



STATE OF NEVADA
DEPARTMENT OF ADMINISTRATION
Division of Human Resource Management
100 N. Stewart Street, Suite 200 | Carson City, Nevada 89701
Phone: (775) 684-0150 | <http://dop.nv.gov>

MEMO PERD #54/12 - REVISED

December 17, 2012

TO: Personnel Commission Members
Department Directors
Division Administrators
Agency Personnel Liaisons
Agency Personnel Representatives
Employee Representatives

FROM: Lee-Ann Easton, Administrator *Lee-Ann Easton*
Division of Human Resource Management

SUBJECT: PROPOSED CLASSIFICATION CHANGES

Attached is the revised notice of proposed classification changes for your information pursuant to NRS 284.160, subsections 3 through 5. If you have any comments or objections, regarding these changes, please send your written notification to Peter Long at plong@admin.nv.gov no later than January 16, 2013.

If no written objections are received in this office by January 16, 2013, action will be taken to effect the changes and a report will be made to the Personnel Commission.

Attachments

NOTICE OF PROPOSED CLASSIFICATION CHANGES

Number: 05-13
Posting Expires: January 16, 2013

Per NRS 284.160, the Administrator may make a change in classification without the prior approval of the Commission. The following change(s) are proposed:

CURRENT			PROPOSED		
CODE	TITLE	GRADE/EEO-4	CODE	TITLE	GRADE/EEO-4
7.215	Administrative Services Officer IV	44 A	7.215	Administrative Services Officer IV	44 A
7.216	Administrative Services Officer III	41 B	7.216	Administrative Services Officer III	41 B
7.217	Administrative Services Officer II	39 B	7.217	Administrative Services Officer II	39 B
7.218	Administrative Services Officer I	37 B	7.218	Administrative Services Officer I	37 B

EXPLANATION OF CHANGE

The Division of Human Resource Management recommends minor revisions to educational and experience requirements for the Administrative Services Officer series. Based on the recommendation of subject matter experts, the minimum qualifications have been clarified to reflect required experience in fiscal management, or experience in managing various business operations. Recruiters and applicants alike have had problems interpreting the minimum qualifications as currently written. Agencies that use this series have had the opportunity to review the suggested changes and make comments.

CURRENT			PROPOSED		
CODE	TITLE	GRADE/EEO-4	CODE	TITLE	GRADE/EEO-4
10.133	Developmental Specialist IV	37 B	10.133	Developmental Specialist IV	37 B
10.140	Developmental Specialist III	35 B	10.140	Developmental Specialist III	35 B
10.147	Developmental Specialist II	33 B	10.147	Developmental Specialist II	33 B
10.149	Developmental Specialist I	31 B	10.149	Developmental Specialist I	31 B

EXPLANATION OF CHANGE

At the request of the Department of Health & Human Services (DHHS), the Division of Human Resource Management has made revisions to the Developmental Specialist series. With input from subject matter experts, the duty statements and terminology were updated along with the knowledge, skills and abilities.

Changes to the Education and Experience requirements were the primary focus of this study, as there were some inconsistencies between the levels in the series. Previously, it was unclear at which levels “professional” experience was required, and that has been clarified. In addition, the experience requirements better reflect the type of experience that is required, rather than the facility or setting in which it was obtained. Lastly, in consultation with program managers from divisions within DHHS that utilize the Developmental Specialist series, it was determined that a bachelor’s degree is required at the

I, II, III and IV levels for various reasons including educational requirements of licensure, federal requirements, or the need to instruct others regarding accreditation and child development issues.

All divisions that have Developmental Specialist positions provided input and support this recommendation.

The formal recommendations and specifications are on file with the Division Administrator, Human Resource Management. To view a copy in Carson City, go to 209 East Musser Street, Room 101; in Las Vegas, go to 555 East Washington Avenue, Room 1400. For more information call (775) 684-0151.

Objections to the proposed change(s) must be received in writing by January 16, 2013. Objections should be addressed to Peter Long, Deputy Division Administrator, Compensation, Classification and Recruitment, Section of the Division of Human Resource Management, 209 East Musser Street, Room 101, Carson City, Nevada 89701-4204.

POSTING DATE: December 13, 2012



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>
ADMINISTRATIVE SERVICES OFFICER IV	44	A	7.215
ADMINISTRATIVE SERVICES OFFICER III	41	A	7.216
ADMINISTRATIVE SERVICES OFFICER II	39	B	7.217
ADMINISTRATIVE SERVICES OFFICER I	37	B	7.218

SERIES CONCEPT

Administrative Services Officers function as business managers for a department, large division or major program area, with responsibility for accounting, budgeting and fiscal management. Additional responsibilities are varied and include planning, organizing, coordinating and supervising work in two or more business functions such as purchasing and warehouse operations; contracts and leases; personnel; data processing; buildings and grounds maintenance; facilities management and construction; food and laundry services; investments; vehicle utilization and maintenance; and/or communication equipment and office support services.

