

**JOB DESCRIPTION**  
**San Diego County Office of Education**

**Coordinator, Special Education – Inclusive Early Learning and Care Coordination  
Program (IELCCP)**

**Purpose Statement**

The job of Coordinator, Special Education IELCCP is done for the purpose/s of facilitating and planning various early education (ages 0-5) inclusion countywide activities; coordinating assigned program components and related activities; and serving as a resource to districts, early education and care providers, and others.

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**Essential Functions**

- Assists in the development of county-wide policies and procedures related to the provision of special education and related services for the purpose of developing, implementing and maintaining inclusive services that conform to state and federal law including, but not limited to, public and private early learning and care settings, charter schools, private schools and special education.
- Assists district staff and others in the identification, selection, and use of instructional materials, curriculum and methodologies for the purpose of providing supporting materials for direct service delivery to students in inclusive settings.
- Collaborates with a variety of groups and/or individuals (e.g. member districts, the SELPA, public agencies, county staff, etc.) for the purpose of determining and developing needed materials or services for staff in-service trainings and direct services to students in inclusive settings.
- Convenes partner agencies for the purpose of gaining information and/or discussing needs and problems involving in the development of inclusive early care and education settings for Birth-5 year olds
- Coordinates staff development events for the purpose of connecting districts and early care and education agency staff to meaningful professional development related to inclusive practices.
- Creates and maintains a variety of manual and electronic files and/or records for the purpose of providing up-to-date reference and complying with grant requirements and established guidelines.
- Develops training and support materials (e.g. handouts, videos, web-based documents, needs assessments, etc.) for the purpose of providing a variety of presentation mediums for in-service trainings to individual or groups of teachers, early education and care providers, administrators, counselors and other school staff.
- Facilitates SELPA, district and county committee meetings for the purpose of establishing and maintaining networks, completing special projects, coordinating efforts, and problem-solving system wide challenges to inclusion in early learning and care settings.
- Monitors and/or approves grant budgets in accordance with MOUs/contracts for grant-related services for the purpose of ensuring expenses are within budget limits and/or fiscal practices are followed.
- Collaborates with IHE's and SDCOE Early Education professional development specialists to plan and implement staff development of evidence based strategies for the purpose of addressing instruction of individuals with exceptional needs in inclusive settings within the community and at school sites.

- Processes, and analyzes compliance and service data from a variety of sources for the purpose of reporting to the state and supporting and assisting districts in monitoring inclusive practices for Birth -5 year-olds within their attendance area. Researches a variety of topics (e.g. current practices, policies, education codes, etc.) for the purpose of maintaining knowledge of current recommended practices and implementation of inclusive services in early education and care settings. Serves as liaison between member districts, the SELPAs, and other public agencies for the purpose of coordinating services and ensuring an infrastructure to support inclusion in early education and care settings is created and maintained.
- Collaborates with sub-contractor(s) and consultant(s) for the purpose of monitoring performance, and achieving the overall Inclusive Early Learning and Care Coordination program objectives.

### **Other Functions**

Performs other related duties as assigned by the Executive Director Early Education Programs and Services for the purpose of ensuring the efficient and effective implementation of the Inclusive Early Learning and Care Coordination program.

### **Job Requirements: Minimum Qualifications**

#### **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including using pertinent software applications; facilitating meetings; planning and managing projects; applying curriculum and instructional techniques; and preparing and maintaining accurate records.

KNOWLEDGE read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: pertinent codes, policies, regulations and/or laws; conflict resolution; stages of child development; behavior interventions, instructional practices and techniques.

ABILITY is required to schedule a significant number of activities, meetings, and/or events; gather and/or collate data; and use basic, job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using defined methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of widely varied types and/or purposes; and utilize specific, job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is limited. Specific ability based competencies required to satisfactorily perform the functions of the job include: meeting deadlines and schedules; managing multiple projects; adapting to changing work priorities; communicating with diverse groups; setting priorities; building collaborative relationships; and working with frequent interruptions.

#### **Responsibility**

Responsibilities include: working under limited supervision using standardized practices and/or methods; directing other persons within a department, large work unit, and/or across several small work units; directing the use of budgeted funds within a work unit. Utilization of resources from other work units is often required to perform the job's functions. There is some opportunity to impact the organization's services.

**Working Environment**

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 70% sitting, 20% walking, and 10% standing. This job is performed in a generally clean and healthy environment.

**Experience:** Three (3) years of professional level experience with early childhood in special education programs and /or state funded and Head Start programs for children from birth to 5-years old preferred.

**Education:** Master’s degree in education, education administration, or closely related field.

**Equivalency:** Education and experience equivalent to a Master’s degree in education, education administration or closely related field and at least three (3) years of professional level experience with early childhood in special education programs and /or state funded and Head Start programs for children from birth to 5-years old preferred.

**Required Testing**

**Certificates**

Valid California Administrative Services Credential and one of the following:  
California Education Specialist Credential (M/M or M/S), Early Childhood Special Education Credential (ECSE), Pupil Personnel Services Credential, Clinical/Rehabilitative Services Credential, or Child Development Director Permit.

Valid CA Driver’s License and evidence of insurance

**Continuing Educ./Training**

**Clearances**

Criminal Justice Fingerprint/Background Clearance

Proof of physical examination including Tuberculosis Clearance

Immunization clearance as required by Community Care Licensing (title 22) for Early Education and Care settings

FLSA Status: Exempt  
Salary Grade: Certificated Management 045  
Established: 03/2019  
Revised: N/A

Approved by:   
Dr. Olivier Wong Ah Sun, assistant superintendent  
Human Resources