



SPECIFICATION FOR THE POSITION OF
MANAGING DIRECTOR FOR THE BEST IN CLASS INITIATIVE
Powered by
The COMMIT PARTNERSHIP and
COMMUNITIES FOUNDATION OF TEXAS

THE ORGANIZATION

Founded in 2012, the [Commit Partnership](#) (“Commit,” or the “Partnership”) has become the nation’s largest educational community-based collective impact organization as measured by either staff, by budget, or by total students supported. With 200+ partners across Dallas County supported by a dedicated backbone staff of 45 professionals, the Partnership includes almost every public-school district, higher education entity, and large foundation in the region while also encompassing numerous independent private schools and public charter networks, businesses, and educational nonprofits. All partners have come together around an aligned, data-informed agenda to substantially improve overall post-secondary completion and career success for a growing region that educates **over 10% of Texas’ students and 1% of the nation’s children.**

This growing collaboration—which has recently added school districts in neighboring Collin and Tarrant Counties to the Partnership while also providing critical data support to other regional collective impact organizations in Houston, Fort Worth, Midland, and the Rio Grande Valley—is the largest member of the national [StriveTogether](#) Network, consisting of over 70 member communities across the U.S. The Partnership was recognized in 2016 as one of the Network’s most advanced communities by being selected as an inaugural member of Strive’s highly competitive national Accelerator Fund, focused on providing both training and grants to accelerate impact in six core outcome areas ranging from kindergarten readiness to post-secondary degree completion. Other national funders investing in Commit’s impact efforts to date include the **J.P. Morgan Chase Foundation, the Gates Foundation, the Schusterman Family Foundation, the Bezos Foundation, and the Kellogg Foundation.** Locally, the Partnership has been strongly supported by both the Mayor of Dallas (who serves on its Leadership Council) and the President of the regional Federal Reserve Bank (who sits on Commit’s board), as well as prominent CEOs, foundation directors, college presidents, and K-12 superintendents in the region.

Investors supporting the Partnership believe that **investing in a dedicated backbone organization, armed with robust data and the power to continually convene and align stakeholders,** will lead to meaningful systems change as public and philanthropic funding streams align strategically behind what is needed to grow the number of students with a post-secondary degree or technical certificate. The backbone’s current operating cost of **roughly \$8.4 million annually** represents tremendous leverage in impacting those funding flows, representing less than two-tenths of 1% of the area’s \$5.5 billion+ in area K-12 spending. By helping create a pervasive, evidenced-based culture throughout the community, an effective Partnership makes every individual controlling and allocating resources (both public and private) a more effective investor to produce better results for students.

INITIATIVE: BEST IN CLASS COALITION

Dallas and Tarrant Counties are facing significant challenges in teacher supply and quality on several fronts, as captured in a Bain & Company study:

- Decreasing number of graduates from Texas university education programs;
- Student interest in education careers is down 16% over the past eight years, prompted in part by low perceptions of salary, career trajectory, and lack of prestige;
- Hires from Alternative Certificate Programs that are filling the instructional gap are performing, on average, at a lower rate and are retained less frequently than university-certified teachers; and
- The high teacher turnover rate (about 18% in 2017) and population growth in Counties exacerbate the demand for educators, resulting in the need for 5,000+ teachers per year, pre-K to 12.

Research studies have repeatedly documented that qualified, effective, diverse teachers are the most important school-related factor influencing student achievement. Given these enumerated challenges facing Dallas and Tarrant Counties, the Commit Partnership has determined that there is a compelling need to address the educator pipeline crisis through a comprehensive and actionable strategy that supports targeted gains in student outcomes. Specifically, Commit and Communities Foundation of Texas have launched the Best In Class Coalition, a region-wide initiative focused on increasing access to effective and diverse educators for all students. With over 70,000 teachers working across over 60 school districts and charter networks and over 7,000 new educators hired annually in the North Texas region, the Partnership believes the successful implementation of this regional strategy has the potential not only to secure a brighter future for hundreds of thousands of local students, but also to influence education strategy across the state and the nation. *The pillars of the Best In Class Coalition strategy follow:*

- Attract a greater number of well-prepared educators who are increasingly representative of Dallas-Fort Worth student body demographics, to work in the region's highest need schools;
- Ensure that all educator candidates go through certification programs and induction that prepares them effectively for classroom and school leadership;
- Strengthen existing educator quality through improved, differentiated professional development supported by highly effective school leaders; and
- Increase retention of quality, diverse educators by supporting schools and districts in proven retention strategies such as expanded career path options and an enhanced teaching environment.

