



STRATEGIC PLAN



2022-2024

To Whom it May Concern:

On behalf of our team at Summer House Institute (SHI), we would like to thank you for your continued support of our work in inspiring, developing and growing the next generation of Black male educators in our nation’s public schools. We both were fortunate enough to be impacted by our Black male teachers in our middle school years and know the importance first hand of ensuring that every student benefits from a more highly diverse teacher corps. While our work is a starting point for Black male undergraduates to begin their journey into their education careers, we want to thank the many partners and supporters that help us get our Fellows from “college to the classroom”.

In just our third year, we have managed three cohorts of young men who are eager to see what their future holds as a brotherhood navigating college together, and then into the lives of students that will call them “Mister”, one day. School districts everywhere, agree that the alarming “2% of teachers are Black men” is an indication that there needs to be intentional action and work around the issue of representation and equity in our nation’s schools. Our work is one more opportunity towards a national call to action on this issue. We believe that working with college age men who are formalizing their career decisions is the right intervention point for our Summer House fellowship program to help increase the high quality candidate pool and chances for future Black male educators to make a high impact in schools.

As the saying goes, “you can’t be what you can’t see”. Your support encourages more young men on the pathway to perpetuate positive Black male outcomes. We see this as our active duty to ensure we have a school workforce that is representative of the children it serves because Black men are the assets that we all need to better uplift, and especially now, in a climate that oftentimes marginalizes our genius. Let’s continue to push towards a more equitable future in our giving, support and visibility to the legacy of Summer House Institute and our ongoing efforts. Welcome to Our House!





VINCENT COBB II
Co-Founder/CEO



RASHID COLEMAN
Co-Founder/CEO

A smiling man with dreadlocks, wearing a dark suit jacket over a light-colored shirt, stands in a classroom. He is pointing his right hand towards the viewer. The background shows a classroom with desks, a globe, and a backpack on the floor. The image is dimly lit, with a dark overlay.

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ORGANIZATIONAL OVERVIEW

EXECUTIVE SUMMARY

Summer House Institute (“Summer House”) is a national pre-service support & early exposure fellowship program for Black male undergraduates (freshman to senior year). The Summer House fellowship is grounded in an affinity-based model that supports a pipeline into high-quality teacher preparation programs, teacher colleges, and ultimately, advance placement into partnering Pre K-12 schools.

Through early exposure opportunities, classroom internships, mentor networks, and program partnerships designed for each fellow, we are supporting transformation in the communities we serve.

The field of research around Black male achievement in the teacher workforce and the conditions that support their growth and development is largely underdeveloped. Summer House is a viable model to build best practices and curriculum for a school to career pathway into school districts while adding impact data and research to the body of scholarship on Black male achievement. We are poised to accomplish this while also mitigating the severe inequities and impact of the lack of diversity in our nation’s teacher corps for all Pre K-12 students, especially Black boys, and young men.

Since our launch in 2019, we have unearthed data that already supports higher matriculation rates among our cohort of Fellows returning to college through graduation and using our network resources to guide their career pathways. Thank you for your interest in Summer House and our vision that one day, all students will benefit from the work and impact of having more Black male educators in our public schools, especially for Black boys and young men, proving our motto, “you can’t be what you can’t see.”



HISTORICAL CONTEXT



SUMMER HOUSE AND THE HISTORY OF BLACK TEACHER PUSH OUT.

For many historians and advocates, the landmark Supreme Court decision announced on May 17, 1954, in which the Court found the concept of “separate but equal” schools for Black and white children — a hallmark of the Jim Crow-era South — unconstitutional, was the most significant Civil Rights victory in U.S. history. Its far-reaching effect, which led to the desegregation of schools, was intended as an opportunity for equalized education. But, as with many well-meaning ideas, there were significant unintended consequences. Education opportunities for Black teachers suffered greatly in the aftermath of the decision. As schools integrated, most Black students transferred over to formerly all-white schools, leaving the entire teaching and administration staff behind with little chance of finding more work in the education sphere. As a point of fact, many of the “Black” schools already offered robust education opportunities, despite the disparities in funding and federal attention.

