

## **Director, State & Federal Programs & Special Projects–Berkeley Unified School District**

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**BASIC FUNCTION:** Direct, coordinate, and oversee implementation of federal, state, and District requirements and grant funding requirement, educational planning and accountability,- including related to ESSA (the Every Student Succeeds Act); design, oversee, and facilitate development of a variety of data reporting tools and displays, and assist central office and school site staff to use data to inform practice.

**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 are intended to accurately reflect the principal job elements).

**REPORTS TO:** ASSOCIATE SUPERINTENDENT

### **ESSENTIAL FUNCTIONS**

Organizational Vision and Planning: Leads the development of a shared vision of academic excellence, with a focus on equity & access, and sustains focus on student outcomes in the District.

- Ensures that all special programs are aligned with District goals and outcomes.
- Directs coordinates and oversees the implementation of Federal, State and District requirements related to educational planning and accountability.
- Plans, organizes, implements and monitors long and short term strategies and activities designed to develop or improve student outcomes.
- Instructional Program Management: Ensures that instructional leaders manage their instructional programs to drive student achievement.
- Directs and monitors processes to ensure quality, compliance, and accountability for all programs outlined in the Local Control and Accountability Plan & LCAP Federal Addendum.

- Leads the development and implementation of the Single Plan for Student Achievement (SPSA) to ensure compliant alignment of resources and strategic activities to the achievement and climate/culture goals and targets.
- Implements District meeting agreements, processes and values that promote trust, collaboration, support, risk-taking, active reflection and inquiry, and sharing of best practices.
- Directs and monitors the development and implementation of programs to support English learners outlined in the Master Plan for English Learners including English Language Development, SDAIE, Two Way Immersion Program, Bilingual Program and interventions for long term English learners.
- Directs, oversees and monitors the development and implementation of programs, plans and activities as they related to School Improvement & Support under ESSA and the associated identification of schools as CSI or ATSI as applicable
- Leads the development and implementation of plans and activities to ensure that all District systems and programs are culturally and linguistically responsive to the needs of our diverse community.
- Directs and supports the development and implementation of school-based intervention strategies and activities, including those beyond the regular school day and school year, to ensure effectiveness and alignment with District goals and targets, such as before and after school programs, summer programs, secondary school credit recovery, Advancement Via Individual Determination (AVID), Bridge Programs, and other interventions.
- Supports District plans and programs to accelerate the achievement of African-American students.
- Directs the development of Career and Technical Education (CTE) programs and pathways in all secondary schools.
- Develops and supports plans to integrate the Gardening and Cooking program with the curriculum in science and other core subjects and to ensure the sustainability of the program.
- In conjunction with other staff, regularly engages instructional leaders in collecting, observing and analyzing assessment/achievement data to surface questions, patterns, and/or gaps in the instructional program models at a District and school level.
- Ensures that all Pre-K through Adult School instructional programs and services are compliant with federal, state and/or District requirements.

Human Resources: Ensures optimal management of staff, including appropriate resourcing. Use supervision and evaluation to promote performance.

- Interviews candidates and advises Associate Superintendent on the selection of instructional leader candidates in alignment with the District's established process.
- Provides direct feedback to instructional leaders and holds them accountable for performance and professional standards of practice.
- Directs and oversees professional development of all new teachers through the Beginning Teacher Support and Assessment (BTSA) program.
- Develops, monitors and supports individualized growth plans for instructional leaders within the District.
- Recommends position transfers, reassignments, termination and disciplinary actions. Plans, coordinates and arranges appropriate training as needed.

Financial and Resource Management: Ensures optimization and alignment of site's resources and finances according to their site plan goals and objectives. Ensures that each site utilizes material resources to ensure an optimal learning environment.