Formulate, develop and monitor comprehensive agency and/or program budgets; research and compile information regarding proposed purchases, expenditures and contracts; prepare and present oral and written justifications for budget proposals; compare expenditures against spending authority; approve transactions; develop revenue and expenditure forecasts by analyzing historical fiscal data and trends and assessing program needs.

Plan, organize and oversee agency/program accounting functions; develop, implement and revise policies and procedures related to the collection and disbursement of funds; establish and monitor internal control procedures and reporting processes; oversee the development and enhancement of automated systems used to maintain records and generate reports; prepare, review and distribute financial reports to management and external agencies; assist internal and external auditors by providing requested information.

Work collaboratively with representatives of other State agencies, federal and local jurisdictions, regulatory agencies, vendors, contractors and others in the community to coordinate activities, provide and obtain information, resolve problems, and represent the interests of management.

Analyze and resolve operating and fiscal management problems; prepare, review and evaluate a variety of materials including financial reports, budget status reports, contracts, leases and other documents in order to identify problems and trends, develop solutions, and advise management on alternative courses of action; research and interpret documentation related to assigned functions to determine applicable precedents, regulations and/or administrative guidelines.

Oversee activities related to budget, fiscal management and other assigned areas of responsibility to ensure compliance with applicable laws, regulations, policies, administrative guidelines and standards.

Oversee the preparation and maintenance of comprehensive records related to budget, accounting, fiscal management and other areas of responsibility; develop retention schedules and policies in accordance with legal requirements and State regulations.

ADMINISTRATIVE SERVICES OFFICER IV	44	A	7.215
ADMINISTRATIVE SERVICES OFFICER III	41	A	7.216
ADMINISTRATIVE SERVICES OFFICER II	39	B	7.217
ADMINISTRATIVE SERVICES OFFICER I	37	B	7.218

Page 2 of 6

SERIES CONCEPT (cont'd)

Plan, organize and manage programs and activities in assigned areas of responsibility; develop and implement goals and objectives; review and evaluate outcomes and results; assess program effectiveness and propose enhancements to improve efficiency and effectiveness; develop innovative solutions to operational problems; train, supervise and evaluate the performance of other personnel as assigned.

Identify, plan, and coordinate capital improvement projects; develop project specifications; evaluate bids; present and defend project proposals and status reports; and monitor construction and repair activities.

Perform related duties as assigned.

ALLOCATION OF POSITIONS

Positions are analyzed and evaluated on the basis of seven established classification factors that include: the nature of work performed; the knowledge, skills and abilities required; supervisory/managerial responsibility; independent/supervision received; scope of responsibility/consequence of error; authority to take action action/decision-making; and personal contacts. In addition, positions are compared to Benchmark Descriptions and to one another in relation to the size, number and type of accounts managed; the size and complexity of the agency; the type and number of funding sources; the size and level of staff and the diversity of classes used by the agency.

CLASS CONCEPTS

Administrative Services Officer IV: Under general administrative direction, incumbents serve as the director of administrative or support services for a large and complex department such as Corrections, Transportation or Health & Human Services. Incumbents report directly to the department director or administrator of a large division, which has many complex and diverse programs, multiple budget accounts and staff in multiple locations throughout the State. Incumbents have a high degree of authority to make and implement independent decisions without the supervisor's approval. The consequence of error is significant since incumbents provide the highest level of administrative advice and support in critical areas of budget, fiscal management and business operations. Positions allocated to this level may be expected to direct, supervise and oversee the activities of lower level Administrative Services Officers in addition to professional, technical and support staff.

Administrative Services Officer III: Under administrative direction, incumbents manage some or all of the functions described in the series concept. Incumbents report to a department director or the administrator of a large division which has complex and diverse programs offered at numerous locations in the State. They have a high degree of authority to make and implement independent decisions not requiring the supervisor's approval. Incumbents have a broad scope of responsibilities, and the consequence of an error in decisions is high. The Administrative Services Officer III is distinguished from the Administrative Services Officer II level by greater autonomy in decision-making, consequence of error, and the number and complexity of programs which the department or division administers.

Administrative Services Officer II: Under general direction, incumbents manage some or all of the functions described in the series concept. Incumbents in this class report to a department director or assistant director, a division administrator or assistant administrator, or the director of a facility. Incumbents are responsible for programs which are moderate in number, complexity and diversity. The degree of authority to make decisions

ADMINISTRATIVE SERVICES OFFICER IV	44	A	7.215
ADMINISTRATIVE SERVICES OFFICER III	41	A	7.216
ADMINISTRATIVE SERVICES OFFICER II	39	B	7.217
ADMINISTRATIVE SERVICES OFFICER I	37	B	7.218

Page 3 of 6

CLASS CONCEPTS

Administrative Services Officer II (cont'd)

is more limited than is evidenced at the Administrative Services Officer III level. The Administrative Services Officer II class is distinguished from Administrative Services Officer I by greater complexity of work, and broader scope of responsibility.