Actions taken and community successes to date are already addressing several of these pillars, including:

- Dallas ISD successfully implemented robust evaluations of principals and teachers, accompanied by the elimination of seniority-based pay and implementation of performance pay for 220+ principals and 10,000+ classroom teachers. Dallas ISD is the largest school district in the nation to implement such a system and has seen both a 50% decline in "Improvement Required" (IR) schools and a 40% increase in the number of STAAR assessments judged as post-secondary ready.
- The District also piloted the Accelerating Campus Excellence (ACE) program, providing stipends ranging from \$8,000 to \$15,000 for effective educators to relocate en masse to the district's lowest performing campuses rated "Improvement Required" by the state. After three years of implementing the ACE model, 17 of 18 campuses that had been rated IR by the state for multiple years were taken off the list, following gains in academic proficiency ranging from 15% to 40% just in that first year.
- In January 2017, Commit launched TEACH DFW, the nation's first microsite of Teach.org which serves as a portal guiding all area teachers and prospective educators toward information that highlights career paths, compensation levels, etc. The portal steers prospective teachers toward education preparation pipelines that reflect the highest quality in terms of required hours of clinical experience, mentor coaching while being certified, teacher retention and satisfaction rates.

THE POSITION

Best In Class, the joint venture between Commit and Communities Foundation of Texas, is seeking a Managing Director to lead a bold and ambitious plan for achieving our goal of ensuring all students have access to effective and diverse educators that will prepare them for a successful future. This is a senior leadership role whose occupant will lead the Coalition to pursue audacious goals: attracting diverse, talented people to the teaching profession; assuring they are effective on Day 1; and, once in place, keeping these effective educators in the role and continuing their development. To support this work, the

Managing Director will have access to an accomplished and influential Advisory Board, project support from Bain & Company, a deeply experienced team, and dedicated collaborators and influencers that comprise the Partnership.

About the Joint Venture: The strategic relationship between the Partnership and Communities Foundation of Texas was established for multiple reasons that we collectively believed would be critical to the success of our vision:

1. Collective Impact Theory – As we have led and championed the collective impact approach, we believe that no single organization is capable of leading the systemic reforms necessary to improve the outcomes for students.
2. Synergies Between our Organizations – With both organizations possessing key competencies, relationships, and capabilities, we believe that we would achieve greater and more sustainable outcomes by aligning our unique capacities to address this work.
3. Potential to Impact the State – With our organizations’ strong credibility across the state at the local, state agency, and legislative levels, we believe that the success and learning that emerges from our shared work in North Texas can translate to broader successes for the state and nation.

Key responsibilities for the role include the following:

- **Organizational Leadership**

- Provide thoughtful, adaptive, and inclusive leadership of the Best In Class Coalition strategy, supporting staff development and building relationships and systems that will be critical to the successful implementation of the effort.
- Credibly represent Best In Class and its partners as the public face of regional educator initiatives, while also understanding when to lead from behind in facilitating the collective impact bodies through which our partner organizations will implement change on the ground: the Best In Class Advisory Board, its associated Alignment Council representing area stakeholders, and Working Groups.
- Work across internal Commit teams – including data, fundraising, budgeting, and marketing/communications – to align priorities, marshal needed resources, and provide content expertise and direction.
- Lead and manage a dedicated staff housed within Commit and the Communities Foundation of Texas including its initiative Educate Texas.

