



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>
EDUCATION PROGRAMS DIRECTOR	41	A	5.205
EDUCATION PROGRAMS SUPERVISOR	40	B	5.206
EDUCATION PROGRAMS PROFESSIONAL	39	B	5.232

SERIES CONCEPT

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

Assist and foster continuous improvement of educator preparation, recruitment, development, recognition, and retention programs.

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 technical assistance to statewide councils, commissions, boards, and task forces by preparing agendas, meeting materials, and researching and presenting information.

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 roles, responsibilities, and/or 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.

Collaborate with external partners including universities, research organizations, governmental agencies, and other entities to drive school improvement efforts statewide.

Create and facilitate internal and external stakeholder groups to provide high quality, research-based recommendations to the Department regarding educational matters.

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.

Accountability: Analyze data and provide analytical, narrative, and/or statistical reports on federal and State required criteria of school performance. Manage, conduct, and provide technical assistance on all matters related to statistical analyses of educator, student, school, district, and State education data; research and evaluate data and measures collected and reported by the State. Manage and provide support for the Nevada School Performance Framework (NSPF), Annual Performance Factors (APF), and Report Card processes including data collection, data validation and data reporting. Develop and maintain schedules and work packages; interpret and implement Nevada Revised Statutes (NRS) and Nevada Administrative Code (NAC); provide support to the State Public Charter School Authority (SPCSA); and support State Improvement Plan (STIP) development. Manage the methodologies and processes used to generate final report data. Collaborate with Nevada Department of Education (NDE) as needed; provide technical assistance and consult in matters of data integrity. Provide technical and consultative support on Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI/ATSI), Blue Ribbon and Distinguished Schools identifications. Conduct data analyses and generate reports for NDE offices; fulfill data requests and attends Infinite Campus Governing Board (ICGB), Data Collaborative, Technical Advisory Committee (TAC) and Technical Advisory Group (TAG) meetings as needed. Participate in and prepare presentations as directed. Populations served are grades K-12 school and district administrators, teachers, pupils, and their parents/guardians.

Adult Education Programs: Assist 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 High School Equivalency (HSE) credential 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, Adult Basic Education, and Adult Education and Family Literacy Act programs.

Assessment/Administration: Coordinate all aspects of the State of Nevada's assessment system; participate in planning and development of assessments and assessment-related materials; develop and deliver support materials and trainings on assessment and assessment literacy. Collaborate with NDE staff as needed in support of activities to promote comprehensive understanding and professionalism in all State-related assessment activities. Participate in content and bias reviews; coordinate and manage review committees; and communicate outcomes. Interpret assessment data and trends; develop comprehensive analytical, narrative, and/or statistical reports related to program activities. Assist in the development, review, interpretation, implementation and dissemination of federal and State laws, rules, regulations, standards, policies, and procedures related to the program. Populations served are grades K-12 school operators and developers, teachers, pupils, and their parents/guardians.

Career and Technical Education (CTE): Provide students in middle school, high school and postsecondary institutions with academic and technical skills, knowledge, and training necessary to succeed in future careers. CTE prepares learners for the world of work by introducing them to workplace competencies and makes academic content accessible to students by providing it in a hands-on context. Students learn employability skills ranging from job-related skills to workplace ethics, gain career experience through work-based learning opportunities that prepare students for career pathways that connect them to secondary and postsecondary education, training and industry recognized credentials. Populations served are grades 7-12 school operators and developers, postsecondary education programs, teachers, pupils in secondary and postsecondary education programs and their parents/guardians.

Early Childhood: Support providers of early care and education in developing and maintaining high-quality programs and increasing access to high-quality programs for all young children, from birth to third grade, to include early childhood classroom environments, assessment, curriculum, inclusion, family engagement, data collection, and developmentally appropriate practices. Provide leadership, technical assistance, compliance monitoring, grants management and professional development. Population served are birth to third grade school operators, teachers, licensed childcare facilities, informal care providers, children, and their parents/guardians.

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PROGRAM AREAS (cont'd)

Educator Development and Family Engagement: Provide technical support and facilitation of statewide councils and/or task forces. Develop and implement policies, regulations, statutes, and provide oversight for grants and/or programs that support the preparation, recruitment, retention, professional development, and recognition of educators. Promote and support the engagement of families and communities in the education process by reviewing, evaluating, developing, and/or expanding effective practices, programs, and policies which include building the capacity of educators and schools to work in collaboration with families to improve student outcomes. Coordinate the implementation of the Nevada Educator Performance Framework and Nevada's Professional Development Standards; manage and monitor Title IIA allocation and use of funds to prepare, train, and recruit educators to improve student achievement; administer and support Teacher of the Year, Milken Educator Award, and other educator recognition and retention programs; implement Teach Nevada Scholarships, Teacher Incentives, and other grants. Develop and facilitate statewide professional learning opportunities and conferences.

Elementary & Secondary Education: Support 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.