Administrative Services Officer I: Under general supervision, incumbents manage some or all of the functions described in the series concept. In a large department, division or major program area incumbents typically report to a higher level Administrative Services Officer and are responsible for smaller scale budgets or programs for the agency. Or in a small agency, incumbents manage most of the functions described in the series concept and typically report to a department director or deputy director.

MINIMUM QUALIFICATIONS

SPECIAL REQUIREMENTS:

- * Pursuant to NRS 284.4066, some positions in this series have been identified as affecting public safety. Persons offered employment in these positions must submit to pre-employment screening for controlled substances.
- * Appointment to any level in this series requires successful completion of a written examination.

ADMINISTRATIVE SERVICES OFFICER IV

EDUCATION AND EXPERIENCE: [~~Bachelor's degree from an accredited college or university in business administration, accounting, finance or a related field; and seven years of professional experience in budget development and analysis, financial accounting and fiscal management, and management of multiple business operations, two years of which were equivalent to an Administrative Services Officer III in Nevada State service; **OR** an equivalent combination of education and experience on a year for year basis.] *Bachelor's degree from an accredited college or university in business administration, accounting, finance or related field; seven years of professional experience which included responsibility for budget development and fiscal management; and management and fiscal responsibility for three or more business operations, such as contract or lease administration, purchasing or warehouse operations, human resource services, buildings or grounds maintenance, food service operations, laundry services, information technology, facilities maintenance, construction management, or fleet maintenance; **OR** an equivalent combination of education and experience on a year-for-year basis; **OR** two years of experience as an Administrative Services Officer III in Nevada State service. (See Special Requirements)*~~

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

Working knowledge of: department funding sources and fiscal policies and procedures; specialized auditing principles and practices applicable to governmental programs and activities; organizational planning, budgeting, governmental accounting, fiscal forecasting, contracting, purchasing, inventory control, data processing and other business management areas. **Ability to:** negotiate solutions to problems where competing interests and conflicting opinions exist; direct operations and activities related to the agency's budget, fiscal control and business operations; make independent decisions requiring advanced knowledge of fiscal management and budgeting; provide the highest level of technical advisement to management in critical program areas; supervise and evaluate the performance of lower level Administrative Services Officers and other professional staff; develop and implement long-range plans and develop innovative solutions to complex problems; plan, organize and coordinate multiple programs and activities. **Skill in:** planning, organizing and managing broad and complex programs; *and all knowledge, skills and abilities required at the lower levels.*

ADMINISTRATIVE SERVICES OFFICER IV	44	A	7.215
ADMINISTRATIVE SERVICES OFFICER III	41	A	7.216
ADMINISTRATIVE SERVICES OFFICER II	39	B	7.217
ADMINISTRATIVE SERVICES OFFICER I	37	B	7.218

Page 4 of 6

MINIMUM QUALIFICATIONS (cont'd)

ADMINISTRATIVE SERVICES OFFICER IV (cont'd)

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

Detailed knowledge of: State government and agency functions; departmental policies, administrative guidelines and applicable laws and regulations; legislative processes related to the department's budget development, organizational structure, expenditure of funds and business operations. **Ability to:** exercise managerial control in determining organizational structure, budget development and control, staffing, and expenditure of funds.

ADMINISTRATIVE SERVICES OFFICER III

EDUCATION AND EXPERIENCE: [~~Bachelor's degree from an accredited college or university in business administration, accounting, finance or related field and five years of varied professional experience which included budget development and analysis, responsibility for accounting and fiscal management, and management of two or more business operations such as contract and lease administration, purchasing and warehouse operations, buildings and grounds maintenance, food and laundry services, data processing, facilities maintenance and construction, communications equipment, or fleet maintenance, one year of which was equivalent to an Administrative Services Officer II in Nevada State service; **OR** an equivalent combination of education and experience on a year for year basis.~~] *Bachelor's degree from an accredited college or university in business administration, accounting, finance or related field and five years of professional experience which included responsibility for budget development and fiscal management, and management and fiscal responsibility for two or more business operations such as contract or lease administration, purchasing or warehouse operations, human resource services, buildings or grounds maintenance, food service operations, laundry services, information technology, facilities maintenance, construction management, or fleet maintenance, **OR** an equivalent combination of education and experience on a year-for-year basis; **OR** one year of experience as an Administrative Services Officer II in Nevada State service. (See Special Requirements)*

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

General knowledge of: organization and functions of State agencies; State administrative rules, statutes and guidelines. **Working knowledge of:** the agency mission, programs, operations, policies and objectives. **Ability to:** present reports, defend the agency budget, and provide information and justifications to the legislature as requested; research and analyze data impacting an agency's major business functions; establish short- and long-range goals consistent with the mission and business needs of the agency; apply principles of financial management to large and diversified budgets and programs; develop corrective action plans consistent with applicable agency policies, legal requirements and legislative directives. **Skill in:** planning, developing and monitoring diverse programs and business operations; developing clear objectives consistent with departmental and State goals; principles and techniques used in planning, organizing, developing and administering comprehensive programs which are subject to unprecedented circumstances; government administrative processes including budgeting, internal control procedures, policy development, planning, problem solving, and management analysis; *and all knowledge, skills and abilities required at the lower levels.*

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

(These are identical to the Entry Level Knowledge, Skills and Abilities required for Administrative Services Officer IV.)

