



Chief Executive Officer Position Profile

May 2019



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Tri-County Cradle to Career: Who We Are

In 2012, a group of regional leaders joined forces to create the Tri-County Cradle to Career Collaborative (TCCC) which brings together partners from across the region to address large-scale social issues surrounding education. TCCC is a community movement in Berkeley, Charleston, and Dorchester counties and is committed to improving educational outcomes for all students.

A national movement has been building all across the country rooted in a shared commitment to improved educational outcomes for all our children. By bringing together a wide range of partners—not just families and educators from early childhood, K-12, and higher education, but also businesses, government entities, philanthropy, and nonprofits – these communities are transforming the way they work together across often siloed sectors to achieve better outcomes for every child, especially the most vulnerable and disadvantaged.

Mission, Vision, Core Values, and Guiding Principles

Using data and focused community collaboration across a continuum from “cradle-to-career,” TCCC works to build and implement strategies that will facilitate widespread systemic change, with the ultimate goal of increased student success and economic prosperity for all. Families, students, educators, administrators, nonprofits, businesses, school districts, colleges, churches, and other civic and philanthropic groups and service providers have joined as partners in this movement, and others are encouraged to get involved.

Vision:

- Every child will be prepared for school.
- Every child will be supported in and out of school.
- Every child will succeed academically.
- Every child will graduate from high school prepared for either further education or employment in the modern workforce.
- Every student enrolled in post-secondary education will complete successfully and will enter a career.

Core Values:

- We believe every child can learn.
- We believe every child deserves to be held to high expectations so that she/he may reach his/her fullest potential.
- We believe every child has the right to access the highest-quality public education available.
- We believe education is a community responsibility rather than simply being the responsibility of teachers, schools, and school districts.
- We believe the best way to transform the tri-county educational landscape is through the collective impact that can be achieved by a coordinated, data-driven, community-wide collaboration centered on a common agenda for change.

Guiding Principles:

- **Community Engagement**
We seek the direct involvement of families, students, and those with first-hand experience with educational barriers. This participation includes direct roles in decision-making with an appreciative inquiry approach.
- **Cultural Competence**
We seek to integrate the varied forms of diversity into the thoughts, actions, systems, and core values of all we do. Our work requires the intentional recognition, respect, and value of cultural differences within our community and collaborative approaches that are welcoming and inclusive of those differences.
- **Equity**
Supporting the success of every child requires us to ensure resources are focused on those who need them most.

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What We Do

TCCC operates as backbone support for these partners as they work in collaboration, providing research and logistic support, facilitating program development and expansion within and among existing institutions, helping to build capacity and align resources, and advocating to the broader community in support of common goals.

Driven by Data

The use of data to guide decision-making and make continuous improvements is a key element of the collective impact approach. “Core indicators” that mark milestones along a student’s educational path from birth to workforce readiness are selected based on national research and broad community input. These core indicators are expressed for the region as a whole, with a preliminary look at where we are and where we have been. Their exclusive purpose is to guide our collaborations and serve as the primary measures of our community’s progress.

Guided by Process

Core indicators provide the starting point. The Tri-County Region Improvement Process, also known as TRIP!, is a nationally recognized continuous improvement approach tailored to fit our purpose. It guides community groups in identifying leading indicators and root causes that impede progress. These groups, which we call networks (Kindergarten Readiness Network and Future Ready Network), then identify program gaps and opportunities for improvement across the cradle-to-career continuum.

Each TCCC network is supported by facilitators and other partners trained in TRIP!, who use the cycle continuously to provide structure to the groups’ work at all levels. Core components in the “process wheel” include:

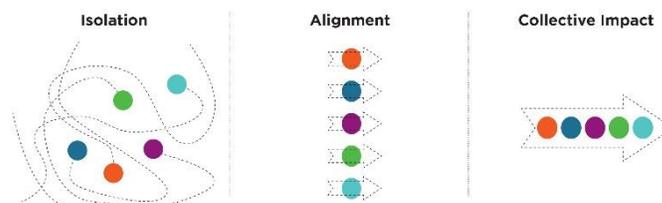
- Identification of a core indicator
- Identifying the right people who want to address the issue
- Establishing and building trusting relationships
- Gathering and understanding the data
- Creating a current and future state picture
- Identifying and prioritizing catalytic projects
- Conducting a project with deliverables and measures
- Engaging in disciplined continuous improvement

How We Work

Collective impact, the model on which TCCC is based, addresses large-scale social issues involving multiple stakeholders through collaboration and trust. The purpose of TCCC is not to create new programs, but rather to facilitate greater collaboration among partners committed to improving educational outcomes in our community.