- **Relationship Management and Collective Impact Facilitation**

- Cultivate strong, collaborative relationships with leaders of partner organizations – including school districts, institutes of higher education, other educator preparation programs, and philanthropic organizations – and other key community stakeholders (i.e.: teachers and leaders) attracting and maintaining their engagement in the Advisory Board, Alignment Council, and Working Groups.
- Build and maintain productive working relationships with chairpersons of each body and help maintain their enthusiasm and energy for the work.
- Provide data (i.e.: quantitative, qualitative, community perspective, research) to inspire and inform actions by the Advisory Board, Alignment Council, and Working Groups, along with regular reports on progress against goals and indicators; with the Best In Class Coalition team, provide guidance and support to partner organizations in aligning their efforts to the Best In Class Coalition strategy.

- Manage and coach staff providing facilitation of the Advisory Board, Alignment Council, and Working Groups, including assisting in meeting agenda setting, preparation of meeting materials, and ongoing group communications.
 - Drive continued alignment on and excitement about our regional strategy among partner organizations.
 - Build upon the Commit Partnership’s identity as a respected, effective convener of these groups and its ability to inspire collective action without formal authority.
- **Strategic Implementation and Continuous Improvement**
 - Use multiple data sources to understand problems, progress and solutions to the systemic issues influencing the state of the region’s educator workforce and to set a clear annual strategy and goals based on this understanding.
 - Build deep understanding of the Best In Class Coalition strategy; lead its implementation, including providing guidance, direction, systems, and development to staff members in planning for and managing execution of each key strategic initiative.
 - Oversee the development and implementation of a shared Best In Class Coalition measurement system that will track outcomes and indicators and use the results to: inform continuous improvement; uncover racial and economic inequities to raise awareness and discover strategies to close gaps; coordinate outcome and indicator refinement with the Advisory Board, Alignment Council, and Working Groups, ensuring that all partner organizations are on board with the shared targets.
 - Implement a continuous improvement process, utilizing data on outcomes and indicators to identify improvements in strategic plan implementation and any necessary adjustments to the strategy.
- **Capacity and Team Management**
 - Develop and manage the coalition’s annual budget.
 - Identify capacity gaps within the dedicated team and create hiring plans that acknowledge and plan for possible organizational growth and contraction.
 - Build and develop a high-performing, diverse team.
 - Select, contract with, and oversee the work of consultants as appropriate.

SUCCESSFUL CANDIDATE OVERVIEW

This is an outstanding opportunity to play a critical leading role in transforming education in North Texas, and to make meaningful, regional systems changes that become a model for replication state-wide and nationally. Therefore, first and foremost, the Managing Director must firmly believe in the Best In Class vision – that every child deserves the chance to be taught by well-prepared, effective, and diverse educators – and be committed to working to ensure this opportunity is granted to every student, regardless of socioeconomic status, race or ethnicity.

The Managing Director of the Best In Class Coalition will join a growing organization with an ambitious agenda, a solid financial foundation, and deep support from education institutions, nonprofits, corporations, and civic leaders. In turn, Commit seeks a strategic thinker who is bright, polished, results-oriented, and passionate about eliminating education inequality and building collaborations that dramatically increase the number of students in the County ready for and successfully achieving a meaningful education.

The successful candidate will bring the following **professional competencies, experience, and personal traits** in order to validate their stated readiness to lead a complex initiative with an ambitious mission:

Competencies:

- Deep familiarity with education and human capital policy and practice as well as the dynamics of the organizations and political affiliations that shape it
- An understanding of systems and how various parts of the education landscape can and do work together to accomplish goals
- The ability to effectively communicate vision, be persuasive and humble, listen well, and understand the importance of attributing credit to partners where possible, all while reflecting a strong presence and command of the issues
- Persuasive oral and written communications skills required to be effective as a public spokesperson
- The capacity to champion and embrace change and provide tools in partners which build capacity to accelerate the change management processes necessary to implement and sustain improvements
- The ability to develop and cultivate relationships with community stakeholders including leaders in education, business, nonprofit, philanthropic, and civic sectors
- The ability to work effectively across lines of difference
- An inclination for attention to detail
- The ability to multi-task in a fast-paced environment with competing priorities