ADMINISTRATIVE SERVICES OFFICER II

EDUCATION AND EXPERIENCE: [~~Bachelor's degree from an accredited college or university in business administration, accounting, finance or related field and four years of varied and professional experience which included budget development and analysis; responsibility for accounting or fiscal management; development,~~

ADMINISTRATIVE SERVICES OFFICER IV	44	A	7.215
ADMINISTRATIVE SERVICES OFFICER III	41	A	7.216
ADMINISTRATIVE SERVICES OFFICER II	39	B	7.217
ADMINISTRATIVE SERVICES OFFICER I	37	B	7.218

Page 5 of 6

MINIMUM QUALIFICATIONS (cont'd)

ADMINISTRATIVE SERVICES OFFICER II (cont'd)

~~management and evaluation of a large and complex program; and/or management of two or more business operations such as contract and lease administration, purchasing and warehouse operations, buildings and grounds maintenance, food and laundry services, data processing, facilities maintenance and construction, communications equipment, or fleet maintenance; one year of which was equivalent to an Administrative Services Officer I in Nevada State service; **OR** an equivalent combination of education and experience on a year-for-year basis.] *Bachelor's degree from an accredited college or university in business administration, accounting, finance or related field and four years of varied professional experience which included responsibility for budget development and fiscal management; **OR** Bachelor's degree from an accredited college or university in business administration, accounting, finance or related field and four years of professional management and fiscal responsibility for two or more business operations such as contract or lease administration, purchasing or warehouse operations, human resource services, buildings or grounds maintenance, food service operations, laundry services, information technology, facilities maintenance, construction management, or fleet maintenance; **OR** an equivalent combination of education and experience on a year-for-year basis; **OR** one year of experience as an Administrative Services Officer I in Nevada State service. (See Special Requirements)*~~

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

Working knowledge of: organizational structure and programs administered by the agency; laws, rules and guidelines specific to assigned areas of responsibility; State budgeting principles and practices; accounting principles and practices; contract preparation and management; principles of sound business management; supervisory and training techniques. **Ability to:** plan, organize and oversee the work of professional, technical and support staff; train, supervise and evaluate the performance of employees working in a wide range of functional areas; identify and prioritize program needs and organize work activities accordingly; advise and direct management regarding fiscal issues; plan, develop and maintain budgetary and financial reports related to business operations, revenues and expenditures, and contract reviews; develop and implement comprehensive budgets for an agency or major program. **Skill in:** organizational planning, budgeting, fiscal forecasting, contracting and purchasing; *and all knowledge, skills and abilities required at the lower level.*

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

(These are identical to the Entry Level Knowledge, Skills and Abilities required for Administrative Services Officer III.)

ADMINISTRATIVE SERVICES OFFICER I

~~EDUCATION AND EXPERIENCE: [Bachelor's degree from an accredited college or university in business administration, accounting, finance or related field and three years of varied and professional experience which included formulating, developing and monitoring program or agency budgets; analyzing and interpreting financial information and making recommendations; developing, evaluating or revising programs, organizations or work methods; and/or management responsibility for business operations such as contract and lease administration, purchasing and warehouse operations, buildings and grounds maintenance, food and laundry services, data processing, facilities maintenance and construction, communications equipment, or fleet maintenance; **OR** an equivalent combination of education and experience on a year for year basis.] *Bachelor's degree from an accredited college or university in business administration, accounting, finance or related field and three years of varied professional experience which included responsibility for developing and monitoring budgets, analyzing and interpreting financial information, and making recommendations; **OR** Bachelor's degree from an accredited college or university in business administration, accounting, finance*~~

ADMINISTRATIVE SERVICES OFFICER IV	44	A	7.215
ADMINISTRATIVE SERVICES OFFICER III	41	A	7.216
ADMINISTRATIVE SERVICES OFFICER II	39	B	7.217
ADMINISTRATIVE SERVICES OFFICER I	37	B	7.218

Page 6 of 6

MINIMUM QUALIFICATIONS (cont'd)

ADMINISTRATIVE SERVICES OFFICER I (cont'd)

*or related field and three years of varied professional experience which included management and fiscal responsibility for business operations such as contract or lease administration, purchasing or warehouse operations, human resource services, buildings or grounds maintenance, food service operations, laundry services, information technology, facilities maintenance, construction management, or fleet maintenance; **OR** an equivalent combination of education and experience on a year-for-year basis. (See Special Requirements)*

