Update

Ministry

Education and Childcare

Describe: Basic Job Details

Position

Position ID

Position Name (200 character maximum)

Program Coordinator

Current Class

Program Services 3

Job Focus

Operations/Program

Supervisory Level

00 - No Supervision

Agency (ministry) code

Cost Centre

Program Code: (enter if required)

Employee

Employee Name (or Vacant)

Vacant

Organizational Structure

Division, Branch/Unit

Program and System Support/SSSR/SAMPS

☑ Current organizational chart attached?

Supervisor's Position ID

Supervisor's Position Name (30 characters)

Program Lead

Supervisor's Current Class

Program Services 4

Design: Identify Job Duties and Value

Changes Since Last Reviewed

Date yyyy-mm-dd

2025-08-22

Responsibilities Added:

Updates to reflect Ministry and organizational name changes.

Responsibilities Removed:

Job Purpose and Organizational Context

Why the job exists:

The System Support and Student Records Sector provides policy direction, approves funding, provides school accreditation services, administers programs, and builds system capacity that promotes an inclusive education system for children and students. All work is guided by Alberta Education and Childcare's core values of respect, integrity, accountability and excellence. Within the System Support and Student Records Sector, the School Accreditation, Monitoring and Print Services Branch conducts funding approvals, administers programs and services that impact the education of children and students.

The Program Coordinator is a key member of a team responsible for providing leadership, direction, and planning for the Program Unit Funding Grant (PUF) verification processes. The PUF Grant verification process is the department's assurance that school authorities are adhering to the criteria outlined in the *Funding Manual for School Authorities* and the *Special Education Coding Criteria*. The Program Coordinator will review reports from school authorities and ECS providers. These reports include Individualized Program Plans (IPPs), standardized tests and functional, language, behaviour and general learning assessments. Knowledge of these reports and tests is critical to accurately verify the assignment of a special education code. In addition, the position analyses the PUF process and makes recommendations that may impact the ministry, school authorities and other ministries. The Program Coordinator will have knowledge regarding child development and education of children and students with disabilities to provide leadership and build awareness within the ministry regarding the value of early childhood services programs for children with severe disabilities and their families.

The Program Coordinator will have extensive contact with school authority staff and ECS operators responsible for the assignment of special education codes, and provide timely and accurate information to these stakeholders regarding severe disabilities coding criteria and PUF assessment and documentation requirements, and other related legislative and funding manual requirements. This position also requires coordination and collaboration with other business areas including: staff in Program and System Support Division, and across other divisions within the department and other ministries across the Government of Alberta.

Reporting to the Manager, PUF/SDF Validation, this position functions within the parameters of applicable government and ministry legislation, regulations, policies, directives and procedures in order to administer programs and services that impact the education of children and students.

Responsibilities

Job outcomes (4-6 core results), and for each outcome, 4-6 corresponding activities:

1. **Complete the review and audit of Severe Disabilities Funding (SDF) files to ensure fair and reasonable access to educational opportunities for students. This is accomplished by:**

- Ensuring each file adheres to the criteria outlined in the *Funding Manual for School Authorities* and the *Special Education Coding Criteria*.

- Reviewing each file to ensure all required forms, reports and documentation is included (e.g. summary forms, assessment reports from physicians, psychiatrists, psychologists, speech-language pathologists, occupational therapies, mental health therapists, etc.) to support the assignment of a special education code.

- Informing stakeholders through verbal and written notification of the status of the file review and any issues with files under review.

2. **Providing leadership and direction in assisting stakeholders in determining grant eligibility to ensure Alberta Education and Childcare meets its mandate of providing an inclusive education system to all children and students. This involves:**

- Guiding and advising Alberta's independent and public charter schools.

- Designing and presenting information sessions to independent and public charter schools operators regarding SDF requirements under the program.

- Providing guidance and advice to the Manager on how and when to stage initiatives and programs.

- Assisting in the identification of alternative funding options including existing programs and services available within the Ministry, other ministries and service providers.

- Providing direction and assistance regarding requirements and resources to provide the required documentation for funding applications.

- Liaising within the Branch/Division as well as other Ministry divisions to identify, collaborate and coordinate on programs and services.

- Providing information in response to inquiries through all phases of the verification process.

3. Providing guidance regarding the interpretation of the applicable sections of the *Education Act* and legal practices concerning verification process to ensure fairness, equity and transparency to all stakeholders. This is accomplished by:

- Providing advice and guidance regarding the verification process including the interpretation and application of legislative provisions under the *Education Act*.

- Providing advice and guidance regarding the review process including the interpretation of the *Funding Manual for School Authorities* and the *Special Education Coding Criteria* provisions.

- Anticipating the need for and securing legal and School Finance advice when required.

- Briefing the Manager on sensitive and timely issues.

- Developing and maintaining an efficient records management system and shared document system aligned within established policies and procedures for storage of all information items used to make verification decisions (e.g. track and store file documentation, access to and share correspondence, schedules, decisions, policy and procedures manual, etc.).