The Court’s ruling furthered incorrect assumptions around the idea that any Black-led enterprise was inferior to its white counterparts. After the Court’s decision, many Black schools were scuttled in favor of their white counterparts, leaving a swath of highly qualified Black educators in the wake. This unfortunate effect is still a factor in modern education.

HISTORICAL CONTEXT

SUMMER HOUSE AND THE HISTORY OF BLACK TEACHER PUSH OUT.



With fewer Black educators in schools, the education system remains strongly stacked against children of color. Studies have shown that having Black teachers increases Black students' test scores and the likelihood of those students remaining in school through graduation¹.



Additionally, one study concluded that the chance of a “gifted” Black child being enrolled in an appropriate accelerated program was about half as likely when their primary teachers were white² — clearly indicating the glaring need for more educators of color in our schools. Sixty-five years after *Brown v. Board of Education*, Summer House stands in a wide gap to bridge the racial divide and long-standing historical prejudice of Black teacher pushout. Through its pathway program for Black male educators, Summer House strives for educational equity and greater diversity in public education, because research shows it's not just good for Black students but improves outcomes for all students-- including white students.³

1. <https://www.nber.org/papers/w25254>

2. <https://www.aera.net/Newsroom/News-Releases-and-Statements/Does-Student-Race-Affect-Gifted-Assignment/Discretion-and-Disproportionality-Explaining-the-Underrepresentation-of-High-Achieving-Students-of-Color-in-Gifted-Programs>

3. <https://journals.sagepub.com/doi/full/10.3102/0013189X16671718>



ORGANIZATIONAL OVERVIEW



OUR VISION

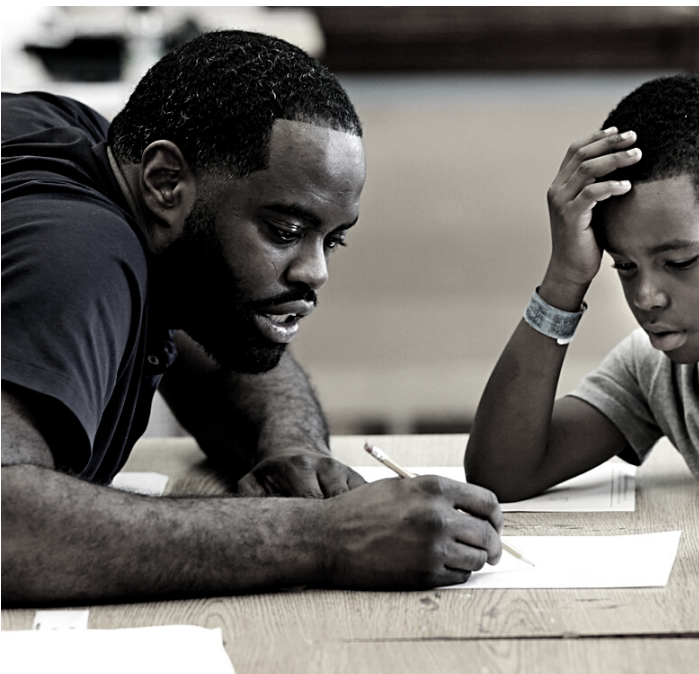
THE SUMMER HOUSE EFFECT

The fully realized vision of Summer House will be the legacy that Black men are assets to the community in which they live. Our explicit goal is to have 1500 Black men added to schools due to our program by 2030. To help achieve this goal, we must expand into chapter cities to broaden our reach. We are poised to deliver a cohort of 25 Black male college students across our chapter cities every year to become teachers in our partnering school districts. When schools are more reflective of the communities they serve, research shows the confidence of parents, students, and the community increases.

OUR MISSION

At Summer House, we take research-backed approaches and innovate on new ways to apply them to achieve greater equity. We provide pathways into the work through tailored early exposure and pre-service support opportunities. Our program builds skills in an affinity-based community of inclusion.

