



**STATE OF NEVADA**  
**Department of Administration**  
**Division of Human Resource Management**

**CLASS SPECIFICATION**

<u>TITLE</u>	<u>GRADE</u>	<u>EEO-4</u>	<u>CODE</u>
<b>EDUCATION PROGRAMS DIRECTOR</b>	<b>41</b>	<b>A</b>	<b>5.205</b>
<b>EDUCATION PROGRAMS SUPERVISOR</b>	<b>40</b>	<b>B</b>	<b>5.206</b>
<b>EDUCATION PROGRAMS PROFESSIONAL</b>	<b>39</b>	<b>B</b>	<b>5.232</b>

**SERIES CONCEPT**

Education Programs Professionals assist and foster the growth of K-12, postsecondary, and related education programs throughout Nevada by providing technical assistance, training, and oversight.

Assist and foster the improvement and growth of assigned education programs; develop tools and resources used by local agencies to accomplish required or desired objectives.

Provide training, technical assistance, and outreach regarding education program legal requirements and best practices individually or in group sessions.

Collect, analyze, and report education program related data; assist schools in meeting accountability and reporting requirements.

Coordinate the development of education standards for various subject areas; develop assessments and security/administration protocol to measure the performance of students, schools, and school districts regarding federal and State standards and indicators.

Oversee school compliance with federal and State requirements by monitoring and reviewing program documentation and conducting interviews.

Review federal and State education program related statutes and regulations; draft language for proposed State regulations; coordinate adoption of proposed regulations; provide input on statutory language.

Review education program subgrant or claims requests and recommend approval or denial; monitor and provide assistance regarding funds usage; manage subgrant applications.

Perform related duties as assigned.

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**PROGRAM AREAS**

Positions in this series focus on one or more of the program areas indicated below.

**Adult Education Programs** help adult students reach their educational goals and acquire the knowledge and skills necessary for employment and self-sufficiency. These programs provide instruction in adult basic education, secondary education, English as a second language and civics instruction. The programs are designed to assist adult students in increasing literacy skills, obtaining a General Educational Development (GED) or an adult high school diploma. The programs are operated through Nevada school districts, community colleges, and community-based organizations as Adult High School Programs and Adult Basic Education programs.

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### **PROGRAM AREAS (cont'd)**

**Assessment/Administration** administers and analyzes results of proficiency and assessment exams. Populations served are grades K-12 school operators and developers, teachers, pupils, and their parents/guardians.

**Career and Technical Education** provides students of all ages with academic subject matter relevant to the real world (often called contextual learning), employability skills ranging from job-related skills to workplace ethics, and education pathways that help students explore interests and careers in the process of progressing through school. Populations served are grades 9-12 school operators and developers, postsecondary education programs, teachers, pupils in secondary and postsecondary education programs and their parents/guardians.

**Charter Schools** are public elementary, middle, and/or secondary schools that are schools of choice that operate under a contract (charter) issued by a public entity such as a local school district or the State Board of Education. Although somewhat autonomous, charter schools are held accountable for student performance. Populations served are charter school operators and developers, charter school sponsors, teachers, and pupils in grades K-12 and their parents/guardians.

**Child Nutrition** provides technical assistance, program monitoring, claims reimbursement, application approval, outreach, and training for child nutrition programs. Populations served are students in K-12 schools, community and faith-based organizations, local governmental agencies, non-profit organizations, and for-profit and non-profit child care centers.

**Curriculum/Development** adopts, revises, and communicates Nevada grades K-12 academic standards for core areas such as math, English, science, social studies, and fine arts; adopts and coordinates textbooks and instructional materials; reviews curriculum for compliance; and coordinates development of proficiency and assessment exams. Populations served are grades K-12 school operators and developers, teachers, pupils, and their parents/guardians.

**Elementary & Secondary Education** supports pupils who come to school with challenges associated with poverty, limited English proficiency, migrant status, neglected and delinquent considerations, and/or homelessness by providing leadership, technical assistance, compliance monitoring, grants management, and professional development. Populations served are grades K-12 school and district administrators, teachers, and challenged pupils with difficulties and their parents/guardians.

**Program Accountability/Evaluation** analyzes and reports on federal and State required criteria of school performance. Populations served are grades K-12 school and district administrators, teachers, pupils, and their parents/guardians.

**School Health** conducts surveys of child/school health related issues, provides training regarding sexually transmitted diseases and risk behaviors, and assists with implementation of child/school health standards. Populations served are grades K-12 school operators and developers, teachers, school nurses, pupils, and their parents/guardians.

**School Improvement** helps schools and school districts design and implement programs that support a diverse student population in achieving targeted academic outcomes, with special focus placed on supporting the achievement of Native Americans, young children, and youth who are underrepresented in secondary education and college. Staff provides leadership, technical assistance, compliance monitoring, grants management, and professional development. Populations served are grades K-12 school operators and developers, teachers, pupils, and their parents/guardians.