Experience:

- 7+ years in a senior staff or executive management position in an innovative public policy organization, a school district, federal administration, and/or prominent and relevant non-profit
- Setting and executing data-informed strategy and motivating outcomes across diverse constituents
- Demonstrated success building consensus, understanding diverse perspectives, motivating others, and, generally, relational skills that are effective across all audiences in driving toward measurable outcomes with groups of stakeholders who may have competing interests and points of view
- Track record as an effective practitioner of distributed leadership in results-oriented culture
- Building, managing, and developing highly-effective, diverse, and engaged teams
- Managing projects and initiatives effectively to achieve success
- An undergraduate degree

Personal Traits:

- Alignment with Commit's Core Values: Students First; Equity & Inclusion; Systemic Impact; Humility,
- Demonstrated passion for the transformative power of education
- The capacity for joy
- Self-awareness
- Self-starter and devotion to continuous improvement
- Strong interpersonal skills
- Persistence as evidenced by the ability to lead through challenging times and unanticipated events
- The flexibility required to function effectively where structure is being developed or priorities conflict
- Unquestioned integrity

While not required, the following skills, experiences and credentials would be **preferred**:

- Advanced degree in educator policy and leadership, business administration, or management
- Experience as a public thought leader

Reporting Relationships

The Managing Director will report to Dottie Smith, President at The Commit Partnership. Due to the joint venture partnership with Communities Foundation of Texas, the Managing Director will also work closely with Georg Tang, Managing Director of Educate Texas. Direct reports to the Managing Director currently include a Director, Deputy Director, Manager and Associate.

Location

Dallas, TX

Compensation

Competitive and commensurate with experience.

Application

The review of applications has begun and will continue until the position is filled. [Promise54](#) is honored to be supporting The Commit Partnership in this search and so applications – including a resume and cover letter – and/or inquiries should be submitted **prior to June 30th** Monisha Lozier, Partner, at monisha@promise54.org.

For more information, visit www.commitpartnership.org

APPENDIX: More about The Commit Partnership

HOW THE PARTNERSHIP IS ORGANIZED

The Partnership consists of a **15-member governing board** overseeing a CEO leading a **staff of 45 professionals** organized around **three major coalitions**, each of which is executing regional strategic plans developed with pro bono support provided by major area consulting firms. Those coalitions, each of which is supported by a ~15-member advisory board responsible for contributing to fundraising, advocacy, and monitoring community progress against the strategic plans, are:

- [Early Matters Dallas](#) (strategic plan supported by the Boston Consulting Group/"BCG") – a coalition focused on growing access to quality education for our youngest learners, with established goals for Kindergarten readiness and 3rd grade literacy of 80% and 60%, respectively, by the year 2025;
- [Best in Class Dallas Ft. Worth](#) (strategic plan supported by Bain & Co.) – a coalition powered by both Commit and the Communities Foundation of Texas focused on attracting, preparing, developing and retaining increasing numbers of diverse quality educators in the region;
- [Dallas County Promise](#) (strategic plan supported by McKinsey & Co. and BCG)– a coalition powered by the Dallas County Community College District and Foundation and the University of North Texas at Dallas, each working in partnership with Commit to increase the number of area students achieving a post-secondary credential to 60% of graduates by the year 2030.

In addition to these important coalitions, the Partnership's backbone staff also has taken on an increasing role in statewide education efforts by (i) becoming the **primary provider of robust data for several other collective impact entities in Texas** (i.e. Houston, Ft. Worth, Midland and the Rio Grande Valley) who together support the education of over 2.2 million students, or 40% of Texas' K-12 population, across their respective regions, and; (ii) leading a **statewide advocacy coalition (known as InvestEdTX)** focused on identifying and activating key policies in 2019 in the areas of school finance reform, social and emotional health, and improved math pathways in middle and high school.