4. Annually reviewing the eligibility related to SDF Unit Funding grants including audit initiatives to ensure the program and the funded initiatives and services meets the direction and mandate of the Branch/Division and Ministry. This is accomplished by:

- Reviewing, revising and updating all forms and materials related to the SDF processes.

- Reviewing, recommending and facilitating requests for the SDF computer applications.

- Ensuring data and information is relevant and easily accessible from applicable databases.

- Conducting and leading the annual SDF audit process.

- Completing an annual SDF audit report to support the annual review of all SDF processes.

5. Providing advice, identification of issues and developing integrated solutions to support the Branch and Division in achieving goals and objectives. This includes:

- Providing regular reporting on funding reviews and funding audits.

- Sharing information gained from interaction across the Ministry, with partnering ministries, consultants, research organizations, school authorities, charter and private ECS operators and other external stakeholders.

- Preparing briefing notes, responding to FOIP requests, requests for information and action requests.

- Providing advice and recommendations related to issues, trends and challenges facing the Division/Branch.

- Establishes and maintains effective and efficient communication and working relationships with Learner Services colleagues, to successfully collaborate on the development and implementation of branch priorities and initiatives.

- Provide the branch and sector leadership team with active support, including contributing to the development, implementation and evaluation of operational plans and the development and maintenance of a shared vision for the branch and sector that defines purpose, outcomes, results and measures in relation to Alberta Education and Childcare's values and principles.

6. Collecting data to inform business area and provide evidence of trends and issues.

- Design and conduct day-to-day SDF data collection activities to provide a platform for data analysis and further data collection and research.
- Design data collection methodologies to adequately meet reporting requirements.
- Design appropriate formats for reporting data to inform senior management of compliance rates of school authorities.
- Design appropriate formats for data to inform senior management of emergent trends, issues and concerns.
- Prepare reports and make recommendations on the findings and implication for further research including performance measurement.
- Collaborate with the sector research analysts, both qualitative and quantitative, to design data collection parameters and Corporate Data Warehouse data needs and its products (data cubes) to analyse that data to inform Government of SDF impact and investment in children.

7. **Leading the review and verification of Program Unit Funding (PUF) files to ensure fair and reasonable access to educational opportunities for children. This is accomplished by:**

- Ensuring each file adheres to the criteria outlined in the *Funding Manual for School Authorities* and the *Special Education Coding Criteria*.

- Reviewing each file to ensure all required forms, reports and documentation is included (e.g. summary forms, assessment reports from physicians, psychiatrists, psychologists, speech-language pathologists, occupational therapies, mental health therapists, etc.) to support the assignment of a special education code.

- Informing stakeholders through verbal and written notification of the status of the file review and any issues with files under review.

8. **Providing leadership and direction in assisting ECS stakeholders in determining grant eligibility to ensure Alberta Education and Childcare meets its mandate of providing an inclusive education system to all children and students. This involves:**

- Guiding and advising Alberta's school divisions, Francophone regional Authorities, and Independent early childhood services (ECS) operators.
- Designing and presenting information sessions to public school boards, private ECS operators and private/ charter school operators regarding PUF requirements under the program.
- Providing guidance and advice to the Manager on how and when to stage initiatives and programs.
- Assisting in the identification of alternative funding options including existing programs and services available within the Ministry, other ministries and service providers.
- Providing direction and assistance regarding requirements and resources to provide the required documentation for funding applications.
- Liaising within the Branch/Division as well as other Ministry divisions to identify, collaborate and coordinate on programs and services.
- Providing information in response to inquiries through all phases of the verification process.

9. **Leading the review and approval of nominations for Certificate of School Completion (CSC) eligibility for students in Grade 12 across Alberta. This is accomplished by:**

- Ensuring each nomination is assessed against eligibility criteria and meets requirements outlined in the Guide to Education.
- Providing direction and guidance to School Authorities regarding nomination completion (how to complete, timelines etc..) referring to the Special Education Coding Criteria and the Guide to Education.
- Reviewing and approving exemptions requested by school authorities in the Provincial Approach to Student

Information (PASI).

- Liaising with Student Records and Red Tape Reduction Branch to coordinate special requests and complete nomination process.
- Responsible for updating quarterly documentation regarding CSC data.

Problem Solving

Typical problems solved:

The Program Coordinator works within the parameters of established Ministry and Government legislation, policies, directives, and business plans.

The position is accountable for delivering a program that provides assurance to the department and Minister enables that school authorities are adhering to the criteria outlined in the *Funding Manual for School Authorities* and the *Special Education Coding Criteria*. This process helps to ensure that all Education approved ECS operators to provide fair and reasonable access to educational opportunities regardless of ability, economic circumstance, location or cultural background of children, as well as, ensures Alberta's independent and public charter schools are appropriately assigning Special Education Codes to students in grades 1 - 12.

This position is delegated considerable authority to determine approaches to responsibilities, including identifying and responding to emerging issues. Discretion related to the specific strategies used to achieve results is fostered, supported, and expected. In line with these responsibilities, the Program Coordinator is accountable for measuring, reporting the effectiveness of the strategies and, when necessary, adapting the approaches they use to respond to issues.