In the past, most programs and initiatives have worked independently, often operating in silos and disconnected from other organizations with similar missions. Despite the deployment of significant resources, these efforts have not yet brought about the improvements needed to help every child succeed.

No single organization can create the type of large-scale, systemic change we need, nor can our shortcomings be addressed by simply expanding any individual program. Instead, as partners committed to collective impact, we can encourage coordinated action, share information and knowledge, and help one another succeed independently, while also advancing the broader community vision that we share.



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The key components of collective impact are:

- **Common Agenda:** All participants share a vision for change that includes a common understanding of the problem and a joint approach to solving the problem through agreed-upon actions.
- **Shared Measurement:** All participating organizations agree on the ways success will be measured and reported, with a short list of common indicators identified and used for learning and improvement.
- **Mutually Reinforcing Activities:** A diverse set of stakeholders, typically across sectors, coordinate a set of differentiated activities through a mutually reinforcing plan of action.
- **Continuous Communication:** All players engage in frequent and structured open communication to build trust, assure mutual objectives, and create common motivation.
- **Backbone Support:** An independent, funded staff dedicated to the initiative provides ongoing support by guiding the initiative's vision and strategy, supporting aligned activities, establishing shared measurement practices, building public will, advancing policy, and mobilizing resources.

The Path Forward

Education is the responsibility of the entire community, not just the schools themselves. Successful collective impact calls for the engagement of a broad cross-section of stakeholders from different sectors.

The evidence is overwhelming – public education in our region is failing to serve Black, Hispanic, and lower-income children, and there is significant room for improvement for higher-income and White children as well. TCCC was established because our community leaders find unacceptable the persistent and growing disparity in opportunity that results from the achievement gap.

While causes and solutions may be uncertain, TCCC collectively believes its continued existence is an impediment to all students. Gap-closing measures in support of children of color and children from lower-income households will help every child reach his or her potential.

Addressing Inequities

Many of the persistent problems in our education system are the result of inequities. Allocating resources to address socioeconomic and other disparities will benefit all children. Policies and practices that have proven successful in closing the opportunity gap must be identified, implemented, and maintained with fidelity. Opportunity and achievement gaps are more likely to close when classrooms, schools, and districts consistently offer a culture of high expectations and support for the success of the whole child as an integral part of teaching and learning.

- Toxic stress because of prolonged exposure to childhood adversities (such as living in extreme family poverty, living in disenfranchised, unsafe neighborhoods, and/or experience with abuse, trauma, and neglect) adversely affect physical and social-emotional development and academic performance. About half of the kindergarteners in our region live with such stress daily.
- Resources have been invested in our community to support children in many schools, yet gaps exist in the delivery of services. The concentration of services in select areas and in limited grades leaves some children without the supports they need to improve and others without the supports needed to maintain improvements.

Partner Collaboration

Support-service providers, in partnerships with schools, report insufficient impact on children's development and attainment.

- The lack of relationships among support providers and with schools often leads to duplication of services and missed opportunities for collaboration and shared learning. Many families are unaware of services offered in their neighborhoods, other communities, and districts, preventing students from receiving the continuous and consistent supports that could benefit them the most.
- Children who change schools frequently are often those who struggle the most. The negative impacts of this upheaval can be reduced if districts and service providers work together to provide continuous support and consistent adult relationships as children move from one school to another.

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- Trident United Way, Charleston Promise Neighborhood and some school districts are demonstrating the courage to publicly share where their results fall short and to make changes to become more effective.

Education Reform

TCCC is working with other organizations in the region and across the state to align on a common agenda of both local and state-level actions needed to reform education. Below are our agenda items:

- **Opportunity and Access:** We believe that to transform public education:
 - School boards should be permitted, supported, and encouraged to use the School of Choice Law to create multiple schools that are free to innovate on behalf of students with the greatest needs.
 - Magnet and charter school admission practices should be changed to allow for a more diverse student population.
 - Attendance zones should be redrawn to accomplish greater diversity in schools and equity for students.
- **Equitable School Funding:** We believe the state should make the following changes:
 - Undertake comprehensive school funding reform with excellence and equity, not “minimal adequacy,” as the goal.
 - Increase teacher salaries immediately to at least Southeast region market standards.
 - Shift resources to where the need is greatest, increase millage caps based on population growth, and give all districts budget autonomy.
 - School districts should shift more of their discretionary resources (dollars, teachers, support staff, etc.) to where the need is greatest.
- **Early Childhood / Pre-School:** We believe all families should have access to quality, affordable pre-school (3K/4K)
 - To make pre-school affordable, the state should offer tax credits for employers and providers, as well as direct support for families in need.
 - If necessary, the region’s county councils should proceed on their own to determine how to provide affordable pre-school for all.

