

SAN DIEGO UNIFIED SCHOOL DISTRICT

POSITION DESCRIPTION

TITLE:	Executive Director, Federal and Special Programs	REPORTS TO:	Deputy Superintendent
DEPARTMENT:	Federal and Special Programs Division	CLASSIFICATION:	Certificated Management
FLSA:	Exempt	SALARY GRADE:	038
REVISED:	August 25, 2009		

BASIC FUNCTION:

Plan, organize, control and direct federal and state (categorical) centralized services and programs at all district schools, oversee the functions of the Early Childhood Education Department, and supervise and evaluate assigned personnel.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principal job elements.)

E = Essential Functions

Direct federal and state (categorical) centralized services and programs at all Title I district schools, including support to Title I students at private schools, Southeast Asian and Somali Support Program, Neglected and Delinquent, Foster and Homeless Youth, Parent Support Services (Ballard Parent Center, Parent University, Parent Academic Liaisons), Program Improvement School Programs and other Intervention Programs such as SAIT and High Priority. *E*

Inform district-wide implementation of, and compliance with, federal and state standards-based reform programs (e.g., No Child Left Behind). *E*

Direct and/or assist in implementation of mandated federal and state intervention/corrective action programs, including communicating with the California Department of Education, the district Board of Education, district leadership, external consultants, and district and school site staff; and oversee development, implementation, and monitoring of site action plans. *E*

Provide support and direction to schools implementing major district interventions such as Program Improvement and Response to Intervention. *E*

Coordinate activities related to state-required monitoring processes (e.g., Categorical Program Monitoring, WASC); support site and central office staff in conducting the review. *E*

Oversee the Program Monitoring Program which supports schools and monitors Single Plans for Student Achievement (SPSAs) and their corresponding budgets, coordinates the state compliance monitoring visits for the district, and provides various trainings related to School Site Councils and SPSAs. *E*

Direct the Program Monitoring Program which supports schools and monitors Single Plans for Student Achievement (SPSAs) and their corresponding budgets, coordinates the state compliance monitoring visits for the district, and provides various trainings related to School Site Councils and SPSAs. *E*

Direct the administration of Title I services for eligible private schools and institutions for neglected and delinquent students, including professional development, support, and evaluation of program teachers; consult with private school administrators regarding instructional program support. *E*

Provide oversight and support to the District Advisory Council, an advisory group that provides advice regarding state and federal funding. *E*

Provide leadership and coordinate the process of writing and/or revising the district's LEA (Local Education Agency) Plan, which includes a description of how categorical funds are being used to improve student achievement. *E*

Provide oversight and coordination of implementation of all Titles in NCLB (No Child Left Behind). *E*

Provide oversight, direction and coordination of the educational program and operations (both state and federally funded) for the Early Childhood Education Program. *E*

Provide oversight to the support services provided to Native American students. *E*

Provide leadership, direction, and supervision for the day-to-day operations of the Federal and Special Programs. *E*

Provide direction for program and fiscal planning, plan development, budgeting, staffing, and implementation, monitoring and evaluation of assigned programs. *E*

Collaborate with and assist the School Improvement Officers with the development, implementation and monitoring of support services and categorical programs. *E*

Work with the Standards, Assessment and Accountability Division and the Instructional Support Services Division to analyze student achievement, program design and implementation, and effectiveness of instructional programs and initiatives, assessments, district professional development and support strategies. *E*

Direct the preparation and maintenance of a variety of narrative and statistical reports, records, and files related to assigned activities and personnel. *E*

Communicate with other administrators, personnel, and outside organizations to coordinate activities and programs, resolve issues and conflicts, and exchange information; develop policies and procedures to encourage effective and efficient management controls. *E*

Plan, organize and implement long and short-term programs and activities designed to develop assigned programs and services. *E*

Assist the Deputy Superintendent in planning and recommending policies and goals for the operation of the district. *E*

Monitor assigned budgets; analyze and review budgetary and financial data; control and authorize expenditures in accordance with established limitations. *E*

Perform other duties as directed.

EDUCATION AND EXPERIENCE:

A combination of training, education or experience equivalent to a master's degree and eight years of progressively responsible, related administrative experience.

LICENSES AND OTHER REQUIREMENTS:

Valid Administrative Services Credential.
Valid California driver's license.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Organizational development principles and practices.
Techniques and strategies for managing a large, diverse organization.
District curriculum and school instructional programs.
Principles and techniques of budget preparation and control.
Principles and practices of administration, supervision, and training.
Applicable laws, codes, regulations, policies, and procedures.
Interpersonal skills, using tact, patience, and courtesy.
Oral and written communication skills.

ABILITY TO:

Provide leadership and direction in assigned functions.
Perceive organizational implications of recommendations and decisions.
Maintain current knowledge of applicable provisions of federal, state, and district laws, rules, and regulations.
Plan, organize and administer assigned programs and functions.
Establish and maintain cooperative and effective working relationships with others.
Operate a computer and assigned office equipment.
Plan and organize work.
Prepare comprehensive narrative and statistical reports.
Present information in a variety of settings including Board of Education meetings and other meetings with executive level district staff.
Analyze problems, make decisions, and be responsible for those decisions.
Communicate effectively both orally and in writing.
Interpret, apply and explain rules, regulations, policies and procedures.
Meet schedules and time lines.
Supervise and evaluate the performance of assigned staff.

WORKING CONDITIONS:

ENVIRONMENT: Indoor, office setting.

PHYSICAL ABILITIES:

Hearing and speaking to exchange information; seeing to read, prepare, and proofread documents; sitting or standing for extended periods of time; dexterity of hands and fingers to operate a computer keyboard and other office equipment; kneeling, bending at the waist, and reaching overhead, above the shoulders and horizontally to retrieve and store files and supplies; lifting light objects.