> <li>• Awareness</li> </ul>

As TECA grows, these committees should be used to garner additional support from volunteers that may also have an interest in serving as future board members. Both the volunteer and TECA can use the committee experience as a test-run before full board service. Volunteer and committee members can also help shepherd the work and needs of the organization. The number of members per committee can vary, but we recommend that TECA seeks 3-5 members for each committee, with one committee chair that is often a board member.

TECA's board members have displayed a tremendous amount of sacrifice and dedication to enable the organization to reach its current capacity. It is important to recognize their service and offer a few immediate action steps<sup>8</sup> to further support the evolution of the board:

- **Vote on a board chair**
  - TECA's previous board chair has recently rolled-off. It will be important for the current board to vote on a member to serve as the chair to guide the implementation of this plan and own other major responsibilities.
- **Solidify board terms of service**
  - Related, current board members were unsure of their terms of service and length of commitment to TECA. Updated terms of service should be signed by each board member to clarify their role, responsibilities, and length of commitment to the organization.

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<sup>8</sup> Additional recommended action steps may be found in the 90-day action plan pg. 32



- **Begin board recruitment**

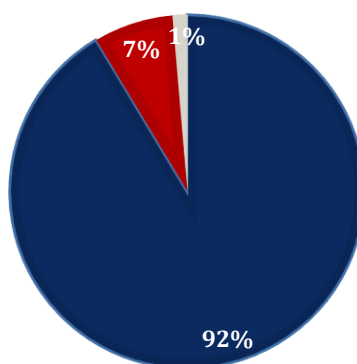
- The board, in partnership with the Executive Director, should also begin to outline the current needs and skill sets of the board as they recruit new board members. Additional board members will bring more capacity and expertise to the board as TECA continues to grow. It's recommended that TECA prioritize a board member with experience in fundraising to support future campaigns and the sustainability of the organization. Though the number of board members can vary, it's recommended that TECA consider securing 11-15 board members, along with updated terms of service.

## Financials

TECA operated on an approximate budget of \$250,000 in 2020 and is anticipating carrying over approximately \$50,000 into 2021. 2020 was also TECA's first year with a full-time executive director. A breakdown of their revenue in 2020 is below:

TECA'S 2020 REVENUE

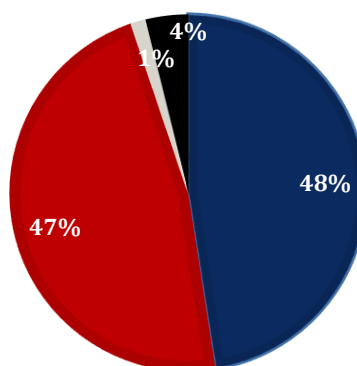
■ Foundations & Grants ■ Cash on Hand ■ Earned Revenue ■ Additional contributions



As displayed above, 90% of TECA's revenue is from major foundations and grants. It is expected that nonprofits rely heavily on foundation issued grants as well as individual contributions as the organization begins its work. Over time, savvy nonprofits work to increase their earned revenue and decrease their reliance on foundation issued grants. TECA is projecting to do just that in 2021 and should consider a similar path for years to come. TECA currently projects growth in their budget from approximately \$250,000 in 2020 to \$330,000 in 2021. A breakdown of TECA's projected revenue in 2021 is below:

TECA'S 2021 REVENUE

■ Foundations & Grants ■ Cash on Hand ■ Earned Revenue  
■ Additional contributions ■ Membership Dues



TECA is projected to reduce their percentage of revenue from foundations and grants from approximately 90% in 2020 to 47% in 2021<sup>9</sup>. Further, TECA is also projecting to increase revenue via membership dues and earned revenue from its consulting services. Both of these line items, in addition to a robust individual giving campaign, should be core focuses as the organization works to increase these percentages over the coming years. TECA is in a strong position in the market with active conversations to expand both their fellowship program and consulting services.

Further, a tailored financial modeling tool was created for TECA through this partnership. This interactive tool enables TECA and its leadership to project several scenarios based on increasing earned revenue, growing membership, and other key projections that may support the financial sustainability of the organization. It's recommended that this tool be utilized in conjunction with this plan to ensure alignment and clarity of strategy.

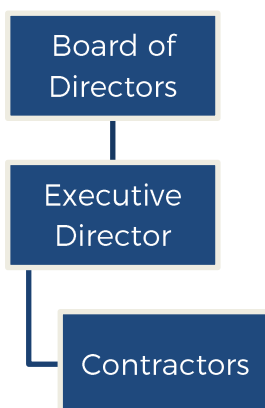
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<sup>9</sup> It should be noted that this does represent receiving a projected \$50,000 less from foundations and grants in 2021 at the time of this report.

