

SUPERINTENDENT SEARCH PROFILE

Tri-Rivers Career Center

Marion, Ohio

October 15, 2025



Prepared for the Board of Education



By
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Tri-Rivers Career Center
Superintendent Search Profile Report
October 15, 2025

This report presents a summary of findings from the Superintendent Search Profile Criteria Questionnaire conducted by K-12 Business Consulting, Inc. (K-12) and from 101 written search profiles submitted from various stakeholder groups. Once the Board of Education selected K-12 to conduct the superintendent search, the Search Profile Criteria Questionnaire was created to solicit input from various stakeholders in the community. The Board and administration reached out to a broad list of individuals for participation. In addition, a general community-wide invitation was generated to meet with K-12's search consultants to discuss the characteristics in greater depth. Any stakeholder who had a desire to express an opinion was welcome to submit a search profile and personally meet with K-12 at the open forums that were held on October 8, at the Tri-Rivers Career Center Auditorium. The information obtained through these sources, and summarized below, should be used to assist the Board in identifying characteristics requested of superintendent candidates.

The search profile was made available to the district staff, identified stakeholders, plus all individuals who attended the focus group sessions. In addition to the 101 internal and external stakeholders who returned written search profiles, there also were 64 citizens, business professionals, district staff members, and students who participated in interviews during seven (7) focus groups sessions facilitated by K-12. The results of the written search profile are included in this report along with several consistent themes received in face-to-face discussions during the open focus group sessions.

In accumulating the data used in this report, K-12 sought opinions, recommendations and general comments with respect to preferred candidate qualifications, characteristics, traits, and personal demeanor, as well as district strengths, weaknesses, issues and concerns which may have a bearing on the future leadership for your next superintendent. At the request of the Board, K-12 sought the views of a broad range of individuals represented in the district to assist in the search process. It was determined that K-12 would report the findings to the Board without revealing the identity of any citizen, business professional, or staff member who provided information, thus equipping the Board with unbiased data to use as it proceeded to define the search profile for the next superintendent.

The Search Profile was used to provide a framework for reporting the information compiled by K-12. Broad themes were highlighted in each question area into seven (7) response groups (school board members, administrators, teachers, support staff, business professionals, students, parents, community members/citizens). Under each question in the report, the response group's common themes were identified. The first category entitled as "Consistent" are comments which were frequently heard from all or nearly all the response groups. Comments heard less frequently or only heard in a specific response group are listed under that response group. It is important to note that data compilation is not a scientific sampling, nor should it necessarily be viewed as representing a majority opinion of those interviewed in the response groups.

K-12 would like to commend the Board of Education for its efforts to include many stakeholders of Tri-Rivers in the development of the superintendent search profile. Many respondents expressed positive feelings about being involved in this process and the opportunity to help shape the future of Tri-Rivers. We would also like to thank all those who took the time to submit a questionnaire and/or attend one of the forums, and Treasurer Tammi Cowell, Administrative Assistant Marci Whited, and Technology Director,

Mike Wellin for the professional manner in which all arrangements were made, including the dissemination of invitations and search profiles, as well as scheduling the community forums that made this profile possible.

STRENGTHS OF THE DISTRICT

Question #1: What do you consider to be the two or three most significant strengths of Tri-Rivers Career Center?

CONSISTENT THEMES

Tri-Rivers is rated as a Five-Star Career Center.

We have a diverse, hands-on CTE programming and rigorous academic course offerings to prepare students. The staff are quality, caring, hard-working, and student focused who are committed to helping students succeed.

Our current financial stability, quality facilities, state-of-the-art lab, and classroom resources.

Tri-Rivers has a solid, cooperative working relationships and partnerships with associate school districts.

BOARD MEMBERS

Tri-Rivers has an excellent State Report Card with a Five-Star rating.

We are currently financially stable.

Tri-Rivers offer diverse, hands-on programming to serve the students needed, including a quality Adult Education program.

The district can provide quality programs that are not available to students in the home school districts.

Our staff are dynamic and experienced staff members who genuinely care about students.