Our theory of change positions Summer House as a “gateway” organization working with Fellows from the start of their college career experience and partnering with them to support their professional pathway. Summer House is a catalyst into the education career field by providing a tight community, tailored curriculum, and introductions to seasoned professionals and mentors. Our affinity-based approach increases participants’ confidence and sense of belonging in the field. Upon completing the fellowship, the cohort will graduate college with a clear career trajectory.



**BLACK MEN
ARE ASSETS TO
THE COMMUNITY
IN WHICH
THEY LIVE.**



THEORY OF CHANGE

GATEWAY

- Summer House leads a four-week fellowship program introducing 25 Black males to the education field through speakers, classroom internships, community sessions, and capstone projects.
- Summer House develops a custom-designed pre-service early exposure curriculum.
- We develop pre-, mid-, and post insight data through surveys, interviews, and feedback loops.

MATRICULATION

- Summer House launches a mentor match program that provides in-service educators a paid opportunity to connect with our Fellows through a structured check-in process to track their progress to graduation and build their community/network within the region.
- Summer House provides financial incentives through a paid stipend and paid work to mitigate financial barriers to graduation.
- Summer House coordinates an “All Fellows Retreat” to support our fellows with advising, financial consulting, and helping to resolve their barriers to graduation.

PREPARATION

- Summer House Fellows are required to intern in Pre K-12 classrooms for 80 hours (post-summer).
- Summer House Fellows connect to professional networks (events, job fairs, national conferences).
- Summer House works with Fellows to find the ‘right fit’ for a high-quality teacher preparation program to enroll in or partner teacher college programs (see pathway partners, Appendix A)

PLACEMENT

- Summer House creates early candidate profiles with school district partners to ensure that our fellows are prepared to be a mutual ‘right fit’ for the school community.
- Summer House partners with teacher preparation programs, charter schools, and school district partners to connect Fellows with opportunities in the field post-graduation.

OUTCOMES

- Summer House prepares and helps place 1500 Black men to enter the teacher pipeline by 2030.
- Summer House leads new research on Black male educator prep and development in P-12 schools.
- Summer House is institutionalized in a district-wide curriculum and best practices for P-12 schools in the recruitment, development, and retention of more Black male educators in schools.

A man in a blue shirt is seen from behind, standing in a dimly lit room and gesturing with his right hand. He has a logo on his back that consists of the letters 'SH' inside a square with a diagonal line. In the background, several people are seated at desks, working on computers. The room has a grid ceiling and a large cylindrical light fixture hanging from the ceiling.

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STRATEGIC PRIORITIES



MOVING FORWARD

OUR STRATEGIC PRIORITIES

Our team is excited to enter year three of operations. We are committed to our growth and expansion as a premier undergraduate fellowship program for future Black male educators in the nation. Utilizing data (see our impact measurement data for 2021 in Appendix A), feedback interviews, and team stepbacks, we have honed our direction as an organization. For our next three fiscal years, we are focusing on the following priorities:

1 • EXPANDING AND DEEPENING OUR IMPACT



MARKET FOCUS AND EXPANSION:

Summer House operates in Philadelphia and Houston. We plan to continue scaling and adding additional regions over the next few Fiscal Years (FY). We will add one additional region in FY 22, Charlotte, North Carolina, and two regions Atlanta, Georgia, and Los Angeles, California in FY23. We know that we need to operate nationally to effectively see a drastic change in the Black male career pipeline. To open in a new region, we complete a comprehensive landscape analysis. We realize the individual context of each of our regions is paramount to finding success.

As part of our landscape analysis, we consider the local partners who can help us thrive in the region. We depend on relationships with universities, school districts, local companies, and funders to reach our outcomes. Summer House believes in deeply immersing ourselves in the local landscape to create a custom curriculum for each region. We strive to understand the specific Black male experience and needs in each region and design accordingly.

STRATEGIC PARTNERSHIPS:

In identifying the most viable options for impactful, long-term partnerships, we assess mission, previous work, existing relationship/proximity, and other connections to the Summer House ecosystem. What emerged was a tiered system of partnership opportunities. Top-tier opportunities were identified in three areas: recruitment support for SHI programming; talent procurement and placement resources; and retention efforts aimed at certification, hiring, early career development, and community/network building. The primary region-specific targets are detailed in Appendix B.