What We Know

As a result of our work over the past five years, we’ve learned some things:

- We know it doesn’t have to be this way.
- We know every child has the ability to learn.
- We know systemic racism in education, and in other systems like housing and healthcare, is preventing significant numbers of children, through no fault of their own, from reaching their full potential.
- We know that despite the best efforts of many educators, the public education system widens the gap among White, Black, and Hispanic children in every school.

Tri-County Region by the Numbers

- **Counties:** 3 (Berkeley, Charleston and Dorchester counties of South Carolina)
- **Municipalities:** 28, including 3 of the 4 largest cities in South Carolina
- **Public school districts:** 4 (Berkeley County School District, Charleston County School District, Dorchester County School District 2 and Dorchester County School District 4)
- **Public school students:** 113,481 (2017-2018 school year)
 - **Gender breakdown:** 51% male and 49% female
 - **Race breakdown:** 50% White, 34% Black/African-American, 10% Hispanic/Latino, 4% Two or More Races, 2% Asian, <1% American Indian and <1% Hawaiian/Pacific Islander
- **Title 1 schools:** 99
- **Percentage of students who qualify for free and reduced lunch:** 54%
- **Institutions of higher education with a presence in the region:** 20

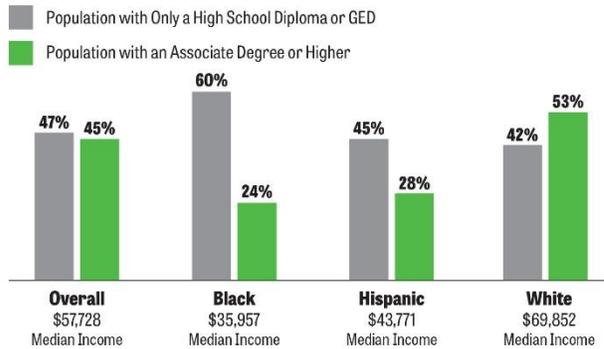
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Tri-County Region at a Glance



The tri-county region's total population of 775,831 is comprised of 65% White, 26% Black, 6% Hispanic and 3% Other.

Highest Level of Educational Attainment



Of the 514,144 adults in the tri-county region, 229,309 have an associate degree or higher level of education.

Tri-County Children

	Public School Students	Children Under the Age of 5
Overall	113,481	47,850
Black	38,105	13,760
Hispanic	11,066	4,684
White	56,541	28,243

Of the 92,227 people living in poverty in the tri-county region, more than 30,000 are children.



88%

Tri-county residents with medical insurance
More than 86,000 residents are not insured.



34%

Regional households with housing-cost burdens (spending 30% or more of income on housing)
Nearly 100,000 households in the region have housing-cost burdens.