Tri-Rivers has excellent and up-to-date facilities and location well suited to serve high school and adult education students.

We enjoy strong partnerships with associate districts.

The Board members are dedicated Board members and genuinely care about students.

ADMINISTRATORS

We have quality and dedication of faculty and staff members who care about students and their success.

Tri-Rivers are financial stability.

The state-of-the-art facilities have great resources available to students and staff.

There are many diverse career education opportunities for students coupled with an excellent academic program.

We offer career education programs that are aligned with the needs of local businesses and the community.

The Career Center has built strong partnerships with local employers, healthcare systems, associate school districts, and community agencies.

TEACHERS

Teachers are hard-working, dedicated and are committed to working with a diverse culture of students.

Staff put students first and strive to help them to cross the finish line and succeed in their future careers.

TRCC is a premier career tech program with high quality and rigorous academic offerings. Students receive rigorous, hands-on training across diverse career pathways.

The Career Center has fabulous community support.

Our Adult Education programming is excellent in assisting community members in reinventing their careers.

The facilities are fabulous with innovative, state-of-the-art labs and equipment to prepare students for the world of work.

Staff create a caring and supportive environment where students can be successful.

CENTRAL OFFICE PERSONNEL

We have a Five-Star Career Center Rating on the State's Local Report Card.

The staff are dedicated and hard-working who are caring and nurturing with students.

Our up-to-date facilities to date offer state-of-the-art labs.

Tri-Rivers are financial stability.

We have a high student placement rate upon graduation.

SUPPORT STAFF MEMBERS

We have current financial stability; quality facilities.

Our students are wonderful.

Tri-Rivers enjoys a strong Adult Education Program.

Excellent teachers are willing to do whatever it takes to help students succeed.

Our Career Center offers a wide variety of programs that employers recognize.

We have a solid partnership with associate school districts.

CIVIC LEADERS AND COMMUNITY

We have great opportunities for on-the-job training for students.

This Career Center fills the gap for non-college bound students.

The staff is dedicated, hard-working, and caring, which helps students to be successful.

Currently we are financially stable.

TRCC students are heavily involved in the community.

We have beautiful and well-maintained facilities.

Our adult education program offers strong opportunities.

The Career Center has a variety of hands-on, interactive learning opportunities.

We offer industry-renowned credentials.

STUDENTS

Tri-Rivers has many quality and diverse labs for students with hands-on training in job skills that allow students to experience real-world problems in a fun and challenging environment.

Our staff are high-quality people who care about, support students, and work very hard to help students with labs and academics.

The Career Center offers training in employability skills to prepare students for their future careers.

Labs and equipment are continually updated to keep pace with job and industry standards.

We have a beautiful, clean, state-of-the-art facility.

IMPORTANT ISSUES FACING DISTRICT

Question #2: What do you consider to be the two or three most important issues facing Tri-Rivers Career Center?

CONSISTENT THEMES

There is a lack of a clear, shared direction and overall vision for staff and programs.

We need to address the lack of stability and confidence in leadership positions. Defining roles and responsibilities is needed for administrators.

Internal and external communications systems need evaluation and adjustment to better inform students, staff, and stakeholders.

The evolving workforce makes it critical to develop innovative programs to prepare students for jobs.

There needs to be two-way communication and decision making with key civic leaders, business partners, and member schools.

A communication plan is needed to improve avenues of communication throughout the district.

BOARD MEMBERS

Tri-Rivers need to assess the changing workforce in the area and then adjust the curriculum to best prepare students to enter state and local jobs.

The new superintendent will need to address the causes for low staff morale.

Member schools would like to be involved in discussion and collaborate on ways to increase such things as satellite programs and expansion of career tech offerings in locals to avoid duplication, etc.

We need to ensure that we are focused on a direction that will make Tri-Rivers Career Center a top organization in the State.

Communication needs to improve overall but especially with the member schools on programming and new initiatives.

ADMINISTRATORS

It is critical for administrators to review the roles and responsibilities for their respective positions.

There is an inconsistent and ever-changing vision due in part to frequent leadership changes; lack of staff input and buy-in.

Communication is an issue at all levels of this organization.