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**PROGRAM AREAS (cont'd)**

**Special Education** supports the delivery of special education services by providing leadership, technical assistance, compliance monitoring, grants management, and professional development and reporting on federal and State indicators and assessments. Populations served are grades K-12 school operators and developers, teachers, and pupils with special needs from 3 to 21 years old and their parents/guardians.

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**CLASS CONCEPTS**

**Education Programs Director:** Under administrative direction of a Deputy Superintendent in the Department of Education, incumbents manage programs and budgets; oversee grants or claims administration; acquire funds, establish program priorities, and allocate staff and related resources; discuss or negotiate difficult issues with agencies and elected and appointed officials; and train, supervise, and evaluate the performance of Education Programs Supervisors or Education Programs Professionals.

**Education Programs Supervisor:** Under general direction of an Education Programs Director in the Department of Education, incumbents perform duties described in the series concept and ensure compliance with program legal requirements; review grants, claims, and/or program recommendations; allocate staff and related resources for an assigned program; advise subordinates regarding assistance provided; and train, supervise, and evaluate the performance of Education Programs Professionals.

**Education Programs Professional:** Under limited supervision, incumbents perform duties described in the series concept and may train, supervise, and evaluate the performance of subordinate technical and administrative support staff. This is the journey level in the series.

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**MINIMUM QUALIFICATIONS**

**SPECIAL REQUIREMENTS:**

- \* Some positions require a valid driver's license at the time of appointment and as a condition of continuing employment.
- \* Some positions require work on evenings and weekends.
- \* Some positions require statewide travel.
- \* Some positions require a pre-employment criminal history check and fingerprinting.
- \* Some positions require eligibility for a Nevada teacher's license, which may include specific endorsements at the time of application.
- \* Some positions require a Nevada teacher's license at the time of appointment and as a condition of continuing employment.
- \* Some positions require certification as a Registered Dietitian at the time of appointment and as a condition of continuing employment.

**INFORMATIONAL NOTE:**

- \* Positions require program-specific education and/or experience which will be identified by the agency at the time of recruitment.

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### MINIMUM QUALIFICATIONS (cont'd)

#### EDUCATION PROGRAMS DIRECTOR

**EDUCATION AND EXPERIENCE:** An earned Doctoral degree from an accredited college or university in business, economics, education, English, math, nutrition, psychology, science, sociology, statistics, or related field and three years of professional experience in an educational program area, one year of which included supervising professional staff; **OR** Master's degree from an accredited college or university in business, economics, education, English, math, nutrition, psychology, science, sociology, statistics, or closely related field and four years of professional experience in an educational program area, one year of which included supervising professional staff; **OR** one year of experience as an Education Programs Supervisor in Nevada State service. *(See Special Requirements and Informational Note)*

**ENTRY LEVEL KNOWLEDGE, SKILLS, AND ABILITIES** (required at time of application):

**Detailed knowledge of:** federal laws and regulations pertaining to education. **Working knowledge of:** principles of budgeting and accounting; supervisory principles and practices as applied to supervision of subordinate staff. **General knowledge of:** management principles and practices related to the administration of a comprehensive program. **Ability to:** take responsibility for final decisions and resulting effects; communicate and work effectively with educational administrators and teachers regarding program leadership and financial management; conduct program planning and evaluation; determine budgets, allocate resources to eligible agencies, and maintain accurate financial records; manage and oversee a comprehensive program(s); manage space, equipment, and staff and material resources; train, supervise, and evaluate the performance of subordinate staff; *and all knowledge, skills, and abilities required at the lower levels.*

**FULL PERFORMANCE KNOWLEDGE, SKILLS, AND ABILITIES** (typically acquired on the job):

**Detailed knowledge of:** agency policies and State and federal laws pertaining to the assigned program area(s). **Working knowledge of:** agency fiscal procedures; budget control reports to include ability to identify discrepancies, potential surpluses, and appropriateness of funds distribution; federal and State accounting systems and fiscal control to provide for the production and monitoring of budgets and proper program payments; State administrative rules and regulations sufficient to perform fiscal management, personnel, and other functions associated with management of the assigned program area(s). **Ability to:** anticipate program budget requests and needs; communicate with the media and stakeholders including elected or appointed bodies; establish objectives and goals for the assigned program(s) and plan, organize, and manage programs and motivate staff to accomplish these objectives; integrate program(s) goals into the overall department goals and objectives; interpret grant applications, budget revisions, and other material relevant to budget control; manage contractual agreements; persuade others to accept or adopt a recommended policy, program, or opinion; negotiate with federal agency officials regarding contracts, the State plan, compliance, and other documents impacting the State Department of Education and/or local education agencies; review the financial status of grants and verify that all grant transactions comply with department policies.