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

General knowledge of: budgeting principles and practices; accounting principles and practices. **Ability to:** read and interpret financial documents such as statements, budgets, contracts and reports related to business processes; read, interpret and apply rules, regulations and statutes to determine and ensure compliance and provide direction to management and staff; write clear and concise policies, procedures, reports and justifications using correct English grammar, vocabulary, spelling and punctuation; communicate orally to instruct, advise or persuade management, staff and others regarding budget requests, policy interpretation, fiscal status and business operations; train, supervise and evaluate the performance of assigned personnel; establish and maintain cooperative and effective working relationships with management, staff, vendors, auditors and the public; research, organize and analyze data related to budget, fiscal management and business operations; operate a personal computer including spreadsheet, database and word processing software; identify and resolve operating and fiscal management problems; analyze data and formulate logical conclusions and recommendations; exchange ideas, information and opinions with others to define problems, concerns and objectives related to budget, finance, administration and internal controls. **Skill in:** mathematical calculations sufficient to prepare financial reports, make fiscal projections and analyze fiscal data.

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

(These are identical to the Entry Level Knowledge, Skills and Abilities required for Administrative Services Officer II.)

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>7.215</u>	<u>7.216</u>	<u>7.217</u>	<u>7.218</u>
ESTABLISHED:	7/1/93P 9/24/92PC	7/1/93P 9/24/92PC	7/1/93P 9/24/92PC	7/1/93P 9/24/92PC
REVISED:	7/1/93LG			
REVISED:	6/5/98UC	6/5/98UC	6/5/98UC	6/5/98UC
REVISED:	12/14/07PC	12/14/07PC	12/14/07PC	12/14/07PC
REVISED:	1/16/13UC	1/16/13UC	1/16/13UC	1/16/13UC



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>
DEVELOPMENTAL SPECIALIST IV	37	B	10.133
DEVELOPMENTAL SPECIALIST III	35	B	10.140
DEVELOPMENTAL SPECIALIST II	33	B	10.147
DEVELOPMENTAL SPECIALIST I	31	B	10.149

SERIES CONCEPT

Developmental Specialists provide individual and group clinical, developmental and support services for individuals of all ages who have, or who may be at risk for, developmental delays, developmental disabilities, ~~[mental retardation]~~ **intellectual disabilities** or related conditions, and social, emotional and/or behavioral disorders. Incumbents develop and implement programs and treatment and service plans, provide direct services and case management, develop financial and community resources, and provide education, information and technical assistance to family members, other agencies and service providers regarding human growth and development.

Developmental Specialists may be assigned to one of many specialized programs and facilities, and duties may be performed in the home, clinic, hospital, residential, outpatient, and community facilities, or similar settings. Duties performed and the population served vary. Some representative examples include:

Program for Individuals with ~~[Mental Retardation]~~ Intellectual Disabilities: Incumbents develop, coordinate and monitor the implementation of ~~[client]~~ **individual's** ~~[treatment activities]~~ **support plans** to facilitate achievement of identified goals for the specific developmental and behavioral management needs of each ~~[client]~~ **individual served** in the least restrictive environment possible. They ~~[may supervise the unit manager of an assigned residential living unit and]~~ may provide case management services, conduct training in daily living skills, recruit community service providers and contractors, and supervise the activities of supported living arrangement providers.

Early Intervention Program: Incumbents provide or oversee grant programs which provide early intervention diagnostic and treatment services for children under the age of three who exhibit developmental delays to remediate delays and facilitate development of social, motor, communication, cognition, self-help and behavioral skills. They also function as a service coordinator to assist families with accessing services and resources in a clinic and/or the community.

Early Childhood Program: Incumbents provide consultation and guidance to family specialists and collaborate with community organizations and agencies to share resources and expertise in providing training to families of infants under the age of one regarding best practices in the care of infants to encourage optimal child growth and development.

~~[Early Childhood Treatment Program: Incumbents implement mental health treatment plans and programs for children ages birth to eight years with social, emotional and behavioral disorders to facilitate children's development of social skills and coping strategies, and to enhance family interaction and children's self-concept, sense of competence, control and independence.]~~

Assess ~~[clients]~~ **individuals** using appropriate assessment tools to evaluate and determine eligibility for services, program planning, and ~~[client]~~ **individual** and family needs; establish a base line and document ~~[client]~~ progress in meeting objectives.

DEVELOPMENTAL SPECIALIST IV	37	B	10.133
DEVELOPMENTAL SPECIALIST III	35	B	10.140
DEVELOPMENTAL SPECIALIST II	33	B	10.147
DEVELOPMENTAL SPECIALIST I	31	B	10.149

Page 2 of 7

SERIES CONCEPT (cont'd)

Develop [client] treatment and service plans by interviewing [clients] *the individual*, family members, and care providers; identify goals based on [client]*individual*/family objectives and available resources; review client's social history, report observations and recommend changes; remediate deficits and provide intervention strategies; assist care providers in learning behavioral techniques to enhance the care provider/client relationship

Implement treatment and service plans to support and strengthen family/care provider functioning; evaluate with the family/care provider the appropriateness of desired outcomes of the treatment/service plan and the effectiveness of the plan in meeting the client, family and care provider needs; review plan with client and family/care provider and revise as needed.