## Personnel

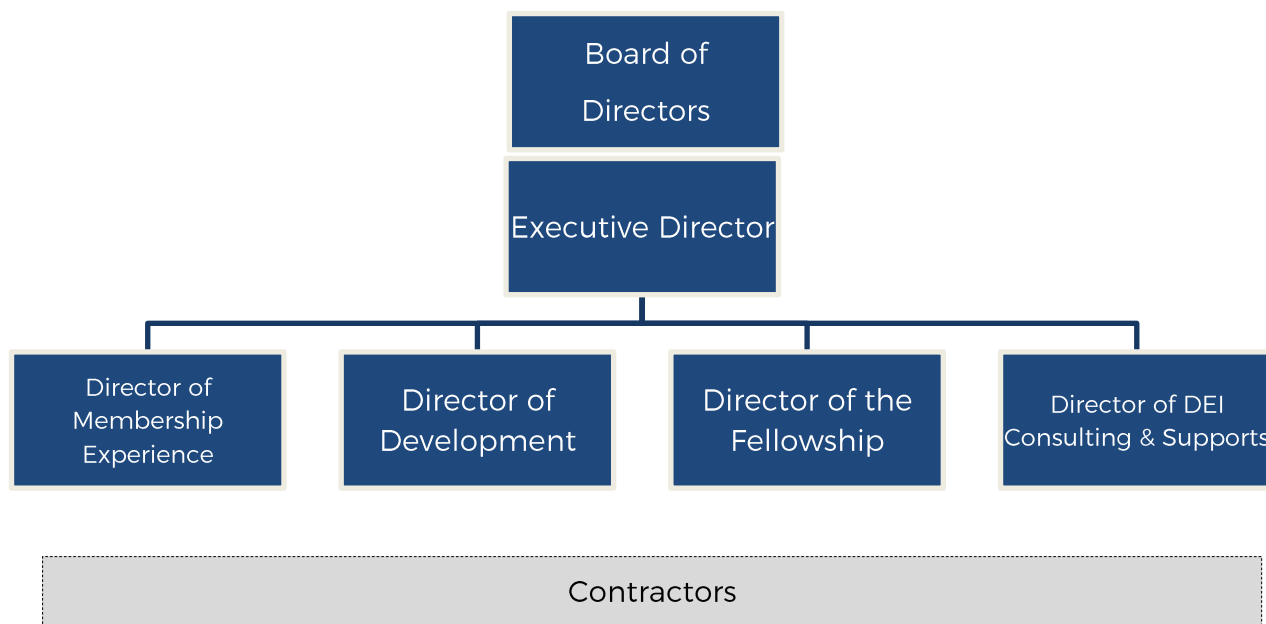
In terms of human capital, TECA is supported by their working board, a full-time executive director, and a number of contractors. A sample organizational chart is below:

**2020 Organizational Chart**



Moving forward, TECA must align its organizational priorities with the appropriate human capital to ensure their goals are met. Hiring is often a fluid practice in non-profit organizations as it requires synergies across fundraising, grants, and earned revenue efforts. TECA may consider adding the following positions over the coming years

**2023 Organizational Chart <sup>10</sup>**



<sup>10</sup> Titles and responsibilities are suggestions and may be adapted by TECA leadership.

**Director of Membership Experience** - this role would primarily be focused on growing TECA members, programming, and data collection as it relates to members from across the state. TECA may consider this position as their second full-time hire to manage and grow the current membership base. With this person on staff, the executive director should have additional capacity to focus on fundraising, financial stability, and policy.

**Director of Development** - this role would be primarily focused on the financial stability of the organization. Working closely with the executive director, this person would mainly focus on grant writing, grant management, funder relationships to ensure TECA has the financial means to execute its vision.

**Director of the Fellowship** - this role would primarily be focused on supporting and growing the fellowship program across the state. Responsibilities may include marketing, recruiting, and managing fellows, program development, and data collection.

Positions and focus areas such as Director of DEI Consulting, policy and advocacy, communications, and more should be considered as the organization grows and has more financial support. The timing of these hires and the financial stability of the organization is also a critical factor. Knowing the key hires for the organization, TECA may consider factoring these positions into forthcoming grants as well as proposals for earned revenue services. It is generally a best practice that an organization has at minimum, 50-75% of annual costs on hand before hiring a full-time employee. It would be anticipated that the remaining amount of funds would be secured through additional grants and fundraising efforts.

## Stakeholder Feedback

As part of our internal and external phases, our team had the opportunity to connect with current and potential TECA stakeholders ranging from current members and board members to former partners and potential donors and clients. A breakdown of the categories of stakeholders and the number of conversations can be seen below.

Category	Number of Conversations
Board, TECA Staff, and Members	9
External Partners and Potential Partner Organizations	9
Field Experts	2

Stakeholders that we spoke with love the current work TECA has done with educators in the state of Tennessee and their potential to expand their fellowship and number of members. Stakeholders acknowledge TECA's ability to provide a space for teachers of color and their potential impact in the policy and advocacy space with the TECA fellowship. They are adamant about a need for TECA in Tennessee and that the current programming is helping fill some of the current gaps and issues for all educators of color in Tennessee. Lastly, most stakeholders identified that Diarese is a transformational leader who has a vision for exactly how to improve the space for educators of color.