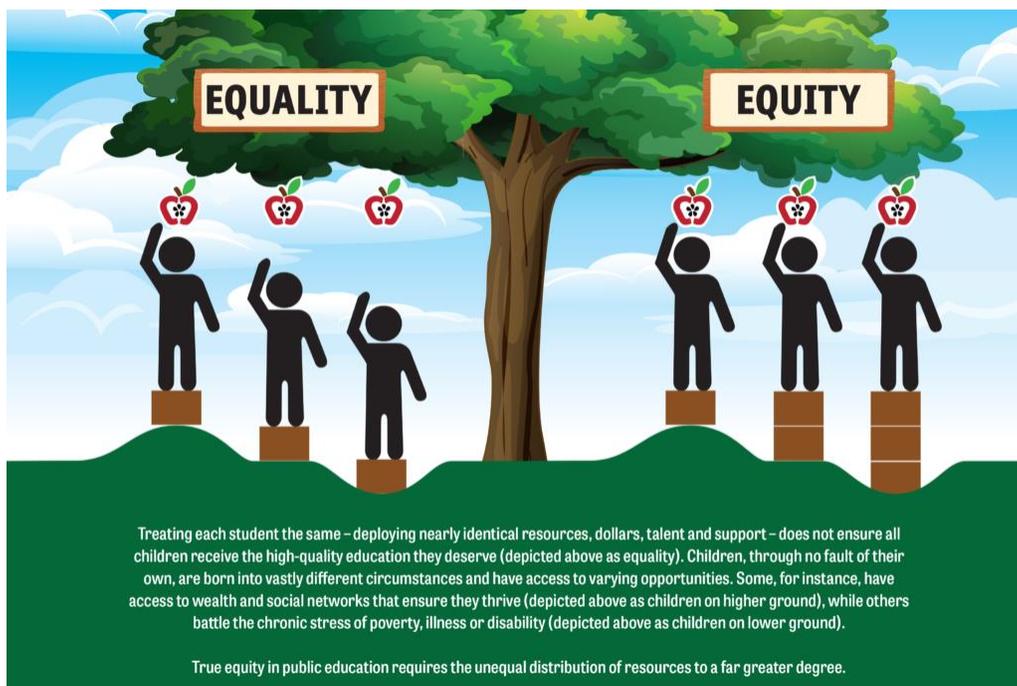


\$24,263

Median student loan debt for S.C. college graduates
South Carolina is among the top 5 states for highest student debt.

Equity

It has become clear that insufficient attention to equity is the central issue impeding educational attainment. Systems change is hard, takes time, and requires that all of us think and act differently with respect to equity for children. Together, we can do better.



Position Summary: Chief Executive Officer (CEO)

The Chief Executive Officer of Tri-County Cradle to Career Collaborative will join a team that is proud to serve a critical mission and is fully committed to implementing the goals of the organization. The CEO will work closely with the Board of Directors to develop and cultivate relationships and will lead cross-sector collaborations in using data and metrics as elements of a highly disciplined approach to inform decision-making. The CEO will grow the Collaborative by encouraging new stakeholders to align their work around TCCC goals and encourage investors to align human capital and financial investments in support of the evidence-based strategies of the organization. Along with the Board of Directors, the CEO will establish short and long-range action plans, timelines, and strategies to ensure the TCCC meets established goals and objectives. The CEO will have the opportunity to expand capacity regionally to further accelerate the progress of local communities in the improvement of educational outcomes across the tri-county area.

Core Competencies

The following competencies reference foundational knowledge, skills, traits, and attitudes necessary for success in the role of Chief Executive Officer for the Tri-County Cradle to Career Collaborative.



- **Contagious Leader**
Demonstrate an entrepreneurial, charismatic, high-energy, optimistic, inspiring, and contagious commitment and passion for the TCCC mission and vision and the communities served. Exhibit exemplary integrity, adaptability, and a strong work ethic. Establish and preserve the reputation of a humble but focused, high-results-oriented, and motivating leader who can drive engagement and build adoption and followership.
- **Strategist and Visionary**
Demonstrate a visionary and open mindset in search of new strategies for advancing the TCCC mission and vision, for supporting TCCC's guiding principles, and for increasing TCCC's visibility in the community. Help define success for the organization and strategically set direction. Develop measures for achieving and communicating tangible outcomes. Foster deeper relationships with the grassroots community while continuing to embrace grassroots partnerships.
- **Relationship Builder**
Create and sustain strong, cooperative, collaborative, and respected relationships with internal and external players, focusing on improving business and community relationships, developing the internal team, and improving cooperation. Possess the influence and cultural IQ to build trust, respect, and partnerships with all levels of constituents.
- **Effective Communicator**
Provide clear, succinct, authentic, persuasive, appropriate, and consistent communication with all levels of constituents (internal and external). Seek input and buy-in and ensure proactive, open, and comprehensive communication with the board, community, and key external players. Ensure positive public awareness and perception of TCCC's groundbreaking work and initiatives. Deal with challenges with self-control and balance.
- **Diversity and Equality Orientation**
Demonstrate a clear understanding of the history of racism and racial inequality in education. Exhibit a commitment to understanding and changing the course of racism in the community with a focus on viewing educational policies and practices through the lens of equality. Possess a background showing passion for and an involvement in activities that promote diversity.
- **Results Mindset**
Possess a strong drive to enact educational reform by reaching and exceeding goals. Communicate strategic goals and demonstrate the ability to successfully manage organizational programs, financial resources, operations, and fundraising initiatives. Lead comprehensive efforts that turn initiatives into thorough programs that achieve results. Focus the organization on discipline, creative thinking, consistency, problem solving, predictability, and dependability.

Key Areas of Responsibility

Organizational and Strategic Leadership

- Spearhead the organization's objectives, ensuring that they align and remain consistent with TCCC's overall mission, vision, values, and guiding principles.
- Manage with an authentic leadership style, preferably born of a commitment to diversity, equity, and inclusion. Use personal journey to inform commitment to the TCCC mission.
- Enlist other leaders in service to the mission while relating well to all stakeholders.
- Work with the Board of Directors to establish short and long-range action plans, timelines, and strategies to ensure TCCC meets established goals and objectives.
- Expand capacity regionally to further accelerate the progress of local communities in the improvement of educational outcomes across the tri-county area.
- Demonstrate a proven record of considerable success working through a network of relationships and strategic partners to achieve a specific goal.
- Set vision, build credibility, and take calculated risks in implementing strategies that will facilitate widespread systemic change, with the ultimate goal of increased student success and economic prosperity.
- Demonstrate a pervasive commitment to data-driven decision-making and a results-oriented leadership style.

