

EXECUTIVE DIRECTOR,  
BEYOND THE BELL PROGRAMS

DEFINITION

Directs the expanded learning programs for UTK-12 students for Beyond the Bell.

TYPICAL DUTIES

- Directs and administers the District's expanded learning programs for UTK-12.
- Directs the development, implementation, evaluation, and monitoring of District-wide policies and procedures for expanded learning programs.
- Establishes program quality improvement processes and ensures compliance with State, local and federal guidelines
- Manages outreach and cultivates partnerships through community-based organizations and corporations to enhance and augment expanded learning program services.
- Facilitates and supports a wide network of Beyond the Bell agency partner organizations to leverage their contributions and expertise and program support.
- Prepares a variety of program-mandated reports to ensure ongoing funding by complying with District and/or grant/program requirements.
- Oversees training and professional development for all program sites.
- Collaborates with the region superintendents and administrators to meet local needs by providing quality expanded learning programs.
- Represents the District in collaboration with community-based organizations including city, State, and federal agencies in the development of partnerships to support the expanded learning programs.
- Organizes regional and city-wide events.
- Oversees programs such as outdoor education, All-City, Academic Decathlon, Civic Center, and Tobacco Use Prevention Education (TUPE).
- Performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

The Executive Director, Beyond the Bell Programs provides leadership and central support for establishing and directing expanded learning programs.

SUPERVISION

General direction is received from the Chief Academic Officer. General supervision is exercised over certificated and classified management personnel.

CLASS QUALIFICATIONS

Knowledge of:

- District policies and procedures, goals and objectives, organizational structures, functions, and negotiated contracts.
- District instructional objectives and strategies
- Budget preparation and control.
- Effective administrative and managerial practices and the ability to implement them.

Leadership skills in facilitating group processes, including consensus building and conflict resolution.

Enrichment activities in areas such as performing arts, health and wellbeing, social emotional learning, and recreation

Quality standards for expanded learning programs

Education code relating to expanded learning programs

Long-term goals of expanded learning program

Ability to:

Plan, develop, implement, manage, and coordinate multiple projects and programs

Problem solve with data that requires analysis

Work collaboratively and effectively with a diverse group

Communicate effectively orally and in writing

Deliver effective presentations before groups

Work cooperatively with communications media, employees, students, private agencies, and the public, and lead others into working cooperatively to achieve goals

Adapt to changing work priorities

Build collaborative relationships

## ENTRANCE QUALIFICATIONS

Education:

Graduation from a recognized college or university, with a bachelor's degree preferably in sociology, education, psychology, or related fields. A master's degree or advanced degree in a related field is preferable.

Experience:

Five years of management experience overseeing expanded learning programs that included compliance monitoring, data program analysis, staff training, partnership development, and community outreach.

Special:

A valid driver's license to legally operate a motor vehicle in the State of California and the use of a motor vehicle, or the ability to utilize an alternative method of transportation.

## SPECIAL NOTE

An employee in this class may be subject to the reporting requirements of the District's Conflict of Interest Code.

This class description is not a complete statement of essential functions, responsibilities, or requirements. Entrance requirements are representative of the minimum level of knowledge, skill, and /or abilities. To the extent permitted by law, management retains the discretion to add or change typical duties of a position at any time, as long as such addition or change is reasonably related to existing duties.