

Sacramento County Office of Education Job Description

CLASSIFICATION TITLE: Project Specialist II, Inclusive Practices

Definition

Under general direction, supports activities and provides technical assistance that promote and advance the implementation of inclusive educational practices within the county and across the state with a focus on students with disabilities and other under-resourced student groups served in Local Education Agencies (LEA) and Institutions of Higher Education (IHE).

Directly Responsible To

Appropriate Administrator

Supervision Over

None

Duties and Responsibilities

(Any one position may not include all of the listed duties, nor do all of the listed examples include all tasks which may be found in positions within this classification.)

Program Development and Support

- Designs and delivers professional learning and provides technical assistance to California LEAs and IHEs;
- Plans, coordinates, and supports projects, initiatives, and systems aligned with Universal Design for Learning (UDL) and other best practices to assist LEAs in developing and implementing accessible, culturally relevant, and responsive intervention, prevention strategies, and educator professional learning that integrate general and special education instruction supports;
- Provides support and guidance to LEAs regarding assessment, professional learning, and cross-agency collaboration to develop, implement, and strengthen programs, tools, and supports that improve educational environments and outcomes;
- Facilitates system wide alignment between general and special education initiatives to ensure integrated service delivery;
- Monitors program effectiveness by using project management tools, data collection, and evaluation practices, to support continuous improvement and ensure departmental efforts remain effective, relevant, and aligned with current research, best practices;
- Assists with the implementation and evaluation of initiatives and coordinated projects that promote inclusive and equitable educational environments across SCOE and partner LEAs and IHEs, with an emphasis on supporting students with disabilities.
- Plans, organizes, and delivers professional learning opportunities to educators, administrators, and community partners, including workshops, trainings and presentations focused on effective inclusive practices and culturally responsive instruction to support equitable access and build inclusive learning environments for all students;
- Promotes accessibility, belonging, and equitable outcomes by applying and supporting effective inclusive education practices, including Universal Design for Learning (UDL), Multi-Tiered Systems of Support (MTSS), Positive Behavioral Interventions and Supports (PBIS), and adult learning theory;
- Provides coaching, consultation, and technical assistance to districts, schools, community organizations, to strengthen inclusive practices and high quality instruction for students with disabilities;
- Implements inclusive postsecondary education (IPSE) models, including audit enrollment, supported education, and certificate programs to advance access and participation for students with intellectual and developmental disabilities (IDD);
- Develops tools, resources, and materials to support inclusive environments, policies, and practices;

- Facilitates communities of practice, network meetings, and collaborative learning opportunities;

Collaboration and Systems Support

- Provides technical assistance and professional development to LEA staff on transition best practices, including pathways to inclusive college programs;
- Supports coordination with LEAs and higher education partners to build and maintain inclusive postsecondary opportunities, including identifying funding mechanisms and interagency agreements;
- Establishes and maintains effective working relationships with program partners, including educators, families, students, community organizations, and public agencies;
- Collaborates across departments and programs to integrate inclusive practices into existing initiatives and systems;
- Participates in cross-agency meetings and collaborative activities at the local, regional, and state levels to strengthen partnerships, align program efforts, and share best practices that support inclusive outcomes;
- Designs communication and develops resources that promote information sharing among partners to strengthen coordinated service delivery.

Project Management and Evaluation

- Assists in the development of project timelines, goals, and measurable outcomes for departmental grants, contracts and initiatives;
- Collects, analyzes, and reports data to monitor program effectiveness and inform continuous improvement;
- Interprets and applies current policies, research, and evidence-based best practices, including Think College Standards and the Transition Program for Students with Intellectual Disabilities (TPSID) model, to support the planning, implementation, and evaluation of inclusive postsecondary education initiatives;
- Maintains records, databases, and communication systems related to program activities and supports compliance with applicable requirements;
- Assists with evaluation of professional learning and technical assistance efforts to ensure alignment with program goals and interest holder needs.

Minimum Qualifications

Education, Training, and Experience

- Valid California teaching credential that authorizes Special Education instruction required;
- Required experience includes delivering and supporting inclusive practices in educational settings, collaborating with interest-holders across educational systems, and designing and delivering professional learning;
- Advanced degree and experience providing program support and technical assistance to LEAs or IHEs preferred.

Knowledge of

- Principles and practices of inclusive education and equitable systems;
- Inclusive Postsecondary Education (IPSE) models for students with intellectual and developmental disabilities (IDD), including audit, supported, and certificate-based programs, as well as applicable IDEA provisions and California initiatives that expand access to inclusive higher education;
- Strategies, research and evidence-based practices for supporting diverse learners, with a focus on students with disabilities;
- Current research, policies, and best practices in inclusion, accessibility, and belonging, including UDL, MTSS, PBIS;
- Special Education transition requirements and higher education access and equity frameworks, and how they align to support postsecondary outcomes for students ages 18-22 with disabilities;
- Evidenced-based frameworks for inclusive postsecondary education, including Think College Standards, the TPSID model, and related best-practice;
- Professional learning design and adult learning theory;

- Project management practices and procedures;
- Data collection, analysis, and program evaluation methods;
- Local, regional, and statewide educational initiatives and resources;
- Principles and practices of program outreach, marketing, and communication;
- Interpersonal skills using tact, patience and courtesy.

Skill and Ability to

- Plan, coordinate, and manage multiple complex projects simultaneously;
- Provide effective coaching, training, and technical assistance;
- Engage educational partners in a collaborative manner;
- Facilitate meetings, and deliver professional learning sessions;
- Analyze data, prepare reports, and provide recommendations;
- Develop measurable goals and monitor progress toward outcomes;
- Adapt to changing priorities while maintaining accuracy, quality, and timeliness of work;
- Maintain discretion and confidentiality;
- Develop and disseminate program information using social media, digital communication tools, and marketing strategies appropriate for diverse audiences;
- Support cross-agency partnerships that advance inclusive outcomes;
- Communicate effectively in both oral and written form with individuals from diverse backgrounds;
- Establish and maintain positive professional relationships with those contacted in the course of work assignments;
- Operate office equipment and use standard software applications, including video-conferencing platforms.

Other Characteristics:

Willingness to travel as needed to conduct work assignments and to drive or arrange alternative transportation for such travel. Driving will require compliance with all legal requirements, including a driver's license and insurance as appropriate

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