We have concerns about experience and the stability of the building leadership team.

Decision-making process lacks transparency and timely communications causing uncertainty among faculty and staff.

Recruitment of students for Tri-Rivers Career Center programs needs to have transparent protocols.

We need to attract quality teachers with hands-on teaching strategies.

Member schools would like for the Career Center to address the needs of the home schools and how they can support the formation of new programs such as 7th and 8th grade offerings.

We need professional development to address the climate and culture needs of the organization.

TEACHERS

There has been considerable turnover in leadership positions. We need stability, consistency, and accountability in leadership.

Staff need to be consulted and have the opportunity to give input when decisions are made that affect their classrooms and curriculum.

Tri-Rivers must return to proactive decision-making rather than reactive decision-making without staff input.

Consistent, clear communications and expectations from the administrative staff are lacking.

There needs to be an overhaul of internal and external communications.

Team building and internal collaboration for staff is needed.

We need more classrooms and instructors.

Stronger communication with our partner schools is critical.

Teachers feel the addition of more administrators has lessened the ability to add staff that could provide effective programming for students.

School culture needs to improve.

There is a lack of follow-through with the administrative team.
Communication is a problem at all levels of the organization.
We need to implement a fair and consistent evaluation system for all teachers and administrators.
Board/administration should promote Tri-Rivers Career Center.

SUPPORT STAFF MEMBERS

Communication channels need to improve. It is difficult for support staff to help teachers and students when they do not know what is going on in the school.
There is a lack of communication and transparency from the Board and the administration about what Tri-Rivers Career Center is doing and why.
Tri-Rivers does not have a unified vision and a clear direction.
We lack Standard Operating Procedures, leadership and accountability which leads to confusion and mistrust.
There are inconsistencies in Support Staff employee contracts.
We have experienced a constant change in the management; restructuring current administrative leadership would benefit the organization.
Tri-Rivers need to create a culture of respect, teamwork, and accountability.
We need to add classrooms and expand labs.

BUSINESS PROFESSIONALS AND COMMUNITY

There is a great need for the new superintendent to form advisory groups to determine the job market in the area and what training the Career Center can provide to meet the changing needs of businesses.
There is a need to generate solutions to meet the needs of students who are not accepted in full day or ½ day programs.
Strong leadership is needed at all levels to ensure the success of Tri-Rivers staff and students.
We must work hard to keep quality teachers and support staff.
Better public relations are needed about Tri-Rivers Career Center offerings not just to students and families but also to the community at large.
There needs to be more efficient accountability systems for staff and administrators.
There is a need to evaluate the facilities and determine how to use spaces such as greenhouses and paint booths might be used.
It is critical that the Career Center get ahead of the AI movement.
The new superintendent needs to evaluate and reorganize the administrative team to ensure implementation of the Board vision.

STUDENTS

There are parking issues and new traffic patterns are needed for entering and exiting the school.
Staff communications issues with administration cause communication issues for students.
Tri-Rivers still struggles with student engagement/student apathy with a percentage of the student population.
The school public address system needs updated to allow students to hear important announcements over the noise in some laboratory areas.
There needs to be consistency in bathroom rules for students.
Students would like the TVs in classrooms and shared areas to have a daily schedule, especially for special events.

CHARACTERISTICS OF NEW SUPERINTENDENT

Question #3: Please tell us two or three characteristics that you think the Board should look for in a new Superintendent.

CONSISTENT THEMES

Someone who has strong leadership skills and a demonstrated ability to develop a clear and shared vision. We need someone who has professional career tech and education experience, preferably as a superintendent, with a passion for career tech and academics.

It is critical that the new hire has the capacity to establish effective, meaningful communications for staff, students, and stakeholders.

A person who can develop professional relationships and rapport with staff, students, and the community.

Someone who is committed to staying with Tri-Rivers Career Center long-term.

A leader who can demonstrate the ability to foster new business partnerships.

Someone who can enhance working relationships and collaboration with associate school districts.

Someone who demonstrates a commitment to facilitate programming that will better prepare students to acquire skill sets to meet future and evolving workforce needs.