Each coalition is supported by dedicated departments housed within the backbone focused on **Analytics, Communications, Advocacy, Philanthropy and Community Engagement**. In addition, a 70-member diverse [Leadership Committee](#) externally advises Commit on key issues in the work as they arise. (See **Exhibits 1 and 2 for an overview of the Partnership's infrastructure as well as an organization chart highlighting current/anticipated reporting relationships**).

THE UNDERLYING THESIS OF THE PARTNERSHIP

Collective impact requires four key components to be successful:

1. A **mutually agreed-upon agenda** among key stakeholders (what goals does the region want to achieve and what strategies will make achievement of those goals a reality?);
2. **Mutual accountability for results and achievement of defined goals** facilitated thru review of a periodic scorecard across key indicators (the Partnership measures [11 metrics for Dallas County](#), tracking year-to-year progress, starting with Pre-K enrollment and culminating with the Partnership's "True North" goal of six-year post-secondary completion rates);
3. Commitment to **using data and other feedback loops to continuously improve**;

4. A **dedicated backbone staff** supporting the Partnership that gets up each and every day thinking about and helping drive the work, moving away from the traditional “volunteer committee approach” too often used to unsuccessfully attack large community problems.

THE REGIONAL EDUCATIONAL LANDSCAPE IN DALLAS COUNTY

The Partnership’s formation was initially championed in 2011 by both the mayor of Dallas and the regional business chamber in reaction to troubling local data for Dallas County, including:

- **Only 1 in 3 area third grade children attending public school were reading on grade level;**
- **Only 14%** of public high school grads across its school districts and public charter school networks **were graduating with a college ready SAT or ACT score;**
- As troubling as this 14% overall figure was, **it declined to just 6% for the region’s black and Hispanic students...who collectively represented 80% of the County’s children within first grade;**

The challenge of the educational landscape in Dallas County is large and complex: a population of nearly 800,000 early childhood, K-12 and higher ed students (ages 3-22); significant poverty (roughly 3/4 of its 500,000+ public school students in K-12 are considered economically disadvantaged); and suboptimal levels of college readiness (only 1 in 7 area students are judged as college ready by the Texas Education Agency at graduation per their SAT/ACT score. Only 27% of County students are currently achieving either a two-year or four-year degree within six years following their high school graduation, falling far short of Texas’ statewide goal, established by Governor Abbott in 2015, of 60% completion by the year 2030.

Within Dallas County, students are currently served by over 1,500 public and private early childhood entities, 14 K-12 public school districts, 80+ different public charter schools, and numerous two-year and four-year postsecondary institutions. While there are growing pockets of educational excellence throughout the region, these positive outliers often remain hidden as school districts, nonprofits, and funders have historically worked largely independently of each other, with no mutual accountability structure or supporting backbone infrastructure to help grow capacity or enhance their results.

With the assistance of, and review by, hundreds of community members in 2011, Commit identified 11 cradle-to-career indicators, serving as key academic milestones to answer the question: how well is our community educating and preparing students to realize their full potential? These [“Public Scorecard”](#) indicators, which are published and reviewed annually with the community, illuminate where the greatest “leaks” in the pipeline exist (i.e., the greatest number of students not reaching key benchmarks), and allow Commit to design/alter strategies and measure subsequent success in repairing those leaks.

In addition to the coalition efforts described earlier, the Partnership is also focused in supporting two additional areas through its robust data and mapping capabilities:

1. **Substantially increasing access** to high quality educational data for school districts, foundations, nonprofits, parents and other stakeholders;
2. **Providing data and mapping supports to other backbone efforts in the community** that focus either on education or on factors outside of the classroom impacting student success and ultimately economic mobility, such as housing policy, access to both health care and healthy food, unplanned pregnancies, access to job retraining, etc.