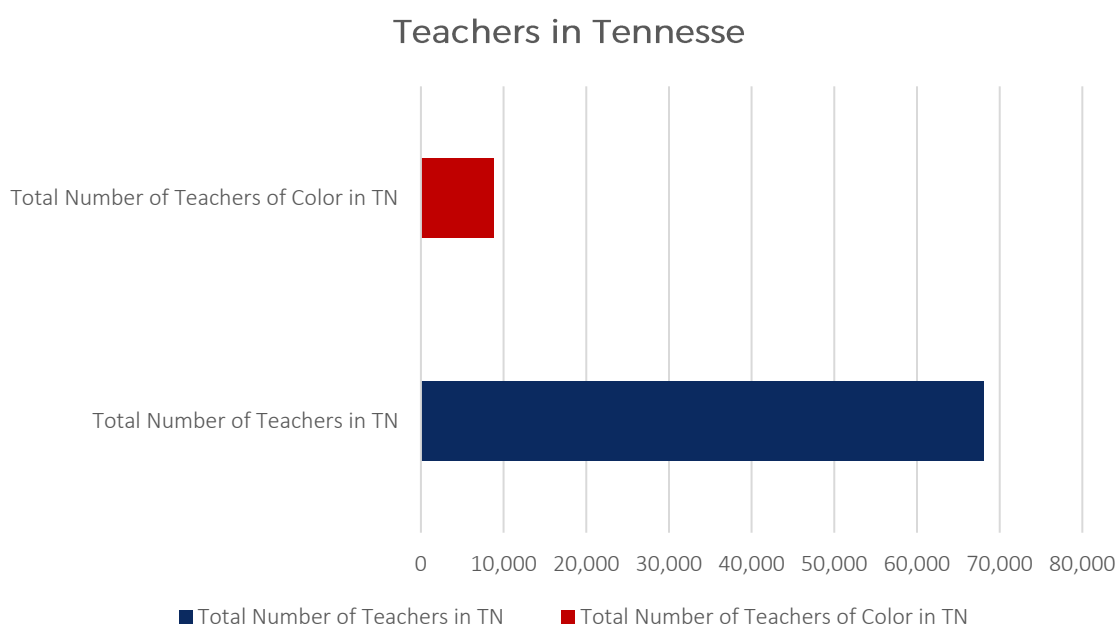
When we asked for critical feedback or areas of growth for TECA, the following related themes were consistent throughout the conversations:

1. Stakeholders, including external partners, acknowledge the need for TECA to begin to clarify their services so that they can work towards their strategic priorities and goals.
2. Stakeholders, including members and potential partners, have identified that there is a need to strengthen and expand the TECA membership program so that all teachers of color in Tennessee are aware of TECA and the services that the membership offers.
3. All current board members have expressed the need for there to be more clarity around the responsibilities for board members and for each member to have a clear role or importance to the board.
4. Stakeholders, including internal and external stakeholders, have identified the need for TECA to solve capacity issues and identify a way to make completing all strategic priorities and goals sustainable.



## Market Analysis

There is a drastic difference throughout the state of Tennessee in the number of students of color versus the educators that teach them. This discrepancy is seen in the majority of major cities in the state except for Memphis where the number of students of color aligns to the number of educators of color in the district. The most recent data from Tennessee identifies that “only 14.5% of the state's teachers identify as a race other than white. This is despite nearly 40% of the state’s public school students being children of color.”<sup>11</sup>



Total number of teachers in Tennessee	68,042 teachers <sup>12</sup>
Total number of teachers of color in Tennessee <sup>13</sup>	~8,845 teachers

<sup>11</sup> “Tennessee Schools Have Hired More Teachers Of Color, But New Grants Intend To Strengthen ‘Pipeline’.” *WPLN News - Nashville Public Radio*, 12 Oct. 2020, [wpln.org/post/tennessee-schools-have-hired-more-teachers-of-color-but-new-grants-intend-to-strengthen-pipeline/](https://wpln.org/post/tennessee-schools-have-hired-more-teachers-of-color-but-new-grants-intend-to-strengthen-pipeline/).

<sup>12</sup> *Tennessee Education Snapshot*, [tnedsnapshot.org/](https://tnedsnapshot.org/).

<sup>13</sup> <https://www.tn.gov/education/news/2018/8/15/tennessee-department-of-education-releases-report-on-educator-diversity.html>

The table below provides an initial market analysis of the 5 major cities in the state as it relates to their city and district student and teacher demographics.