Provide case management services; develop treatment/service plans and monitor client and family progress; identify, obtain, coordinate, monitor and evaluate resources and services to meet client and family/care provider needs; assist clients in obtaining financial assistance; coordinate treatment and services with outside agency service providers; monitor work sites, school, and community-based placements; advocate for the client to ensure goals are accomplished and prepare and submit reports to courts and other agencies.

Develop external resources required to achieve identified treatment/service objectives; coordinate and facilitate services between agency, client, family and community organizations; provide information to providers regarding agency policy, procedure, and guidelines.

Identify funding sources and participate in writing grant proposals to expand services; participate on program review teams, provide technical assistance, prepare federal and State reports, and meet with professionals in local communities to develop program awareness and partnerships.

Conduct home visits; negotiate and write contracts for housing, in-home and other services; monitor providers to ensure services are provided; monitor quality of the living environment; train care providers as necessary; review billing forms for accuracy of services provided.

Provide crisis intervention including responding to emergency calls; search for missing clients; report instances of neglect and abuse to appropriate authorities; coordinate emergency services such as respite; restrain client or utilize appropriate behavioral and environmental controls for clients who may be hostile, combative, aggressive or assaultive; follow established protocols and policy to protect clients, staff, family and others potentially at risk due to client behavior or family dynamics.

Consult with other clinicians, medical personnel, vendors, contractors, school districts, other public agencies, community organizations, employers, and professionals in the legal system to exchange information; serve as motivator and negotiator to arrange and resolve service delivery issues.

Develop training curriculum regarding early childhood development, parenting skills and developmentally appropriate activities; organize training and present information to clients and family/care providers regarding methods to achieve developmental objectives in the treatment/service plan.

Develop and implement activities and therapeutic techniques; provide feedback, monitor treatment plans, and document client progress; function as primary or co-therapist in group therapy sessions and other treatment groups offered by the agency; assist family/care providers in learning behavioral techniques; guide care provider participation in treatment/service programs and meet with families/care providers to discuss client progress.

DEVELOPMENTAL SPECIALIST IV	37	B	10.133
DEVELOPMENTAL SPECIALIST III	35	B	10.140
DEVELOPMENTAL SPECIALIST II	33	B	10.147
DEVELOPMENTAL SPECIALIST I	31	B	10.149

Page 3 of 7

SERIES CONCEPT (cont'd)

Prepare a variety of written reports related to the evaluation of clients and therapeutic services provided; document case notes in client files; provide information to treatment/service team members, other professionals, family members, care providers, and administrators regarding current evaluations and client progress; prepare and submit forms and documentation for billing purposes as required.

Supervise lower level professional, paraprofessional and support staff, teachers, university students and volunteers as assigned.

Perform related duties as assigned.

CLASS CONCEPTS

Developmental Specialist IV: Under administrative supervision, incumbents supervise and direct the activities of lower level Developmental Specialists and other related professional, paraprofessional and support staff to implement program activities and ensure compliance with relevant policies and procedures in assigned program areas; ensure programs meet applicable licensing standards; prepare budget recommendations; and perform duties described in the series concept as required.

Developmental Specialist III: Under direction, incumbents perform a broad range of duties described in the series concept and may assist in program planning by developing goals and objectives, conducting needs assessments, and collecting and reporting information about the program. This is the journey level in the series.

Developmental Specialist II: Under general supervision, incumbents continue to receive training and gain experience in performing the duties described in the series concept.

Developmental Specialist I: Under immediate supervision, incumbents function in a trainee capacity and learn to perform duties described in the series concept.

MINIMUM QUALIFICATIONS

SPECIAL REQUIREMENTS:

- * Some positions must obtain an endorsement in Early Childhood Special Education issued by the Nevada Department of Education within three years of appointment to this series. (This license requirement applies only to those positions directly involved with children from birth to eight years of age with developmental delays.)
- * Some positions must meet federal guidelines for Qualified Mental Retardation Professional designation at the time of appointment.
- * Some positions require work on evenings, weekends, and/or holidays.
- * Some positions require a valid driver's license at time of appointment and as a condition of continuing employment.

DEVELOPMENTAL SPECIALIST IV	37	B	10.133
DEVELOPMENTAL SPECIALIST III	35	B	10.140
DEVELOPMENTAL SPECIALIST II	33	B	10.147
DEVELOPMENTAL SPECIALIST I	31	B	10.149

Page 4 of 7

MINIMUM QUALIFICATIONS (cont'd)

DEVELOPMENTAL SPECIALIST IV

EDUCATION AND EXPERIENCE: Bachelor's degree from an accredited college or university in early childhood, special education, human growth and development, psychology, counseling, social work or closely related field and ~~four~~ **three** years of *professional* experience ~~[in an early intervention program, early childhood program, early childhood special education setting, mental health or mental retardation facility, or a clinical setting]~~ providing developmental, special education, *intervention* or treatment-oriented services *for individuals who have or may be at risk for developmental delays, developmental disabilities, intellectual disabilities or related conditions*; **OR** an equivalent combination of education *above the bachelor's degree level* and experience *as described above*; **OR** *one year of experience as a Developmental Specialist III in Nevada State service. (See Special Requirements)*

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

Working knowledge of: ~~[mental health, mental retardation, or early childhood]~~ service delivery systems *for individuals with mental illness, intellectual disabilities or developmental delays*; philosophy and policies at State and national levels regarding client services; fiscal and program accountability; approaches to treating individuals with mental illness, ~~[mental retardation]~~ *intellectual disabilities*, developmental delays, and emotional and other related disabilities; program planning, development and evaluation.