The Program Coordinator will be required to support school authorities in the appropriate assignment of special education codes. Additionally, the Program Coordinator will be skilled in responding to concerns raised by school authorities and other qualified professionals.

Types of guidance available for problem solving:

Guidance and assistance related to appropriate level and degree of involvement for Ministry employees is available from the Manager, Branch Director, project Team Leaders, and other team members. Legislation and regulations are available to assist with the resolution of issues. Access to legal and FOIP consultation is provided to assist with interpretation of legislation and in carrying out the responsibilities for cross-ministry and stakeholder data collection and disclosure. The Program Coordinator relies on knowledge, skills, and experience, judgment and discretion to resolve problems and provide advice, particularly in response to emergent issues and telephone inquiries on behalf of the Government and Ministry.

Direct or indirect impacts of decisions:

The decisions made by the Program Coordinator directly impact the amount of funding individual Early Childhood Services (ECS) operators receive. Decisions are based on the criteria from the *Funding Manual for School Authorities* and the *Special Education Coding Criteria.* The Manager has systems in place to ensure that the Program Coordinator applies the criteria fairly and consistently across school authority types and year over year. The Program Coordinator must follow these systems - failure to do so could result in some school authorities being under or over funded. The Program Coordinator has a responsibility to provide advice on the special education coding criteria and work with the Manager to determine when and how the special education coding criteria will be revised.

Key Relationships

Major stakeholders and purpose of interactions:

School authorities and ECS operators
Interact daily with school authority staff and ECS operators responsible for SDF audit and to provide information regarding criteria and verification processes as well as providing support and expertise regarding SDF assessment and documentation requirements.

Branch Manager, Director and colleagues:
Branch work is of high quality and completed within established schedules. Collaborative working relationships are established and maintained to successfully achieve business area outcomes.

Department business units:
Collaborative working relationships result in enhanced efficiency and ability to solve problems and initiate and complete projects.

Required Education, Experience and Technical Competencies

Education Level	Focus/Major	2nd Major/Minor if applicable	Designation
Bachelor's Degree (4 year)	Education	Medicine	Other

If other, specify:

Job-specific experience, technical competencies, certification and/or training:

Teaching experience is preferred; ability to design, deliver and implement Individualized Program Plans (IPPs) using the Alberta's Programs of Studies; Knowledge and experience with the education of children and students with disabilities; interpretation and reporting results from standardized tests; training & experience with conducting functional, language, behaviour and general learning assessments.

Behavioral Competencies

Pick 4-5 representative behavioral competencies and their level.

Competency	Level A B C D E	Level Definition	Examples of how this level best represents the job
Creative Problem Solving	○ ◉ ○ ○ ○	Focuses on continuous improvement and increasing breadth of insight: • Asks questions to understand a problem • Looks for new ways to improve results and activities • Explores different work methods and what made projects successful; shares learning • Collects breadth of data and perspectives to make choices	Leverages available tools, resources and expertise in review of PUF files to determine eligibility.
Develop Networks	○ ◉ ○ ○ ○	Works on maintaining close relations with all stakeholders: • Identifies key stakeholder relationships • Has contact with range of interested parties • Actively incorporates needs of a broader group • Influences others through communication techniques	Develops a strong internal and external network; working with multiple school authorities and other areas to keep informed of direction, approaches, issues and opportunities; leverages contacts to manage timelines and deliverables, shares information bringing groups together focused on identifying goals, outcomes through the use of various tools and techniques to ensure richness of data/ information.
Agility	○ ◉ ○ ○ ○	Works in a changing environment and takes initiative to change: • Takes opportunities to	Has the ability to anticipate and understand changing environments, changing

		improve work processes • Anticipates and adjusts behaviour to change • Remains optimistic, calm and composed in stressful situations • Seeks advice and support to change appropriately • Works creatively within guidelines	scopes/requirements and to adjust project plans, milestones and deliverables accordingly in order to achieve identified outcomes.
Develop Self and Others	○ ◉ ○ ○ ○	Seeks out learning and knowledge-sharing opportunities: •Reflects on performance and identifies development opportunities • Takes initiative to stay current • Shares with the team even when not asked • Actively coaches and mentors direct reports	Has the ability to anticipate opportunities for sharing knowledge, information or challenges with team members in the Funding Verification Unit in order to best meet the needs of the department and external stakeholders.

Benchmarks

List 1-2 potential comparable Government of Alberta: Benchmark

023PS63 Employment Standards Officer, Labour
023PS68 Research, Planning & Policy Analyst, Advanced Education

Assign

The signatures below indicate that all parties have read and agree that the job description accurately reflects the work assigned and required in the organization.

_____   _____   _____
Employee Name   Date yyyy-mm-dd   Employee Signature

_____   _____   _____
Supervisor / Manager Name   Date yyyy-mm-dd   Supervisor / Manager Signature

_____   _____   _____
Director / Executive Director Name   Date yyyy-mm-dd   Director / Executive Director Signature

_____   _____   _____
ADM Name   Date yyyy-mm-dd   ADM Signature

_____   _____   _____
DM Name   Date yyyy-mm-dd   DM Signature