	Memphis/Shelby County <sup>14</sup>	Metro Nashville	Knoxville/Knox County	Chattanooga/Hamilton County	Clarksville/Montgomery County <sup>15</sup>
<b>City Population</b>	927,644	669,053	470,303	180,557	158,146
<b>City Race Demographics</b>	White: 40.60% Black or AA: 52.10% Hispanic: 5.60% Asian: 2.30% American Indian or Alaska Native: .247% Two or more races: 1.4%	White: 63.2% Black or AA: 27.9% Hispanic: 10.4% Asian: 3.6% American Indian or Alaska Native: .2% Two or more races: 2.6%	White: 86% Black or AA: 8.9% Hispanic: 4.4% Asian: 2.3% American Indian or Alaska Native: .4% Two or more races: 2.2%	White: 61.7% Black or AA: 32.6% Hispanic: 6.1% Asian: 2.4% American Indian or Alaska Native: .1% Two or more races: 2.4%	White: 65.8% Black or AA: 24.1% Hispanic: 11.5% Asian: 2.5% American Indian or Alaska Native: .7% Two or more races: 4.6%
<b>Number of Schools in District</b>	208	168	88	78	40
<b>Number of Students</b>	113,000 <sup>16</sup>	85,561	60,752	~44,444	36,000
<b>Student Demographics</b>	White: 6.8% Black or AA: 76.1% Hispanic: 15.5% Asian: 1.4% American Indian: .1% Pacific Islander: .1%	White: 27.4% Black or AA: 40% Hispanic: 28.1% Asian: 4.1% American Indian: .2% Pacific Islander: .2%	White: 68.3% Black or AA: 17.2% Hispanic: 10.8% Asian: 2.9% American Indian: .3% Pacific Islander: .25 <sup>17</sup>	White: 49.3% Black or AA: 31% Hispanic: 16% Asian: 2.9% American Indian: .8% Pacific Islander: .2% <sup>18</sup>	White: 53.4% Black or AA: 29.3% Hispanic: 12.5% Asian: 2.7% American Indian/Alaskan Native: 1% Native Hawaiian/Pacific Islander: 1.1%
<b>Number of Teachers</b>	6,500	~5,000	4,206	3,251	~2,300
<b>Teacher Demographics</b>	White: 31.3% <sup>19</sup> Black or AA: 57.3% Hispanic: 1.4% Asian: .2%	White: 73% Black or AA: 23% Hispanic: 1.4% Asian: .3% <sup>20</sup>	White: 94.8% Black or AA: 4.1% Hispanic: .6% Asian: .5% <sup>21</sup>	White: 89% Black or AA: 8.7% Hispanic: .7% Asian: No data <sup>22</sup>	White: 85.4% <sup>23</sup> Black or AA: 8.6% Hispanic: 3.1% Asian: .2%

<sup>14</sup> “Demographics: Shelby County, TN - Official Website.” *Demographics | Shelby County, TN - Official Website*, shelbycountyttn.gov/211/Demographics.

<sup>15</sup> “U.S. Census Bureau QuickFacts: Clarksville City, Tennessee.” *Census Bureau QuickFacts*, www.census.gov/quickfacts/clarksvillecitytennessee.

<sup>16</sup> *About Us*, www.scsk12.org/about/.

<sup>17</sup> SchermCo Knox Ed Strategic Report

<sup>18</sup> “Hamilton County: Profile: Tennessee Department of Education.” *Hamilton County | Profile | Tennessee Department of Education*, reportcard.tnk12.gov/districts/330/page/DistrictProfile.

<sup>19</sup> “Data Downloads & Requests.” *Tennessee State Government - TN.gov*, www.tn.gov/education/data/data-downloads.html.

<sup>20</sup> Gonzales, Jason. “Report: Nashville Schools Lack Workforce Diversity.” *The Tennessean*, The Tennessean, 31 Mar. 2016, www.tennessean.com/story/news/education/2016/03/30/report-nashville-schools-lack-workforce-diversity/82425944/.

<sup>21</sup> 2016, *Disparities in Educational Outcomes Task Force*,

www.knoxschools.org/cms/lib/TN01917079/Centricity/domain/4325/final%20report/DEOFinalReportandRecommendations.pdf.

<sup>22</sup> Brand, Monique. “Hamilton County School Board Members Discuss Equity in Education.” *Timesfreepress.com*, 19 Sept. 2020, www.timesfreepress.com/news/local/story/2020/sep/19/hamilton-county-school-board-equity/532531/.

<sup>23</sup> “Data Downloads & Requests.” *Tennessee State Government - TN.gov*, www.tn.gov/education/data/data-downloads.html.

This data shows that only Memphis has a percentage of African-American teachers that is equivalent to the number of African-American students in school. In all other cities, Nashville, Chattanooga, Knoxville, and Clarksville, the percentage of African-American teachers is nearly less than half the percentage of African-American students. This disparity becomes even larger when comparing the percentages of Hispanic, Asian, American Indian, and Pacific Islander teachers with the percentages of Hispanic, Asian, American Indian, and Pacific Islander students. However, these gaps also align with the current demographics across our nation. A study found that 51% of students in the nation's public schools are white but white educators make up 82% of teachers in public schools.

There are millions of students across the nation that will never have a teacher whose racial and ethnic background reflects their own. Studies have shown that students of color have higher achievement by having at least one teacher of color<sup>24</sup>. There is also an increasing amount of data that identifies that having a teacher of color aids in favorable outcomes for white students as well.

Recently, in Hamilton County, Tennessee, the board of education identified that "one-third of students said they had been receiving some form of racial or ethnic discrimination."<sup>25</sup> Additionally, the data revealed, "that Black students were five times more likely to receive an out-of-school suspension when compared to their non-Black counterparts."<sup>26</sup> By having more teachers of color, students of color would have fewer interactions with educators who have implicit biases.

One of the founding reasons for TECA was to retain teachers of color. In November 2018, The Tennessee Education Research Alliance (TERA) identified that "Black teachers are more likely to leave their schools than white teachers."<sup>27</sup> Additionally, the study identified that "Black principals retain Black teachers at higher rates" than non-Black principals with Black teachers.<sup>28</sup> As the highest populated minority group, the study heavily focuses on Black/African-American teachers in the state but these trends can be identified and aligned with any minority group of teachers of color.

Districts across the state have identified the need to update and change their teaching recruiting habits.<sup>29</sup> As these districts expand their reach with recruitment with hopes to hire more teachers of color, retaining these teachers will still be difficult as these teachers of color will be isolated in these environments.