General knowledge of: principles of training and supervision; data collection techniques; and administration of projects and/or grants. **Ability to:** conduct needs assessments; develop resources for assigned functions and activities; develop program goals and objectives; prepare and present verbal and written reports and presentations to the public, other State agencies, and co-workers; recruit, train and supervise staff; delegate and assign work to subordinates; *and all knowledge, skills and abilities required at the lower levels.*

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

Working knowledge of: principles and practices of supervision; State personnel policies and procedures; program management techniques; budgetary processes and procedures; grant requirements and development. **Ability to:** develop program specific policies and procedures related to client care; evaluate program quality, outcomes and cost effectiveness; write grant applications and related documents and reports.

DEVELOPMENTAL SPECIALIST III

EDUCATION AND EXPERIENCE: Bachelor's degree from an accredited college or university in early childhood, special education, human growth and development, psychology, counseling, social work or a closely related field and ~~three~~ **two** years of *professional* experience ~~[in an early intervention program, early childhood program, early childhood special education setting, mental health or mental retardation facility, or a clinical setting]~~ providing developmental, special education, *intervention* or treatment-oriented services *for individuals who have or may be at risk for developmental delays, developmental disabilities, intellectual disabilities or related conditions*; **OR** an equivalent combination of education *above the bachelor's degree level* and experience *as described above*; **OR** *one year of experience as a Developmental Specialist II in Nevada State service. (See Special Requirements)*

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

Working knowledge of: case management practices and procedures; symptoms, characteristics and treatment of clients with mental illness, ~~[mental retardation]~~ *intellectual disabilities*, emotional and behavioral disorders, or developmental delays; family functioning and dynamics; Individuals with Disabilities Education Act; Americans with Disabilities Act; assessing, developing and implementing treatment and service plans and goals; social, agency, and community resources; crisis intervention techniques; individual, marital, group and family intervention techniques; laws governing abuse and neglect

DEVELOPMENTAL SPECIALIST IV	37	B	10.133
DEVELOPMENTAL SPECIALIST III	35	B	10.140
DEVELOPMENTAL SPECIALIST II	33	B	10.147
DEVELOPMENTAL SPECIALIST I	31	B	10.149

Page 5 of 7

MINIMUM QUALIFICATIONS (cont'd)

DEVELOPMENTAL SPECIALIST III (cont'd)

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

of clients; ethical standards of care and treatment; writing treatment plans, psychosocial assessments, comprehensive evaluations, reports and recommendations; pre-vocational training and supported employment procedures; client rights and confidentiality of information; clinical (peer) review procedures.

General knowledge of: psychotropic medications including desired effects, common side effects, and drug interactions; licensing regulations for various living arrangements. **Ability to:** establish rapport and appropriate relationships with clients, their families and care providers; develop and maintain effective and cooperative working relationships with co-workers, medical and health professionals, social service agency representatives and others; confer with colleagues, clients and others; structure intervention activities to maintain and promote individual strengths; *and all knowledge, skills and abilities required at the lower levels.*

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

Working knowledge of: agency, divisional and State policies and procedures as related to client care; adaptive/daily living skills applicable to family-centered settings. **General knowledge of:** psychological, intelligence and achievement tests. **Ability to:** make sound clinical decisions in unusual and crisis situations; modify and/or adapt intervention procedures to meet the needs of clients, families, and/or care providers; develop, organize and conduct training for consumers and the public; manage a caseload of individuals with significant mental, developmental, emotional and psychological problems or related disorders; modify and/or adapt clinical intervention procedures to meet specific identified needs of clients and families; observe and detect signs of psychological disorders or developmental disabilities; organize resources to meet the needs of clients and families with multiple problems; make oral presentations concerning treatment plans, goals and results.