Fundraising and Financial Oversight

- Leverage personal contacts and relationships to identify potential donors or partners. Effectively communicate TCCC's mission and vision to potential funders.
- Manage and promote all resource development initiatives. Diversify and increase funding sources (including individual/corporate donors and identifying and pursuing grants and other funding sources).
- Encourage new stakeholders to align their work around TCCC goals and encourage investors to align human capital and financial investments in support of the evidence-based strategies of the organization.
- Maintain responsibility for the financial integrity and fiscal management of TCCC.
- Ensure safeguards are in place to audit, measure, and verify business and financial performance and practices.
- Develop annual budgets and ensure all organizational divisions operate within the approved budgets. Submit timely financial statements which accurately reflect the financial condition and performance of the organization.
- Provide maximum resource utilization and maintain the organization in a positive financial position.

Board Stewardship

- Work directly with the Board of Directors to develop and cultivate relationships and to lead cross-sector collaborations in using data and metrics as elements of a highly disciplined approach to inform decision-making.
- Establish accountability by setting defined responsibilities and expectations for all board members.
- Prioritize intentional interactions with individual board members to build relationships, gather honest feedback, gain support, and promote board stability.

Public Relations and Outreach

- Serve as the face of the organization and as an engaging voice for the mission, vision, values, and initiatives of TCCC.
- Develop and implement a solid and proactive communication strategy.
- Utilize media, social media, and other communication platforms tools to enhance the image of the organization. Promote small wins and disseminate information concerning publicly available data and its use for communicating improvements within the public education system.
- Interact consistently with grassroots and grassroots representatives, superintendents, political partners, etc. to garner support and funding for TCCC's initiatives.

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Staff Management

- Hire, motivate, develop, and retain competent qualified staff with a commitment to high-quality programs, problem solving, and collaboration.
- Establish and support organizational policies, comprehensive processes, paperwork systems, and up-to-date technology systems. Ensure that team members follow structured processes that allow for quality completion in a timely and systematic manner.
- Devote resources to the development of team members (training, conferences, organizational memberships, etc.).
- Empower and develop teams with diverse skills sets to competitively strive for improved operational solutions and sustainable growth.
- Diligently monitor organizational goals and hold each team member accountable for reasonable growth and change.
- Cultivate buy-in, commitment, and teamwork through alignment, accountability, and rewarding team accomplishments.
- Demonstrate an ability to manage conflict, build consensus, and facilitate problem-solving and collaboration among various parties.

Soft Skill and Culture Fit Requirements

- Well-organized, systems thinker genuinely passionate about improving educational outcomes.
- Executive presence coupled with a strong commitment to organizational values and mission.
- Mission-driven proponent of continuous improvement.
- Superior command of verbal, written, and presentation skills and the ability to communicate at all levels of the organization.
- Strong sense of personal and professional integrity, judgment, commitment, and perseverance.
- Experienced in managing ambiguity.
- Excellent cultural agility with an ability to understand, incorporate, and successfully work within and between various cultural contexts.
- Respectful of the power of diversity and persuasive in eliminating disparities.
- Demonstrates hard work, imagination, resourcefulness, creativity, and independent thinking.
- Tenacious in the face of intractable challenges.
- True servant leader, ambitious for the mission rather than for oneself.
- Discerning listener who understands local culture and history.
- Natural delegator who embraces transparency.

Required Education and Experience

- Bachelor's degree required; graduate degree preferred.
- Management experience and the ability to demonstrate success in leadership roles.
- Results-based leadership experience required; experience with collective impact and large-scale constructive change is preferred.
- Experience in developing donors and raising funds to support an organization.
- Understanding of the public education system and a passion for improving the lives of children.
- Significant senior management experience in a non-profit or NGO (including leading a small internal team and a large, diverse board) and/or a track record of leading large-scale social change initiatives is preferred.

Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

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- Ability to sit at a computer terminal for long periods of time.
 - Ability to be physically in attendance at workstation at designated company office location during normal business hours designated for the position.
 - While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to stand; walk; use hands to finger, handle or feel; and reach with hands and arms.

Other Duties

Please note this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee for this job. Duties, responsibilities, and activities may change at any time with or without notice. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The Tri-County Cradle to Career Collaborative is an Equal Opportunity Employer EOE/M/F.