A leader who is committed to understanding, engaging with, and becoming a part of the TRCC community.

Must be visible and approachable in the building and community at large.

BOARD MEMBERS

Someone who is a visionary, forward thinker with short and long-term goals for the career center.

A person who is a strong, dedicated, innovative, and ethical leader, with great oral and written communication skills, who can develop policies and procedures and follow them.

A leader who demonstrated experience in developing connections and engaging with the business community and who is committed and invested in the MWAC Business Advisory Council.

Someone who displays professionalism and knows how to be a team builder.

A person with the ability to develop a strong link with associate school districts and will include them in decisions that impact their districts and students.

A person who is committed to engage with and become a part of the TRCC community with a willingness to reside in the community.

Someone who is visible and approachable on campus and in the community at large.

A leader who possesses career tech experience with the acumen to run the center more like a business.

One who can represent Tri-Rivers Career Center with confidence to all stakeholders.

ADMINISTRATORS

Someone who has strong leadership skills and a proven ability to communicate effectively with stakeholders.

A person who is committed to engaging with and becoming a part of the community. One who understands and honors the needs and perspectives of the community.

A good person of high moral and ethical character with a strong work ethic. A problem solver who is process oriented who applies common sense, ethics, and integrity when making decisions. One who follows through.

A visionary who is innovative and progressive when evaluating student and adult education programming.

Someone with a strong record and commitment to strengthening and improving instructional outcomes.

A person committed to relationship-building, integrity, and fairness, yet able to deal with under-performing staff.

An inspirational leader who is charismatic and forward-thinking.

Someone who can develop, through input and collaboration, a meaningful, shared vision for Tri-Rivers Career Center.

A person who is empathetic and responsive to the needs of administrators and staff.

A leader who can foster genuine, positive, and collaborative relationships with associate districts.

A skilled and transparent communicator who possesses the ability to build and lead a team.

Someone who is visible and approachable on campus and in the community at large.

TEACHERS

A proven, visionary leader with experience and a passion for career tech leadership. One who has several years of successful teaching experience and values both career tech and academic programming.

Someone who can build a shared vision through a collaborative process and relationship building.

A leader committed to maintaining visibility and approachability on campus and in the community at large.

A person with excellent interpersonal and communication skills who is dedicated to communicating with staff with transparency, honesty, and integrity.

Someone committed to working at Tri-Rivers Career Center long term, not just 3-5 years; will support programs equally and fairly.

A person who holds high standards for administration and staff who is willing and able to hold them accountable to meet those standards.

A leader who respects the knowledge and experience of the teaching staff and recognizes them as experts.

Someone with the ability to create a vision and follow-through with it.

A person who will always put students first.

A leader with a proven record of building successful teams.

CENTRAL OFFICE PERSONNEL

Someone with both career tech and superintendent experience.

An enthusiastic, visionary leader who can communicate effectively with transparency, honesty, and integrity with all stakeholders.

A person who understands the importance of collaboration and team building with staff and administration.

A leader who can be tough, but also kind, compassionate, and caring.

One who can represent and market TRCC with confidence to all stakeholders.

Someone with the ability to nurture positive relationships with associate districts.

A leader willing to make a long-term commitment to the career center.

SUPPORT STAFF

A person with career tech experience, and one who possesses a passion for career tech. Not a current administrator inside Tri-Rivers Career Center.

A leader who demonstrates willingness to collaborate with staff and stakeholders to develop a shared vision.

Someone who will take time to evaluate current programs and practices and not make changes too quickly.

One who is willing to make necessary changes using proven change management practices.

A proven leader who values strong relationships with staff, students, and the community who is visible, approachable, personable, and friendly. One who enjoys engaging with staff and students.

Someone dedicated to engaging with, residing in, and becoming a part of the TRCC community.

An effective and transparent communicator who values relationships and is coachable and willing to learn.

A leader who is strong and decisive yet fair and consistent in decision making. One who possesses integrity, honesty and is trustworthy.

Someone who is a proven problem solver who understands risk assessment and tolerance.

