



Chicago Public Schools (CPS) is the third-largest school district in the United States, serving over 350,000 students in more than 600 schools and employing nearly 36,000 people, most of them teachers. CPS has set ambitious goals to ensure that every student, in every school and every neighborhood, has access to a world-class learning experience that prepares each for success in college, career and civic life. In order to fulfill this mission we make three commitments to our students, their families and all Chicagoans: academic progress, financial stability and integrity. Six core principles are embedded within these commitments - student centered, whole child, equity, academic excellence, community partnership, and continuous learning. The newly created Community Partnerships Department, under the Office of Portfolio Management (OPM), works closely with different school community stakeholders to advance CPS' 5-year Vision and build processes that empower communities when exploring solutions to improve educational opportunities in their neighborhoods. Largely an external-facing role, the Director of Community Partnerships will serve as a thought partner to community stakeholders while aligning internal supports to ensure community responsiveness. The Director of Community Partnerships reports to the Chief Portfolio Officer, and leads all strategic priorities for the Community Partnerships department, including designing an overarching Community Partnerships department strategy, shaping community engagement strategies with the close support of various CPS departments, and managing all responsibilities associated with community-driven efforts to drive change in schools. The ideal candidate is a highly-effective, collaborative, and an empathetic team leader.

The Director of Community Partnerships is accountable for the following responsibilities:

Partner closely with communities to strengthen educational solutions

- Serve as a relationship manager and strategic thought partner to various community stakeholders including students, parents, educators, community leaders, and elected officials
- Work closely with community leaders to establish collaborative relationships between school staff, families, and community members that ultimately support student success
- Work closely with a variety of CPS departments such as Office of Family and Community Engagement in Education (FACE), Office of Network Support (ONS), Equity Office, and other internal CPS departments to build and shape community engagement strategies for community-led exploration of school options
- Create, cultivate, and leverage professional relationships with key community-based stakeholders through facilitating one-on-one conversations, community meetings, strategy roundtables, and project

planning meetings

- Identify and motivate various community partners (e.g. philanthropy, non-profit, university, etc.) to support communities in building their vision of schools for their neighborhoods and students
- Provide consistent and transparent engagement with key internal and external stakeholders to develop, manage, and execute CPS' legally required school transition processes
- Align internal CPS departments to provide data and resource support to communities seeking to strengthen their neighborhood's school landscape
- Disseminate key information to leadership, families, and communities to support informed decision-making and drive outcomes
- Support decision-making on adjustments to goals, strategies, partnerships, and approaches
- Develop tools and strategies to support communities exploring various school models in their neighborhoods
- Manage and improve the community-led school model exploration toolkit and process
- Design strategies and frameworks that incorporate key stories, best practices, and lessons from various communities for knowledge-sharing resources
- Drive innovation, best practices, and achievement of strategic objectives to best serve families and communities
- Provide feedback to improve cross-departmental tools that interface with communities including GoCPS enrollment platform, Annual Regional Analysis (ARA), Equity Index Mapping, Space Utilization, Academic RFP, etc. to ensure they are meeting family and community needs
- Support students, families, and schools impacted by school transitions
- Identify and coordinate CPS supports and interventions to align with the needs of communities exploring school model options
- Lead data-driven problem solving to maximize student experience during transition periods
- Enhance cross-departmental and cross-community collaboration and work streams to ensure alignment and timely support for students, families and schools
- Supervise team members that develop and support individualized student transition plans
- Other

- Provide strategic support to shape vision and direction of Office of Portfolio Management
- Serve as the voice of the Community Partnerships department, internally and externally, including with Board members, as needed
- Lead the Community Partnerships department through CPS' continuous improvement cycles to ensure alignment with school and district priorities
- Manage department of approximately 5-8 employees
- Perform additional ad hoc duties as assigned

Type of education Required:

- Bachelor's degree from an accredited college and/or university
- Master's degree in Change Management, Education, Policy, or Public Administration preferred

Type of Experience Required:

- Minimum of seven (7) years engaging with community leaders, parents, educators, and students
- Minimum of seven (7) years of effective experience as a manager or equivalent leadership role that involved implementing successful strategies that improved outcomes for organization
- Experience engaging as a public spokesperson for complex conversations, building consensus, and supporting change among various school stakeholders
- Experience in public sector and/or education organizations preferred
- Familiarity with CPS' educational landscape preferred
- Spanish language proficiency preferred

Knowledge, Skills & Abilities Required:

- High emotional intelligence, which leads to quickly build trust and credibility among internal and external stakeholders
- Proven track record leading and executing large-scale, sustainable programs and projects within communities

- Superior analytical and critical thinking skills with a strong ability to analyze data to inform daily decisions to define problems, outline valid conclusions and action steps
- Ability to quickly adapt and generate a variety of innovative, effective solutions as complicated and multi-faceted challenges arise
- Thrive in a dynamic, fast-paced environment, and is able to strategically prioritize time and competing initiatives, with high expectations for both the quality and speed of work
- Ability to work with difficult situations with multiple interests/parties involved
- Self-starter with ability to conduct multiple projects concurrently, both independently and as a member of a collaborative team
- Proven record of effectively empowering and managing staff to achieve ambitious goals; strong delegation skills are necessary
- Possess a growth mindset and seeks feedback to constantly improve as a leader within the organization
- Willingness to learn and adapt quickly amidst new and shifting priorities
- Ability to effectively communicate with teams to focus resources toward achievement of expected results
- Exceptional communication skills both written and verbal
- Ability to present information to audiences at all levels of internal and external stakeholders
- Successfully demonstrates a high-level relationship building skills with the ability to build consensus, engage a diverse range of stakeholders, and navigate complex community and political dynamics
- Understand personal motivations, and act with integrity in a politically-charged environment
- Ability to facilitate group processes in conflict resolution, planning, and decision-making
- Committed to providing high levels of service to various internal and external stakeholders
- Value differing opinions and seek out dissenting perspectives to strengthen solutions

Residency Requirement:

As a condition of employment with the Chicago Public Schools (CPS), employees are required to live within the geographic boundaries of the City of Chicago within six months of their CPS hire date and maintain residency throughout their employment with the district.