



SENIOR DIRECTOR - FUNDED PROGRAMS

BASIC FUNCTION

Under administrative direction, develop, implement, and evaluate specially funded programs designed to enrich the student educational experience; source and oversee distribution of grant allocations and compliance with Federal grant regulations; develop and implement division budget; select, direct and evaluate staff and services of special-funded programs.

REPRESENTATIVE DUTIES

The classification specification does not describe all duties performed by all incumbents within the class. This summary provides examples of typical tasks performed in this classification.

- Guide the evaluation and implementation of school reform, and implement innovative practices and initiatives that support a wide range of underserved populations. “E”
- Oversee development, implementation, expansion and evaluation of state and federal special-funded programs, grants, and local partnerships; provide leadership, support, advice and counsel on the fiscal and regulatory aspects regarding specially funded programs and positions. “E”
- Guide a shared leadership team which reflects diverse perspectives; develop and mentor teachers and teacher leaders; provide leadership in the development of programs and strategies to attain racial, ethnic, and socioeconomic integration, gender equity, and improved human relations among students, teachers, parents, community partners and district stakeholders. “E”
- Organize staffing, budget and evaluation of a variety of funded programs; communicate information regarding programs’ allocations, eligibility, allowable services and purchases. “E”
- Assure that all functions are consistent with applicable state and federal regulations, policies and programs, and the District’s educational goals, objectives and policies. “E”
- Direct the resolution of compliance issues as they relate to the districts specially funded programs; oversee compliance and audit processes and coordinate support for schools in improvement. “E”
- Direct staff involved in the planning, oversight and coordination of programs for parents and community organizations to increase support of special funded programs. “E”
- Direct the development, planning and evaluation of educational programs; encourage and support implementation of instructional and specialized programs, instructing division staff to pilot such efforts when appropriate; promote the use of technology in teaching and learning process. “E”
- Develop budgets for designated special programs; monitor and direct implementation strategies to assure budget compliance. “E”
- Demonstrate a commitment to the Portland Public Schools Equity Initiative by developing a thorough knowledge and application of the district Racial Educational Equity Policy, Equity in Public Purchasing and Contracting and other board policies; participate in staff development, in-services and trainings related to diversity, equity and inclusion in the workplace and in K – 12 education; model appropriate behaviors;

develop, recommend and implement improvements to educational and business practices with awareness and understanding of their impact in a racially and culturally diverse community. "E"

- Develop, deliver and provide professional development and training to district staff, partner agency personnel and community groups to assure programs' goals and objectives are achieved. "E"
- Approve the requisition of equipment and supplies for funded programs and facilities; supervise inventory control; assess recommendations for contractor selection and support and approve consultant contracts and projects. "E"
- Direct the performance of contractors, certified and non-certified personnel; interview and select employees and approve transfers, reassignment, termination and disciplinary actions. "E"
- Lead, attend and participate in a variety of meetings, workshops and in services; prepare, oversee preparation of and deliver oral and written reports, recommendations, and presentations to the Board, committees, parents, community stakeholders and others regarding a variety of program topics. "E"
- Perform related duties as assigned.

Note: At the end of some of the duty statements there is an italicized "E", which identifies essential duties required of the classification. This is strictly for use in compliance with the Americans with Disabilities Act.

DISTINGUISHING CHARACTERISTICS OF THE CLASS

The Senior Director of Funded Programs directs the staff and service-delivery of educational programs specific to restricted funding which can only be spent on particular programs and specific students and cannot be transferred to other programs, funds or uses. Employees in this classification work with a variety of programs and revenue sources where each programs' duration is contingent upon continuation of special funding.

Knowledge of:

Laws and regulations governing state and federal categorical programs.

Program design, planning, development, implementation and evaluation.

Budget development and control techniques.

Title I programs and school improvement strategies for low and underperforming schools.

Deployment constructs necessary to close the achievement gap throughout student populations in a richly diverse public school organization.

Current practices to improve student achievement.

Grant writing and application processes.

Principles and practices of leadership, management, supervision and training.

Technology and computer software applications.

Research-based instructional strategies and models for improving instructional practices for all students.

K-12 Education public schools' laws, policies and guidelines related to administration, curriculum and leadership.

Ability to:

Learn, plan, formulate, and execute federal, state, District, and departmental laws, policies, procedures and directives.

Read, understand, interpret, and follow laws, rules, regulations, processes, policies.

Source, develop, apply for and monitor local, State and federal grants.

Conduct research and evaluate data

Develop, manage, and monitor programs and budgets.

Participate in the implementation of systemic change and successfully implement reform initiatives that produce significant gains in closing the achievement gap.

Take responsibility to use good judgment in recognizing scope of authority.

Analyze situations accurately and adopt an effective course of action.

Advocate, model and implement Portland Public School's Racial Equity, Equity in Public Purchasing and Contracting and Affirmative Action board policies.

Work effectively with culturally and linguistically diverse groups.

Understand and be sensitive to those of culturally and linguistically diverse backgrounds.

Lead, coach and build team skills to strengthen and cultivate relationships.

Direct and manage multiple programs and staff.

Chair meetings; develop and give public presentations before a wide variety of audiences.
Communicate effectively, both orally and in writing.
Prepare and maintain statistical records and reports.
Use a variety of office machines, technologies, word processing, spreadsheet and presentation softwares.

Education and Training:

A State of Oregon issued Administrative License is required at the time of appointment.

Experience:

A minimum of five (5) years as a licensed school professional is required. Two (2) of the five (5) years must include experience with grant writing, budget, program development and staff management.

Experience working in a richly diverse school community and environment and bilingual or multilingual skills are highly desirable.

Special Requirements:

Positions in this classification may require the use of a personal automobile and possession of a valid driver's license.

WORKING CONDITIONS

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Persons with certain disabilities may be capable of performing the essential duties of this class with or without reasonable accommodation, depending on the nature of the disability.

Work Environment: Work is performed primarily in a standard office environment with public contact and frequent interruptions.

Hazards: Potential conflict situations.

Physical Demands: Primary functions require sufficient physical ability and mobility to work in a school office and campus setting; dexterity of hands and fingers to operate a computer keyboard and other office equipment; sitting, standing and walking for extended periods of time; kneeling, bending at the waist; lifting, pushing, pulling and carrying school equipment, supplies and materials weighing up to 25 pounds; repetitive hand movement and fine coordination to use a computer keyboard; emotional stability to work effectively under pressure and to keep all aspects of the job under control; hearing and speaking to exchange information in person or on the telephone; seeing to read, prepare and assure the accuracy of documents.

FLSA: Exempt
Bargaining Unit: Non-Represented
Salary Schedule: SL100

Approval Date: March 7, 2014

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. The District is committed to equal opportunity and nondiscrimination in all its educational and employment activities. The District prohibits discrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service.
Board of Education Policy 1.80.020-P