CIVIC LEADERS AND COMMUNITY

A person who has professional career tech and education experience. Superintendent experience is preferred. Someone who is an experienced and a long-range visionary leader.

A leader who is committed to understanding, engaging with, and becoming a part of the community with a willingness to live in the TRCC community.

A strategic thinker and decision maker with the capacity to be creative and innovative.

An effective and transparent communicator with all stakeholders.

A leader who demonstrated experience as a collaborator and a team builder.

Someone who is committed to enhancing partnerships with associate school districts and community business and industry leaders.

A person who is committed to maintaining visibility and approachability on campus and in the community at large.

A true leader who is innovative, collaborative and student centered.

Someone who is charismatic, smart, driven, and eloquent and demonstrates positivity, honesty, and integrity.

One who can represent and market TRCC with confidence to all stakeholders.

STUDENTS

An educational leader with CTE leadership experience and a strong work ethic.

Someone who is understanding, empathetic, caring, and unbiased towards students.

A charismatic leader who is visible and enjoys engaging with students. One who shows up for student events and competitions and is a regular visitor to classroom and labs.

A leader who cares about students and is willing to listen to their perspectives.

Someone who will maintain order by being a strict but fair disciplinarian.

A visionary leader who will continue to collaborate with staff, students, and the community to improve and grow CTE programming.

A leader who is dedicated, responsible, resourceful, who gets things done.

Someone who is a good and consistent communicator and problem solver.

SUPERINTENDENT CHARACTERISTICS BY RANKING
1 = MOST IMPORTANT TO **10 = LEAST IMPORTANT**

CRITERIA	BOE	ADMIN	TEACHERS	SUPPORT STAFF	BUSINESS & COMMUNITY	STUDENTS
Ability and willingness to deal fairly with faculty, staff, students, and parents	2	1	1	1	4	1
Effective at creating and implementing a vision for a career center	4	3	5	3	1	3
Expertise in design and implementation of career center programming and instruction.	7 (TIE)	10	10	8	9	6
Effective at both written and verbal communication	5	7	7	7	6	4
Successful experience as a career center superintendent or local, city school district superintendent	7 (TIE)	6	6	4	7	5
Experience in socially and economically diverse student populations	7 (TIE)	9	9	9	10	9
Fiscal management expertise and knowledge of career center laws	10	8	8	10	8	10
Effective organizational and management skills	3	1	4	6	5	7
Personal involvement and interest in business and community partnerships	6	4	3	5	3	8
Leader with strong interpersonal and public relations skills	1	2	2	2	2	2

RANKING OF TOP AND BOTTOM FIVE (5) IMPORTANT CHARACTERISTICS ALL GROUPS

1 - 5 MOST IMPORTANT TO **6 - 10 LEAST IMPORTANT**

RANK TOP 5 CHARACTERISTICS

- | | |
|---|--|
| 1 | A leader with strong interpersonal and public relations skills |
| 2 | Ability and willingness to deal fairly with teachers, staff, and parents |
| 3 | Effective at creating and implementing a vision for a career center |
| 4 | Personal involvement and interest in business and community partnerships |
| 5 | Effective organizational and management skills |

RANK BOTTOM 5 CHARACTERISTICS

- | | |
|----|--|
| 6 | Successful experience as a career center superintendent or as a local or city superintendent |
| 7 | Effective at both written and verbal communication |
| 8 | Experience in socially and economically diverse student populations |
| 9 | Expertise in design and implementation of career center programming and instruction |
| 10 | Fiscal management expertise, including knowledge of career center legal requirements. |

SUMMARY

The information gathered through surveys and interviews bears strong similarity across all groups with respect to the Tri-Rivers Career Center established strengths, current issues, and future concerns, as well as the characteristics desired in the next superintendent.

The consistent themes expressed by groups and individuals about Tri-Rivers Career Center's greatest strengths included: (A) Tri-Rivers is rated as a Five-Star Career Center. (B) We have a diverse, hands-on CTE programming and rigorous academic course offerings to prepare students. (C) The staff are quality, caring, hard-working, and student focused who are committed to helping students succeed. Our current financial stability, quality facilities, state-of-the-art lab, and classroom resources. (D) Tri-Rivers has a solid, cooperative working relationships and partnerships with associate school districts. In short, the Tri-Rivers Career Center – which is one of the respected career technical centers in Ohio – has enjoyed a good track record for years and has many reasons to be proud.