#### EDUCATION PROGRAMS SUPERVISOR

**EDUCATION AND EXPERIENCE:** An earned Doctoral degree from an accredited college or university in business, economics, education, English, math, nutrition, psychology, science, sociology, statistics, or related field and two years of professional experience in an educational program area; **OR** Master's degree from an accredited college or university in business, economics, education, English, math, nutrition, psychology, science, sociology, statistics, or related field and three years of professional experience in an educational program area; **OR** one year of experience as an Education Programs Professional in Nevada State service. *(See Special Requirements and Informational Note)*

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**MINIMUM QUALIFICATIONS (cont'd)**

**EDUCATION PROGRAMS SUPERVISOR (cont'd)**

ENTRY LEVEL KNOWLEDGE, SKILLS, AND ABILITIES (required at time of application):

**Detailed knowledge of:** current issues and best practices in education programs. **Working knowledge of:** federal laws and regulations pertaining to education; research techniques for developing information and seeking resource materials for project development. **General knowledge of:** educational accountability models; local education administration, budgeting and finance, employee-teacher management, public relations and supervision; principles of budgeting and accounting; qualitative evaluation methods. **Ability to:** analyze and administer programs within an allotted budget; foster a stimulating and cooperative work environment; listen perceptively and communicate assignments clearly; monitor progress and completion of assignments according to an established timeline; *and all knowledge, skills, and abilities required at the lower level.*

FULL PERFORMANCE KNOWLEDGE, SKILLS, AND ABILITIES (typically acquired on the job):

**Working knowledge of:** agency policies pertaining to the assigned program area(s); federal and State laws and regulations pertaining to education and the assigned program area(s). **General knowledge of:** budget control reports to include ability to identify discrepancies, potential surpluses, and appropriateness of funds distribution. **Ability to:** assess each staff member's skills, abilities, and limitations; coach subordinates on a personal and professional basis in one-to-one and small group situations; interpret federal and/or State regulations in order to ensure plans comply with federal laws and intent; oversee completion of legal documents, such as contracts, agreements for services, and interlocal agreements; train, supervise, and evaluate the performance of subordinate staff.

**EDUCATION PROGRAMS PROFESSIONAL**

EDUCATION AND EXPERIENCE: An earned Doctoral degree from an accredited college or university in business, economics, education, English, math, nutrition, psychology, science, sociology, statistics, or related field and one year of professional experience in an educational program area; **OR** Master's degree from an accredited college or university in business, economics, education, English, math, nutrition, psychology, science, sociology, statistics, or related field and two years of professional experience in an educational program area. (*See Special Requirements and Informational Note*)

ENTRY LEVEL KNOWLEDGE, SKILLS, AND ABILITIES (required at time of application):

**Working knowledge of:** current issues and best practices in educational programs; data analysis necessary to evaluate success and trends of the program area; chart, graph, and table formatting to produce reports; computer applications used for email, spreadsheets, word processing, and databases. **General knowledge of:** education systems, procedures, and methods; federal laws and regulations pertaining to education and the assigned program area(s). **Ability to:** analyze and summarize data; analyze information, problems, and situations to define the problem, formulate logical and objective conclusions, and recognize alternatives and their implications; arrive jointly or independently at decisions, conclusions, or solutions; compile research and information gained from interest groups into written and oral presentations that provide direction for the development of goals and objectives of the program; disseminate information logically and clearly; establish and maintain cooperative working relationships with co-workers and project staff in the school districts, the university system, and other organizations, agencies, and the public; facilitate group discussion of identification of issues, concerns, questions, and proposed solutions; interpret

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**MINIMUM QUALIFICATIONS (cont'd)**

**EDUCATION PROGRAMS PROFESSIONAL (cont'd)**

**ENTRY LEVEL KNOWLEDGE, SKILLS, AND ABILITIES (cont'd)**

information such as federal laws, regulations, and other documents; meet established deadlines with quality products; plan and organize workshops and in-service activities that make the best use of time for participants; prepare and present a variety of oral and written reports as needed; present to small or large groups to provide information, coordinate discussion, and motivate others to action; write concise, logical, and understandable grammatically correct letters, memoranda, reports, minutes, handbooks, directions, technical reports, plans, guidelines, instructions and compliance finding reports.

**FULL PERFORMANCE KNOWLEDGE, SKILLS, AND ABILITIES (typically acquired on the job):**

**Working knowledge of:** agency policies pertaining to the assigned program area(s); federal and State laws and regulations pertaining to education and the assigned program area(s); federal guidelines for reporting educational information. **Ability to:** analyze situations and problems and determine appropriate resolutions based on historical data, interpretation of rules and regulations, and knowledge of the programs in operation; anticipate future ramifications of regulation changes; design and produce pamphlets, fliers, announcements, and web content that effectively communicate with the intended audience; develop needs assessment strategies, synthesize findings, and effectively communicate needs to obtain essential technical assistance; facilitate and assist local school districts or agencies to submit applications within established timelines; obtain pertinent information from parents, professionals, and other stakeholders and accurately report appropriate findings; train, supervise, and evaluate the performance of technical and administrative support subordinate staff if applicable to the position.

This class specification is used for classification, recruitment, and examination purposes. It is not to be considered a substitute for work performance standards for positions assigned to this series.

	<u>5.205</u>	<u>5.206</u>	<u>5.232</u>
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