DEVELOPMENTAL SPECIALIST II

EDUCATION AND EXPERIENCE: Bachelor's degree from an accredited college or university in early childhood, special education, human growth and development, psychology, counseling, social work or a closely related field and ~~two~~ **one** year[s] of **professional** experience ~~[in an early intervention program, early childhood program, early childhood special education setting, mental health or mental retardation facility, or a clinical setting]~~ providing developmental, special education, **intervention** or treatment-oriented services **for individuals who have or may be at risk for developmental delays, developmental disabilities, intellectual disabilities or related conditions** ~~[, one year of this experience must be post bachelor's degree];~~ **OR** an equivalent combination of education **above the bachelor's degree level** and experience **as described above; OR one year of experience as a Developmental Specialist I in Nevada State service.** (See Special Requirements)

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

Working knowledge of: human growth and development; behavior management techniques. **General knowledge of:** Individuals with Disabilities Education Act; Americans with Disabilities Act; laws governing abuse and neglect of clients; client rights and confidentiality of information; specific developmental skills such as fine and gross motor, social skills, communication, cognition and self-help; case management practices and procedures; treatment team dynamics; interrelationships between the characteristics, disabilities, strengths, and special needs of the client; elements of the environment which may support or impede development and learning; crisis intervention techniques; symptoms, characteristics and treatment of clients with mental illness, ~~mental retardation~~ **intellectual disabilities**, emotional and behavioral disorders, or developmental delays; family functioning and dynamics; medical issues related to disabilities; individual, marital, group and family counseling techniques; psychotropic medications including desired effects, common side effects, and drug interactions; family dynamics and cultural

DEVELOPMENTAL SPECIALIST IV	37	B	10.133
DEVELOPMENTAL SPECIALIST III	35	B	10.140
DEVELOPMENTAL SPECIALIST II	33	B	10.147
DEVELOPMENTAL SPECIALIST I	31	B	10.149

Page 6 of 7

MINIMUM QUALIFICATIONS (cont'd)

DEVELOPMENTAL SPECIALIST II (cont'd)

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

awareness applicable to interpersonal relationships and social interaction; community systems including schools, Social Security, courts, Medicaid, employers and others, and their impact on the client and family; communicating with colleagues, clients and others. **Ability to:** analyze and interpret functioning level of clients; recommend therapeutic/developmental intervention strategies to improve functioning; enable families to enhance their abilities and competencies to meet the needs of the family; function as a service coordinator in assisting clients and families with accessing services and resources in the community.

FULL PERFORMANCE KNOWLEDGE, SKILLS AND ABILITIES (typically acquired on the job):
(These are identical to Entry Level Knowledge, Skills and Abilities for Developmental Specialist III.)

DEVELOPMENTAL SPECIALIST I

EDUCATION AND EXPERIENCE: Bachelor's degree from an accredited college or university in early childhood special education, human growth and development, psychology, counseling, social work or closely related field and one year of *paraprofessional* experience [~~working with clients in an early intervention program, early childhood program, early childhood special education setting, mental health or mental retardation facility, or a clinical setting~~] providing developmental, special education, or *intervention or* treatment-oriented services *for individuals who have or may be at risk for developmental delays, developmental disabilities, intellectual disabilities, or related conditions; OR* an equivalent combination of education *above the bachelor's degree level* and experience *as described above*. (See Special Requirements)

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

General knowledge of: human growth and development; behavior management techniques; specific developmental skills such as fine and gross motor, social skills, communication, cognition and self-help; issues of daily living as applied to individual and family centered environments. **Ability to:** work cooperatively and effectively with the public, service providers, and co-workers; maintain case files and records; communicate effectively both orally and in writing; apply knowledge of developmental delays and human development to intervention or treatment programs; structure developmental activities to remediate deficits and maintain individual strengths; make physical, mental and behavioral assessments and accurately record information; prepare treatment/service plans and provide services for a case load of clients; evaluate and reassess the functioning level of the client; provide instruction and direction to clients and others in group or individual settings; defuse aggressive and maladaptive behaviors of clients; complete billing forms and documentation related to services provided.

FULL PERFORMANCE KNOWLEDGE, SKILLS AND ABILITIES (typically acquired on the job):
(These are identical to Entry Level Knowledge, Skills and Abilities for Developmental Specialist II.)

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 class.

DEVELOPMENTAL SPECIALIST IV	37	B	10.133
DEVELOPMENTAL SPECIALIST III	35	B	10.140
DEVELOPMENTAL SPECIALIST II	33	B	10.147
DEVELOPMENTAL SPECIALIST I	31	B	10.149

Page 7 of 7

	<u>10.133</u>	<u>10.140</u>	<u>10.147</u>	<u>10.149</u>
ESTABLISHED:	7/5/89R 12/14/89PC	10/15/76	7/23/56	8/11/95UC
REVISED:		2/22/77	6/1/63	
REVISED:			12/12/74	
REVISED:			10/15/76	
REVISED:			2/22/77	
REVISED:		7/1/89P	7/1/89P	
		8/19/88PC	8/19/88PC	
REVISED:		9/1/89R	9/1/89R	
		12/14/89PC	12/14/89PC	
REVISED:	8/11/95UC	8/11/95UC	8/11/95UC	
REVISED:	7/1/99P	7/1/99P	7/1/99P	7/1/99P
	10/2/98PC	10/2/98PC	10/2/98PC	10/2/98PC
REVISED:	1/16/13UC	1/16/13UC	1/16/13UC	1/16/13UC