- Builds the capacity of the District's educational and site leaders to understand and apply all of the laws, rules, regulations and procedures that will ensure strict compliance in the implementation of all educational and support programs.
- Directs and monitors the coordination of programs and activities to ensure and document compliance with federal mandates.
- Reviews budgets for various programs; analyzes and reviews budgetary and financial data; monitors and audits expenditures in accordance with established guidelines; develops budget schedules and processes for sites and departments.
- Directs monitors and controls the process for the District's accounting for instructional minutes in accordance with state statutes.
- Responds to requests from auditors, grantor organizations and governmental agencies, which may include official financial reports and claims, including Time & Effort; represents the District during audits by public auditors, and Federal Program Monitoring
- Performs systems analyses for various work processes and recommends changes for improving efficiency; designs management control systems and work processes

- Directs the preparation and maintenance of detailed records of department functions and activities.
- Identifies and communicates new revenue and resource opportunities through external partnerships and federal and state grants where aligned with school and district goals and strategic practices.
- Convenes instructional leaders to collaborate on grants, community partnerships, and other funding opportunities.
- Ensures each site is providing equitable access and service/program delivery in accordance with federal and state law.

Community Engagement and Communications: Works effectively with parents and community members to promote shared ownership of the sites in the District. Builds a respectful culture that emphasizes high expectations for all principals, instructional leaders, staff, students, parents and community members.

- Serves as a resource and liaison for District leadership, school and District staff, various District advisory committees (Parent Advisory Council, Educational Advisory Council), parent and community groups, and state and federal agencies on issues related to District, state, and federal planning and accountability.
- Represents the District at local, state and national meetings and other activities; remains current on laws and regulations affecting programs under the supervision of the department and division.
- Communicates with other administrators, personnel and outside organizations to coordinate activities and programs, resolve issues and conflict, and exchange information; develops policies and procedures to encourage effective and efficient management controls.
- Builds strategic alliances with key community leaders and business partners to understand and support instruction and student achievement.

Perform related duties as assigned.

## **MINIMUM QUALIFICATIONS:**

### **TRAINING, EDUCATION AND EXPERIENCE:**

Any combination of education, training and/or experience equivalent to: Five years of successful work experience supervising school district, state and federal programs; progressively responsible financial and systems auditing experience of acceptable level and quality; and demonstrated strong experience with cultural competence and equity.

## LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

Valid California Teaching and Administrative Services Credentials

Employment eligibility that may include fingerprints, tuberculosis and/or other employment clearance.

EL Authorization, CLAD, BCLAD or Equivalent

## KNOWLEDGE AND ABILITIES: KNOWLEDGE OF:

Planning, organization and direction of the categorical programs of and grant programs within the District State Education Codes requiring District accountability

Every Student Succeeds Act and associated accountability requirements

Budget preparation and control

Computer applications and electronic data management Oral and written communication skills

Principles and practices of management

Applicable laws, codes, regulations, policies and procedures District organization, operations, policies and objectives Policies, objectives and terminology of assigned programs

Instructional programs at all levels

## ABILITY TO:

Review existing and pending legislation related to procedural guidelines and the District finance programs and recommend origination, modification, or support of legislative measures

Maintain current knowledge of applicable provisions of applicable federal, State and District laws, rules and regulations Communicate effectively both orally and in writing

Interpret, apply and explain rules, regulations, policies and procedures

Establish and maintain cooperative and effective working relationships with others

Work effectively across diverse communities and promote cultural competence Analyze situations accurately and adopt an effective course of action

Meet schedules and timelines

Work independently with little direction

Plan and organize work

Direct the preparation and maintenance of a variety of reports and files related to assigned activities

#### WORKING CONDITIONS:

#### ENVIRONMENT:

Office environment, constant interruptions, travel to various locations to conduct District business, evening and weekend work as directed/required.

#### PHYSICAL DEMANDS:

Consistent mental alertness; hearing and speaking to exchange information in person and make presentations; dexterity of hands and fingers to operate a computer keyboard; seeing to monitor various activities and read documents, and view computer monitors; sitting or standing for extended periods of time; kneeling, bending at the waist, and reaching overhead, above the shoulders, and horizontally; lifting light objects; and mobility to get to and move around sites.

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