The top concerns and challenges facing the Board of Education and the new superintendent in the future – which surfaced repeatedly during focus group sessions and from the 101 written Superintendent Profile Criteria Questionnaires that were submitted individually – included: (A) There is a lack of a clear, shared direction and overall vision for staff and programs. (B) We need to address the lack of stability and confidence in leadership positions. Defining roles and responsibilities is needed for administrators. (C) Internal and external communications systems need evaluation and adjustment to better inform students, staff, and stakeholders. (D) The evolving workforce makes it critical to develop innovative programs to prepare students for jobs. (E) There needs to be two-way communication and decision making with key civic leaders, business partners, and member schools. (F) A communication plan is needed to improve avenues of communication throughout the district.

It was difficult to capture all the characteristics that respondents were looking for in a new superintendent. It is certain that no one person could possibly embody all the attributes that were mentioned. The vast majority of respondents expressed the need for the new superintendent to have the following characteristics: (A) Someone who has strong leadership skills and a demonstrated ability to develop a clear and shared vision. (B) We need someone who has professional career tech and education experience, preferably as a superintendent, with a passion for career tech and academics. (C) It is critical that the new hire has the capacity to establish effective, meaningful communications for staff, students, and stakeholders. (D) A person who can develop professional relationships and rapport with staff, students, and the community. (E) Someone who is committed to staying with Tri-Rivers Career Center long-term. (F) A leader who can demonstrate the ability to foster new business partnerships. (G) Someone who can enhance working relationships and collaboration with associate school districts. (H) Someone who demonstrates a commitment to facilitate programming that will better prepare students to acquire skill sets to meet future and evolving workforce needs. (I) A leader who is committed to understanding, engaging with, and becoming a part of the TRCC community. Must be visible and approachable in the building and community at large.

The top characteristics identified above closely matched the priorities submitted by the 101 individuals who returned the Superintendent Profile Criteria Questionnaire to K-12. In fact, the top three desired superintendent characteristics of questionnaire respondents were: (1) A leader with strong interpersonal and public relations skills; (2) Ability and willingness to deal fairly with teachers, staff, and parents.; and (3) Effective at creating and implementing a vision for a career center. These are the skills and characteristics most strongly desired in the new Superintendent and ones that a successful candidate must possess.

We believe the Tri-Rivers Career Center is approaching an important period of transition over the next three-to-five-year period. This will require the new superintendent to balance stakeholder expectations to keep programming at high level, while keeping a realistic eye on available resources. This individual will not only have to possess effective communication skills but will have to be able to develop a clear collaborative vision of the Career Center and implement decisions that will have stakeholder buy-in. The new superintendent will have to demonstrate that once a decision has been reached collaboratively, he/she will be strong enough to stick with it.

Equally important is this question: Will the Board of Education, administrators, teachers, and support staff members have indicated their desire for the new superintendent to advance a clear, collaborative direction and vision for Tri-Rivers Career Center? A skillful superintendent will have the opportunity to help the Tri-Rivers Career Center navigate through these future issues, and this needs to occur if Tri-Rivers Career Center is to thrive and engender community and partnership support. K-12 Business Consulting will look for this key set of skills, as well as skills that complement each other, in candidates for the next superintendent.

Tri-Rivers Career Center serves associate school districts and community members who desire to be involved, and who genuinely care about the students served and the programs offered by the career center. We believe that the right candidate for superintendent will recognize the opportunity this environment has for him/her to be involved in making a difference in the lives of the students served and bringing a community together. This position will be of interest to the right superintendent candidates who have a passion for career and technical education. We believe we will find the right potential candidates who have the attributes outlined herein, and possess the skills and energy needed to address the concerns and issues expressed by respondents, and who will be happy to lead Tri-Rivers Career Center into the future.

K12 Business Consulting, Inc.