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<sup>24</sup> Brand, Monique. "Hamilton County School Board Members Discuss Equity in Education." *Timesfreepress.com*, 19 Sept. 2020, [www.timesfreepress.com/news/local/story/2020/sep/19/hamilton-county-school-board-equity/532531/](http://www.timesfreepress.com/news/local/story/2020/sep/19/hamilton-county-school-board-equity/532531/).

<sup>25</sup> Brand, Monique. "Hamilton County School Board Members Discuss Equity in Education." *Timesfreepress.com*, 19 Sept. 2020, [www.timesfreepress.com/news/local/story/2020/sep/19/hamilton-county-school-board-equity/532531/](http://www.timesfreepress.com/news/local/story/2020/sep/19/hamilton-county-school-board-equity/532531/).

<sup>26</sup> Brand, Monique. "Hamilton County School Board Members Discuss Equity in Education." *Timesfreepress.com*, 19 Sept. 2020, [www.timesfreepress.com/news/local/story/2020/sep/19/hamilton-county-school-board-equity/532531/](http://www.timesfreepress.com/news/local/story/2020/sep/19/hamilton-county-school-board-equity/532531/).

<sup>27</sup> *Retention Patterns Among Teachers of Color*, [peabody.vanderbilt.edu/TERA/files/Retention\\_Patterns\\_Among\\_Teachers\\_of\\_Color\\_FINAL.pdf](http://peabody.vanderbilt.edu/TERA/files/Retention_Patterns_Among_Teachers_of_Color_FINAL.pdf).

<sup>28</sup> *Retention Patterns Among Teachers of Color*, [peabody.vanderbilt.edu/TERA/files/Retention\\_Patterns\\_Among\\_Teachers\\_of\\_Color\\_FINAL.pdf](http://peabody.vanderbilt.edu/TERA/files/Retention_Patterns_Among_Teachers_of_Color_FINAL.pdf).

<sup>29</sup> "Tennessee Schools Have Hired More Teachers Of Color, But New Grants Intend To Strengthen 'Pipeline'." *WPLN News - Nashville Public Radio*, 12 Oct. 2020, [wpln.org/post/tennessee-schools-have-hired-more-teachers-of-color-but-new-grants-intend-to-strengthen-pipeline/](http://wpln.org/post/tennessee-schools-have-hired-more-teachers-of-color-but-new-grants-intend-to-strengthen-pipeline/).

The TERA study shows that Black teachers are more likely to leave their schools when they do not feel isolated.<sup>30</sup> TECA can be a key lever in providing that space for teachers of color that they cannot find within their schools or districts. In addition to serving these students, TECA could serve their schools. As diversity, equity, and inclusion consultants, TECA could provide coaching, professional development, and other services to the leadership and staff of these schools. TECA's work can be focused on ensuring that the schools continue to become a more inclusive and responsive environment for their students and staff. Once the consulting arm of TECA is formalized, they will be well positioned to partner with school districts and support the recruitment and retention of teachers of color.

### Educator of Color Fellowships

Beyond understanding the teacher demographics in Tennessee, it's also important for TECA to be aware of any similar programming focused on educators of color. There are several fellowship programs across the state of Tennessee that provide opportunities for educators to learn and gain experiences for them to move into the policy and advocacy space:

- **State Collaborative on Reforming Education (SCORE): Tennessee Educator Fellowship:** "Tennessee Educator Fellows learn about education policy and research and how to advocate for the policies, practices, and systems that affect student achievement and educator effectiveness. They also serve as liaisons between their colleagues, their communities, policymakers, and advocates as Tennessee continues the work of improving educational outcomes for all students."<sup>31</sup>
- **Tennessee Educational Equity: Mosaic Fellowship:** "The Mosaic Fellowship is a transformational strategy to develop and connect education leaders of color to enact change and elevate their voices to ensure equity and excellence in education in Tennessee. [The fellowship] seeks to identify, convene, and build a network of leaders of color across Tennessee, who will have the potential to strengthen and shape the future of the educational excellence and equity movement. [The fellowship seeks] leaders who are reimagining and improving public education in Tennessee, and particularly those who represent communities that are currently underserved by our public schools."<sup>32</sup>
- **Hope Street Group: Teacher Fellows Network:** "The Tennessee State Teacher Fellows Program launched in 2015 with exceptional teacher leaders from across the state. Reflecting the diversity of Tennessee's education landscape, these educators have teaching experience ranging from 3 years to 40 years. In their inaugural year, Teacher Fellows met with local and state leaders to discuss critical public education policy issues."<sup>33</sup> As of the writing of this report, the Hope Street Group Fellowship is no longer in operation.

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<sup>30</sup> *Retention Patterns Among Teachers of Color*, peabody.vanderbilt.edu/TERA/files/Retention\_Patterns\_Among\_Teachers\_of\_Color\_FINAL.pdf

<sup>31</sup> "Tennessee Educator Fellowship." SCORE, 24 Aug. 2020, tnscore.org/tennessee-educator-fellowship/.

<sup>32</sup> "The Mosaic Fellowship." *Tennessee Educational Equity Coalition*, 15 Nov. 2019, tnedequity.org/mosaic-fellowship/.