One of the primary value-adds of Summer House's work is the potential for consistent return on investment. A fully executed and maintained partnership plan offers space for Summer House to build a steady pipeline of talent for organizational programming and career development via certification (where applicable) and placement. By positioning Summer House as a key developmental experience in the teacher pipeline and a tangible input from an equity lens, year-over-year investment becomes a viable pathway.



MOVING FORWARD

OUR STRATEGIC PRIORITIES

LAUNCHING SCHOOL YEAR SUPPORTS:

Summer House plans to ensure our Fellows and alum have the resources and support they need throughout the school year. Essential to our program success is the matriculation of each Fellow to graduation and then to placement. This fiscal year, we will launch a structured mentorship program with current Fellows and in-service Black male educators from our membership and broader network.

Each mentor will be paid a stipend to conduct office hours and provide coaching for general support. Mentors will check in to understand any barriers to matriculation. Fellows will gain the opportunity to join our webinars, podcasts, and speaker series throughout the year.

CONTINUED PUSH FOR IMPACT DATA:

Summer House seeks to position our work as an addition to the body of scholarship on pre-service and early exposure with our aspiring Black male educators. Working with major researchers on Black male achievement offers us the opportunity to bring more credibility to our work and to highlight the national need for a more robust talent pipeline in public schools. Please refer to Appendix C to read our developing white paper.

2 • INTERNAL GROWTH AND DEVELOPMENT


SUMMER HOUSE KEY HIRES

As Summer House continues to expand into new markets and provide additional support into the college academic year for our Fellows, we must strengthen our internal team structure. Our founders completed a skills inventory developed by the Bridgespan group to identify the strengths of their leadership and the skills they needed to hire in alignment with their growth and expansion plans. You can find our co-founder bios in Appendix D. The assessment and competencies for the Head of Program can be found in Appendix E. The following outlines the next key hires.

- Head of Program (Spring 2022)
- Project Manager (Summer 2022)
- Communications Manager (Winter 2023)



MOVING FORWARD

OUR STRATEGIC PRIORITIES

BRAND STRATEGY:

Summer House is an equity-driver organization, and our brand awareness emphasizes the voice and agency of Black men. Our brand strategy aims to reflect young revolutionaries who are committed to excellence in teaching and position teaching as an act of social justice. Therefore our social media, website, and additional collateral emphasize movement building and collective action. We position future teachers among a wider ecosystem of change-makers.

In a time where the needs of Black men and their relationship to society have been marred by injustice, we try to place our imagery, social media, and messaging to reflect the real leadership of Black men making an impact in school communities.

Summer House relies on three pillars in our branding work: (1) Voice and agency of Black men; (2) Movement building and awareness; (3) Summer House impact.

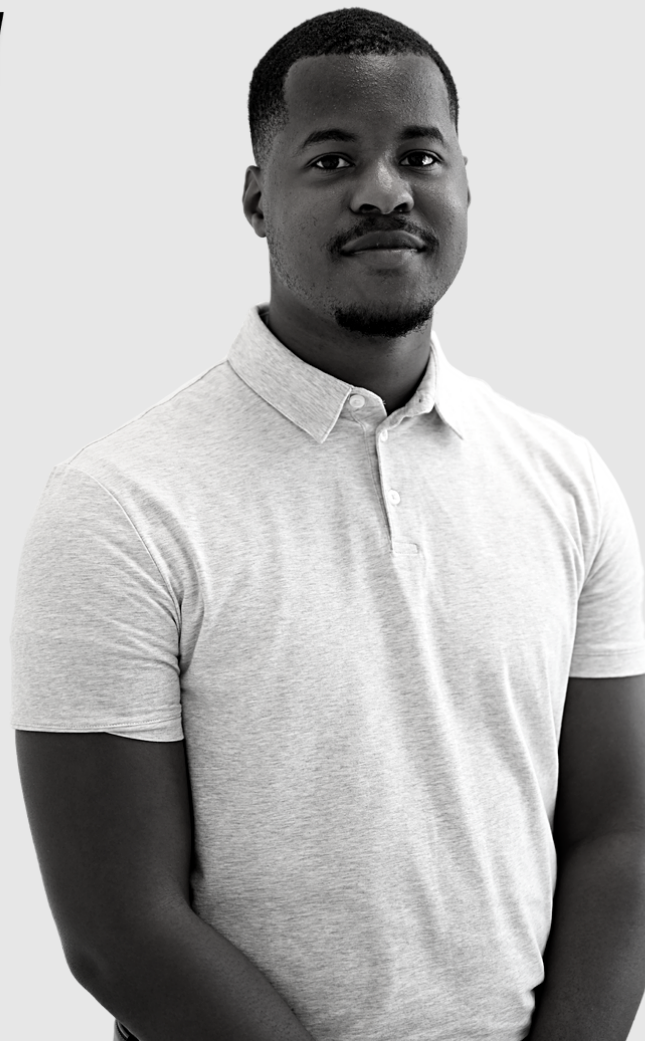
3 • A PATH TOWARDS FINANCIAL SUSTAINABILITY