EVIDENCE OF COMMUNITY PROGRESS SINCE THE PARTNERSHIP’S FORMATION

The collective work in Dallas County by partners over the last several years has become viewed by many inside and outside the state of Texas as a model of innovative reform and continuous improvement worth studying and potentially replicating. Key steps and accomplishments by the greater community include:

- **Substantial Increases in Students Assessed as Being on a Post-Secondary Pace**– Every year students across Grades 3-12 are assessed by the state across 22 different subjects and grades. Since 2012, the number of Dallas County student assessments achieving the state’s “Meets” standard **has grown by roughly 1/3rd**, with total overall proficiency rates **increasing from 32% to 42%** of assessments taken while opportunity gaps for low income and Hispanic students have been reduced.
- **Reduction in Failing Schools** – Since 2013, the number of Dallas County campuses rated Improvement Required (“IR”) by the state of Texas **has fallen 54%** (from 67 campuses to 31 campuses) while the **percentage of students enrolled in an IR campus has fallen from 9% to 3% of total enrollment**. Dallas ISD, the region’s largest school district partner with over 155,00 students educated daily, has led this decline, going from **43 IR campuses to just 4 campuses in four years** with **only 1% of current students educated on an IR campus vs. a substantial 19% of total district enrollment in 2014**.
- **Building Political Will for Substantially More Resources to Increase Equitable Outcomes Both Regionally and Statewide** – the Partnership has been instrumental in building political will (and raising substantial funds to support a grassroots awareness campaign) to support the largest school tax increase in the history of Texas, **raising \$126 million of net annual proceeds in November 2018** to benefit Dallas ISD (equivalent to a 5% return on a \$2.5 billion “taxpayer funded endowment”). Proceeds will be used by the district to continue to scale its innovative reforms in providing full-day PreK, paying its best teachers more and sooner based on a multi-measure evaluation system, financially incentivizing its best teachers to work in its most challenged schools, growing school choice and offering early college and P-Tech programs across all 23 comprehensive high schools in the city. Commit has also been intimately involved in the year-long **Texas Commission on Public School Finance**, with its CEO serving as one of 13 commission members and the organization providing substantial data and testimony on recommendations to improve the outcomes on Texas’ \$57 billion annual K-12 budget.
- **Elimination of Seniority-Based Educator Compensation in Largest School District** – in 2014, Dallas ISD successfully implemented robust evaluations of principals and teachers, **eliminating seniority-based pay and implementing performance pay** for its 220+ principals and 10,000+ classroom teachers. The largest school district in the U.S. to implement such a system, **Dallas ISD has become the state’s fastest improving urban district since 2012 (total assessed students reaching state standards has increased by over 50% during that time frame)**. Commit has been an advocate of this strategy both regionally and in statewide testimony before the TX Commission on Public School Finance and is now working with a number of other area districts looking to evolve their evaluation/compensation systems based on the success of Dallas ISD’s model.
- **Implementation of Strategic Educator Staffing Across the DFW Region** – In 2015, DISD launched the **“Accelerating Campus Excellence” initiative** to transform underperforming schools by identifying and financially incenting its better educators (as determined by its new evaluation system) to relocate together to completely reconstitute high poverty schools which had been failing to meet minimum state standards for a number of years. Following the first year of implementation, 12 of 13 multi-year IR campuses, educating over 7,000 students, met the state’s standards following their reconstitution under the ACE program. Based on its success, the Partnership’s Best in Class coalition has subsequently supported three other area school districts to adopt this program across an additional 11 IR campuses and is currently supporting another four other districts as a technical advisor (funded by the Texas Education Agency) on potential implementation of the ACE program in Fall 2019.
- **Substantial Expansion of Early College/Pathway to Technology (“P-Tech’) Efforts** – based in part

on troubling data showing post-secondary enrollment and completion rates continuing to fall, several districts led by Dallas ISD have launched numerous [early college and P-Tech efforts](#), allowing students to (i) achieve an Associate's degree concurrent with their receipt of a high school diploma and (ii) be mentored, access internships, and interview for mid-skills jobs that are offered by over 60 industry partners ranging from Microsoft to American Airlines to Accenture. Today the County boasts over 30 early colleges (either stand alone or collegiate programs located within a comprehensive high school), serving over 10,000 high school students annually pursuing both a high school diploma and an Associate's degree.