<sup>33</sup> "Tennessee Teacher Fellows • Hope Street Group." *Hope Street Group*, 5 July 2018, hopestreetgroup.org/teacher-fellows/tnteacherfellows/.

While other fellowships exist and are producing educators of color who are leaders in the policy and advocacy space across the state, there is no program solely focused on educators of color in this specific sector. This is a clear differentiator for TECA. Currently, educators of color lack spaces to connect and learn more about policy and advocacy work. Stakeholders of color and allies have shared that there must be work done in exposing educators of color to the leadership pathways they can access. Anecdotally, it appears only less than 30% of fellows from most other fellowship programs identify as educators of color. The TECA Fellowship alone provides the opportunity to move educators of color into the policy and advocacy space faster with 12 cohort members in its inaugural year.

## Recommendations & Goals

This strategic plan provides analysis on several aspects related to TECA as well as insights from key stakeholders across the state of Tennessee. This section provides recommendations from these insights as well as suggested goals to ensure the success of this plan and the ongoing evolution of TECA. These recommendations and goals should be fully discussed and agreed upon as an organization before moving towards implementation. Lastly, a 90-Day action plan that aligns with these recommendations can be found on page 32 of this document.

### Recommendation 1: Clarify and Expand the TECA Membership Program

While members have mentioned enjoying and benefiting from the services that the TECA membership offers, many members are still unaware of the benefits of being a TECA member. Additionally, since they do not have a clear understanding of the benefits, these benefits are even more unclear to potential members. Many external stakeholders have shared that TECA has not yet reached its peak for visibility with teachers of color across the state. Further, increasing the number of actual members will expand TECA's market share and importance across Tennessee.

- **Goal 1: Increase TECA Members by a minimum of 20% for the next three years**
  - TECA currently has approximately 400 members across Tennessee. Increasing membership by a minimum of 20% through FY23 would grow its membership base to 674. This may be accomplished by implementing membership drives, intentional recruiting from larger markets, and leveraging existing members/partners to tell TECA's story.
  - The table below provides an outline of how membership may grow in key cities throughout Tennessee.

**Three Year Member Growth Plan**

	FY20	FY21	FY22	FY23
Nashville	98	118	141	169
Clarksville	30	36	43	52
Memphis	25	30	36	43
Knoxville	11	13	15	18
Chattanooga	24	28	35	42
Other regions	120	144	172	206
Unidentified regions	83	100	120	144
Total	391	469	562	674



- **Goal 2: Clarify membership benefits**

- TECA may consider solidifying membership services and benefits to help grow its membership base. This may be accomplished by finalizing 5-7 key aspects of the TECA membership and communicating the solidified benefits with current members, the board, and prospective members. This information should also be present on the TECA website.
- Based on member surveys and focus groups that were conducted, TECA may consider confirming and clarifying the following membership benefits:
  - Access to consistent programming focused on topics relevant to teachers of color and policy issues in Tennessee
  - Networking opportunities to connect and learn from other TECA members
  - Access and consideration for TECA's Fellowship program
  - Mentoring and professional support to help identify leadership and growth opportunities
  - Other benefits, as determined by TECA stakeholders

### **Recommendation 2: Expand the Fellowship Program**

Expanding the fellowship program in both middle Tennessee and other key regions of the state will increase the number of educators of color exposed to policy and advocacy issues but may also serve as a revenue generator for TECA.

- **Goal 3: Confirm success metrics**

- TECA is actively working to finalize success metrics for their inaugural year of the fellowship program. Once these metrics are confirmed and data is collected, TECA should begin to analyze the data, adjust the metrics as needed, and communicate those outcomes to their stakeholders.

- **Goal 4: Expand to one new region by FY21**

- In addition to informing and communicating success metrics from the fellowship, TECA should actively work to confirm a second cohort for the middle Tennessee area for FY21 as well as expand the fellowship program to a new region. Expanding the fellowship would allow TECA to support more educators of color and also increase their earned revenue. To accomplish this goal, TECA should leverage their ongoing conversations with stakeholders in Knoxville, Nashville, and other key markets that have expressed interest in the fellowship.

### Fellowship Program + Growth Goals

Year	Regions	Number of Fellows
FY21	2	30
FY22	3	45
FY23	4	60
Total # of TECA Fellows		135

### Recommendation 3: Solidify Consulting Services & Scope

TECA has had early success consulting and providing schools with DEI services and support. With more clarity and by strengthening systems, this aspect of the organization can continue to drive change in Tennessee.

- **Goal 5: Clarify consulting services, price points, and process**
  - TECA should leverage customer feedback to solidify their consulting services, price points, and processes. This can be done by condensing these systems into a 1-2 page document that can be shared and reviewed with each potential school partner. A draft document of these services has been developed and submitted to TECA.
- **Goal 6: Grow from 2 to 4 schools in FY21**
  - TECA should work to confirm partnerships with their current school partners for FY21 as well as secure two additional school partnerships. This would allow TECA to grow their services and also increase their earned revenue. It is also recommended that TECA leverage contractors and eventually new full-time staff members for this work and avoid using board members as the board transitions from working to a governing board. Assuming TECA can support four schools, districts or education organizations. It's reasonable to believe they can grow to serve seven schools in FY22, and 10 schools in FY23.