OUR FINANCIAL MODEL

Summer House piloted its model in Philadelphia, Pennsylvania in 2020 and expanded to Houston, Texas in 2021. The organization currently relies heavily on philanthropic dollars to run the organization. Over the next three years, it is our goal to significantly increase our revenue thus reducing our reliance on philanthropy and reaching fiscal sustainability in 5 years.

In order to reach these ambitious outcomes, we have focused on the following sources of revenue:

- **Membership:** This next fiscal year, we will begin building a membership base of aspiring in-service Black male educators who will join us for monthly programming and high touch points to continue to sustain the community and in keeping with our networking building with educators across the country in collective effort to see more Black men represented in public schools. Summer House is uniquely positioned as a result of our work with the Black Male Educator Convenings (BMEC) to engage with current and prospective Black Male Educators. The goal is to provide our members with monthly and weekly programming to keep them engaged throughout the year instead of waiting for our semi-annual events to occur.



MOVING FORWARD

OUR STRATEGIC PRIORITIES

OUR FINANCIAL MODEL

- Regional University Partnerships: We will have a flagship partnership with a University in our regions. We will utilize in-kind donations covering space and food for the Fellowship. Additionally, we will partner with local universities to “sponsor” a number of Fellowship spots in each cohort, effectively offsetting the costs associated with summer regional programming.
- National Convening Events: We will hold one national event in 2022 and two in 2023 and 2024. We will earn revenue from ticket sales to the convenings as well as sponsorships from organizations who wish to be featured or associated with the event.



GROWING OUR REVENUE WILL BE THE MAIN PRIORITY BETWEEN 2022 AND 2023.

Growing our revenue will be the main priority between 2022 and 2023. During that time we will only expand to one region in order to focus on the areas above to reduce our reliance on philanthropy. From 2023 to 2024, we want to maintain our % revenue while expanding to two additional regions. You can view our 3-year budget in Appendix F.

	2022	2023	2024
SCALE	50 Fellows	75 Fellows	125 Fellows
% PHILANTHROPY	74	54	54
% REVENUE	26	46	46
EXPENSES	\$1,442,146	\$2,071,579	\$2,764,579

MOVING FORWARD

We are deeply excited about the path ahead for Summer House over the next couple of years. With a spirit of collaboration, community, equity, and persistence, we partner with communities to realize our goal of adding 1500 Black male teachers to the K-12 teacher pipeline. Our hope is also to foster trust and transparency in approaching decision-making and focus areas for the organization. We recognize and celebrate other organizations supporting Black male achievement. We are confident that our unique affinity-based model will support college undergraduates to realize their potential and actualize the benefits for all children of having more Black male teachers.

THANK YOU TO PROGRAM PARTNERS WHO HELP GET OUR FELLOWS FROM “COLLEGE TO THE CLASSROOM



The Education Trust



APPENDIX A – F

- A. [Impact Results 2021](#)
- B. [Consultants and Partners](#)
- C. [White Paper](#)
- D. [Co-Founder Bios](#)
- E. [Head of Program Competencies and Skills Assessment](#)
- F. [3 Year Budget](#)