- **Launch of a Unique Promise Effort Focused on Completion Aligned with High Demand Jobs** – in the Fall of 2017, the Partnership joined with the regional community college district and foundation to launch the [Dallas County Promise](#), providing a last-dollar scholarship to every senior (regardless of income, GPA, or citizenship status) across 31 pilot high schools graduating over 9,300 seniors (this initial cohort, were it a U.S. state, would rank larger than eight other U.S. states). In Year 1, 96% of seniors executed the Promise pledge (providing their data and contact information to help case manage their application for college admittance and financial aid), and 67% of students filled out their FAFSA (year-over-year FAFSA growth would have ranked 3rd in the nation). Community college enrollment for this pilot [increased 40% year-over-year](#). Another 12 high schools have been added to form Cohort 2 (encompassing over 16,000 seniors), while Promise pledges have accelerated over 130% year-over-year within Cohort 1 high schools as expectations for college attendance are increasing on those campuses.
- **Unprecedented Early Childhood Policies** – In 2016, the Partnership helped organize several community partners around compelling data to successfully advocate that Dallas ISD pass a policy to serve all of its eligible children in Pre-K, including full-day Pre-K for four-year olds, by the year 2025. That commitment has seen Pre-K enrollment within Dallas ISD grow to 94% of eligible 4-year old students enrolled, with **3rd grade reading proficiency rates now up 10% since 2015 (a rate of growth 3x faster than that seen across Texas statewide during that same time frame)**.
- **Growth in Pre-K Enrollment** – Under the leadership of Early Matters Dallas, 15 area Independent School Districts (ISDs) are now collaborating across the four-county region on a [common regional pre-K awareness campaign](#) in the spring of each year, accompanied by parental texting and [website support](#). Today, Pre-K enrollment of 3 and 4-year old children in Dallas County is **4,740 students higher, or 10%, than it stood in 2012 when the Partnership began its efforts**;
- **Strong Focus on Educator Pipelines** - Local foundations have provided leadership and financial support to recruit high quality teacher preparation programs to the region (including Teach for America, Urban Teachers, the RELAY Graduate School of Education, and the formation of the Emerging Teacher Institute at the University of North Texas at Dallas).

CONCLUSION

Commit's "true north" goal of increasing the number of adults holding some type of post-secondary degree to 60% of adults ages 25-34 by the year 2030 is **an ambitious but regionally transformative goal, requiring a cohesive partnership supported by a talented team that is driven to eliminate inequities in its educational outcomes**. The Commit Partnership has become a statewide and national leader in this work, taking advantage of (and helping influence) a region that is increasingly aligned around data and impactful strategies that can serve as a proof point for our other communities.

LINKS

[2018 Commit Partnership Impact Report](#) and [Investor Meeting Presentation Presentation by Todd Williams, Chair of Outcomes Working Group, to Commission on TX Public School Finance](#) (1:27:30 on video)

THE CORE VALUES OF THE COMMIT PARTNERSHIP

Students First

Our decisions are guided by multiple stakeholders, but ultimately rest upon one question: What is in the best interest of students?

Systemic Impact

We are patient and persistent as we identify and prioritize the most effective approaches to creating lasting systems change. Once identified, we relentlessly work to help align resources and remove systemic challenges with efficiency and excellence.

Equity and Inclusion

We seek to help transform systems in ways that ensure every student has access to the resources they need. We do this by actively and explicitly working with others to create more equitable outcomes and processes.

Humility

We embrace the fact that our community's success depends on our ability to work cohesively within and outside the Partnership while seeking to constantly learn from others.

Integrity

To best serve students, families, and the greater community, we will be transparent and act ethically in how we make decisions, present data, and communicate with stakeholders

Joy

It's important that we bring a constant sense of optimism and have fun while we address the challenges of this difficult work.