### DEI Consulting + Growth Goals

Year	Organizations
FY21	4
FY22	7
FY23	10

#### **Recommendation 4: Continue Board Development & Governance Transition**

TECA's board will play a critical role in the success of the organization over the next three years. Below are specific goals to ensure they continue to be in a position to lead.

- **Goal 7: Vote on new Board Chair**
  - Due to recent leadership transitions, the board should work rather urgently to vote on a new board chair and confirm the terms and responsibilities of that position.
- **Goal 8: Confirm board members' terms, responsibilities, and governance transition**
  - TECA should also use this process to confirm the term limits and responsibilities for each of their board members. This will enable complete transparency on roles as individual members, as a collective unit, and also on the direction of the organization.
  - Once terms and responsibilities are confirmed, the board should begin to transition from a working to a governing board. Additional resources and guidance for this transition are provided in the appendix.

## Next Steps

Since August 2020, SchermCo has reviewed the current state of TECA as an organization and spoken with TECA stakeholders to identify the path for strategic growth. Through this process, we have identified bright spots and areas of growth for the organization. TECA has already accomplished a lot as a young organization in the state of Tennessee and for continued growth, TECA must continue to focus on these two priorities: their fellowship program and membership. Additionally, for TECA to become sustainable they must generate funding for the organization through DEI consulting and realign the priorities of the board. Educators of color in Tennessee need the convening space, programming, and opportunities for growth that TECA provides through their membership and fellowship. By continuing to engage their key market, TECA will grow and solidify their position as a leader in diversity and equity work in Tennessee.

The work that TECA has already done with educators of color in Tennessee is imperative and commendable. The SchermCo team wishes TECA continued success and would love to offer support or other services to aid in TECA's implementation of this strategic plan. We look forward to the work TECA will achieve and are excited to be their partners in this work.

# Appendix

## A1. 90-Day Action Plan

A suggested 90-day action plan is below. This plan is a culmination of the research and analysis conducted throughout the strategic planning process. With implementation in mind, the following steps should be considered to ensure TECA moves from planning to action<sup>34</sup>.

	Actions	Owner	Tactics	Timeline
<b>Vision &amp; Mission</b>	Review plan & confirm agreed upon goals	Diarese & Board	Schedule meeting by 1/13/21 to review and confirm.	1/29/21
	Finalize communication plan for the strategic plan	Diarese	Build a plan by 1/22/21. Consider leveraging social media, listservs, town halls, and similar tactics.	1/29/21
<b>Board Development</b>	Vote on new Board Chair	Board & Diarese	Schedule a meeting by 1/22/21 to vote and formally approve the new Board Chair.	1/29/21
	Confirm Board Members, term limits, and responsibilities	Interim Board Chair	Revise bylaws and related governance documents. Schedule a meeting by 1/22/21 to vote on updates.	1/29/21
<b>Membership</b>	Confirm goals and recruitment plan	Diarese	Build a plan by 2/5/21 with an anticipated start date of early March.	2/26/21
	Connect with 10 current members to share the plan and gain their buy-in.	Diarese	Schedule group Zoom by 2/12/21.	2/26/21
	Confirm Member schedule and events	Diarese	Schedule and communicate monthly member events through December 2021 by 2/19/21.	2/26/21
<b>Programming</b>	Confirm success metrics for inaugural Fellowship	Diarese & Renee	Review current data and schedule meetings to confirm final metrics by 3/5/21.	3/26/21
	Continue Fellowship expansion conversations	Diarese	Schedule meetings with Maya Bugg, Janine Al-Aseer, and other ideal partners by 3/12/21.	3/26/21

<sup>34</sup> This plan is not meant to be exhaustive yet helpful in moving from planning to action. Additional steps must be taken to ensure the success of TECA.

## A2. Member Survey Suggestions

Currently, the TECA member survey collects demographic data such as the region of Tennessee members reside, their racial demographics, current role, and employer. Some of the data collected provides conflicting information that makes the data more difficult to interpret. Some of the areas that should be updated includes:

- **I am a..:** This section should be updated to have the following options:
  - Educator (i.e Teacher, Librarian, or other school support role)
  - Administrator
  - Ally (Not a teacher or educator of color)
  - Teacher Candidate
  - Education Advocate
  - Collegiate Faculty
  - Teacher Educator
  - Central Office
  - Other
- **Require members to include their city on the member survey:** Currently, many members have completed the address line without their city or state. Update the survey to have separate response boxes for the following:
  - Street Address
  - City
  - State
  - Zip Code

These updates will ensure that the data that TECA collects on all members increases in usability.

### A3. Stakeholder Conversations

The following stakeholders were contacted and interviewed by our team to learn more about their knowledge and experience with TECA. Each of the following was personally interviewed by someone from the SchermCo team.

Name	Title & Organization
Indira Dammu	TECA Board Member
Renee Dillard	TECA Fellowship Coordinator
Jonathan Bolding	Former TECA Board Member
Sylvia Flowers	TECA Board Member
Derrick Williams	TECA Board Member
Laura Delgado	TECA Board Member
Erin Glenn	TECA Board Member
Joseph Guterrez	Education Program Officer for Dan and Margaret Maddox Fund
Tiffany Nyaggah	New Schools Venture Fund
Shauna Russell	TECA Member
Peter Tang	Director of Research of SCORE
Gini Pupo-Walker	State Director of Ed Trust Tennessee
Candy Johnson	Senior Advisor to the Mayor of Chattanooga, TN
Abigail Rockey	CEO of Intrepid Schools
Tara Scarlett	CEO of Scarlett Family Foundation
Tom Parrish	COO of Scarlett Family Foundation
Dr. Marteze D. Hammonds	Hammonds Consulting Group
Michael Whaley	Director of Leadership for Educational Equity (LEE) Memphis
Nic Frank	LEAD Prep
Erin O'Hara	Director of Tennessee Education Research Alliance

#### A4. Current Board Members, Organizations and Skills

Name	Title & Organization	Sector / Expertise
Sylvia Flowers	Independent Education Consultant	Education
Derrick Williams	Metro Nashville Public Schools	Education
Laura Delgado	Director Pinoreo Scholars Program, Lipscomb University	Education
Erin Glenn	Future Ready Institutes Coach, Hamilton County Schools	Education
Indira Dammu	Senior Policy Analyst, Policy and Evaluation, Bellwether Education Partners	Education, Public Policy
Dr. Kevin Haggard	Assistant Professor, Tennessee State University	Education, Strategic Planning
Diana Anosike	RePublic Schools	Organizing Critical Thinking
Juan Pablo Martinez	Teach For America, Nashville & Chattanooga	Organizing, Critical Thinking
Christiane Buggs	District 5 Representative, Metro Nashville Public School Board, United Way	Strategic Planning, Education Policy, Connector
Franklin J. Willis	Metro Nashville Public Schools	Education
Tamkeka H. Marshall	3rd Grade Teacher, Metro Nashville Public Schools	Education
Lemuel J. Holifield	Director of Student Life, Templeton Academy	Education
Nadira Freeman	The Maynard Group	Advocacy, Organizing



#### A5. TECA Fellowship Members

Tennessee Educators of Color Fellowship 2020 Cohort		
Name	Title	District/County
Jacqueline Bing	Special Education Teacher	Metro-Nashville Public Schools
Lyzette Garza	Social Justice Educator	Metro-Nashville Public Schools
Dania Henry	Instructional Leader, 2nd Grade Teacher, and Diversity Coordinator	Metro-Nashville Public Schools
Halima Labi	9th Grade ELA teacher	Metro-Nashville Public Schools
Daven Oglesby	Elementary Education teacher	Metro-Nashville Public Schools
Darlene Perry	ESL and 4th Grade Math and ELA teacher	Metro-Nashville Public Schools
Priscilla Conerly	8th Grade ELA Teacher	Franklin Special School District
Tequila Cornelious	Instructional Literacy Coach	Franklin Special School District
Victoria Mcalman	3rd Grade ELA teacher	Clarksville-Montgomery County School System
Sarah Robinson	Social Studies Teacher	Independent School, Nashville-Davidson County
Taylor Kirk	ELA teacher	Independent School, Nashville-Davidson County
Leticia Skae-Jackson	ELA teacher	Maury County Public Schools

#### A6. TECA Members, by Profession

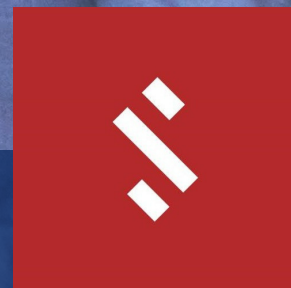
I am a....	
Educator (i.e. Teacher, Librarian)	194
Administrator	59
Ally	33
Teacher Candidate	23
Education Advocate	23
Collegiate Faculty	20
Teacher Educator	15
Other (Coach, Behavior Analyst, Consultant, etc.)	20
Central Office	2
HR	2
<b>Total</b>	<b>391</b>

## A7. Board Responsibilities - Working to Governing

The table below is adapted from Richard Ingram's Ten Basic Responsibilities of Nonprofit Boards<sup>35</sup>. TECA may consider utilizing this tool and other resources to guide its transition from working to fully governing board.

Responsibilities	Working Board (start-up)	Governing Board (sustainable)
<b>Vision &amp; Mission</b>	<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 define and articulate the organization's mission and goals to gain support from the community and enhance the public image of the organization</li> </ul>
<b>Staff Management</b>	<ul style="list-style-type: none"> <li>Select ED/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>
<b>Long-term Planning</b>	<ul style="list-style-type: none"> <li>Develop an organizational budget and key financial 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>
<b>Board Development</b>	<ul style="list-style-type: none"> <li>Recruit a founding board with a focus on fundraising, connections, and sustainability</li> </ul>	<ul style="list-style-type: none"> <li>Create prerequisites for the board 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>
<b>Governance</b>	<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>	

<sup>35</sup> "Ten Basic Responsibilities of Nonprofit Boards." *Indiana Philanthropy Alliance*, [www.inphilanthropy.org/sites/default/files/resources/Ten%20Basic%20Responsibilities%20of%20Nonprofit%20Boards-Natl%20Center%20NP%20Boards.pdf](http://www.inphilanthropy.org/sites/default/files/resources/Ten%20Basic%20Responsibilities%20of%20Nonprofit%20Boards-Natl%20Center%20NP%20Boards.pdf).



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