Office of Inclusive Education: Support the delivery of special education services, Gifted and Talented, and Native American Education by providing leadership, leadership development, technical assistance, compliance monitoring, grants management and professional development. Provide analytical, narrative, and/or statistical reports on federal and State indicators and assessments. Populations served are Pre K-12 school operators and developers, teachers, and pupils with special needs from ages three to twenty-one years, and their parents/guardians.

Office of Safe and Respectful Learning Environment: Support all adults and students in Pre K-12 in Nevada's education system to promote a safe and respectful learning environment for all by providing consistent communication, co-leadership development, technical assistance, compliance monitoring and evaluation, grants management, and professional development in the four areas of a positive school environment: 1) mental and physical wellness (school-based health); 2) social, emotional, and academic development; 3) safety; and 4) tiered systems of equitable support. Provide analytical, narrative, and/or statistical reports on climate, Social Emotional Learning (SEL), and health indicators and assessments in order to mutually reinforce what is working well. Conduct surveys of child/school health-related issues and assist with implementation of child/school safety, Social, Emotional and Academic Development (SEAD), and health standards.

School Improvement: Plan, coordinate, and lead State and/or federal programs in order to assist schools and school districts achieve targeted academic outcomes. Analyze program, district, and school data to determine and evaluate trends in the program(s) and drive continuous improvement. Provide guidance and technical assistance to districts and charter school sponsors in the design, implementation, and evaluation of programs in order to support a diverse student population in achieving strong school outcomes, both academic and social/emotional. Manage grants and allocate State and/or federal program funds, either competitively or through a formula, to sub-recipients based on federal and State laws and requirements. Provide support for resource management in order to ensure effective usage of public funds, fiscal transparency, accuracy, accountability, and alignment with program requirements. Conduct program and fiscal compliance monitoring, in addition to supporting program evaluation to drive continuous improvement. Provide analytical, narrative, and/or statistical reports on State and/or federal required criteria. Provide professional development to, and create resources for, district and school leaders. There is a special focus placed on supporting the lowest performing schools and underserved student groups. Federal law requires States to identify the lowest performing schools, according to a variety of criteria, as in need of "Comprehensive," "Targeted," or "Additional Targeted Support and Improvement." Underserved student groups include, but are not limited to, low-income students, English learners, students in historically underserved subgroup populations, and first-generation students.

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PROGRAM AREAS (cont'd)

Standards and Instructional Support: Provide technical support and facilitation for the statewide committees on the review, revision, and adoption of Nevada academic content standards for grades K-12 in the core content areas of: computer science and integrated technology, English, fine arts, health and physical education, mathematics, science, social studies including financial literacy and multi-cultural strands, and world languages. Coordinate the adoption of statewide standards, evidence-based instructional materials to support the eight core academic content standards. Coordinate all standards-based instruction with the various educational partners in the State. Populations served are grades K-12 school administrators, teachers, pupils, and their parents/guardians.

CLASS CONCEPTS

Education Programs Director: Under administrative direction of a Deputy Superintendent in the NDE, 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 NDE, 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.

MINIMUM QUALIFICATIONS

SPECIAL REQUIREMENTS:

- * Some positions require a valid driver's license or evidence of equivalent mobility at the time of appointment and as a condition of continuing employment.
- * Some positions require work on evenings and weekends.
- * Some positions require statewide and/or national 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.

INFORMATIONAL NOTES:

- * Some positions may require program-specific education and/or experience which will be identified by the agency at the time of recruitment.
- * Some positions may require the applicant to attach a copy of their university transcripts at the time of application. These positions 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: Doctorate degree from an accredited university in business, economics, education, English, math, psychology, science, sociology, or closely related field and three years of professional experience in an educational program area, which included experience in managing a budget for purposes of supporting schools, districts, or other entities, and at least two of the following program areas related to the current vacancy: leading and managing a team that supports organizational goals; evaluating a program and/or program participants for compliance purposes or outcomes; developing and implementing a vision for desired outcomes; and/or communicating with diverse stakeholders across various platforms, one year which included supervising professional staff; **OR** Master's degree from an accredited university in business, economics, education, English, math, psychology, science, sociology, or closely related field and four years of professional experience as described above, one year which included supervising professional staff; **OR** one year of experience as an Education Programs Supervisor in Nevada State service. *(See Special Requirements and Informational Notes)*

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; statistics and data analysis. **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; develop budgets; develop schedules and timelines; interpret and implement NRS, NAC and federal law; understand and utilize credible education research, data and best practices; write grants; allocate resources to eligible agencies, and maintain accurate financial records; manage and oversee a comprehensive program(s); manage space, equipment, 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 federal and State 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; determine evidenced-based interventions that align with program(s) goals and continuous improvement; support staff members to leverage national and State education policy; conduct research to improve system level coherence and alignment; 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 NDE 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: Doctorate degree from an accredited university in business, economics, education, English, math, psychology, science, sociology, or closely related field and two years of professional experience in an educational program area, which included experience in at least one of the following areas related to the current vacancy: managing a program budget; leading and managing a team that supports organizational goals; evaluating a program and/or program participants for compliance purposes or

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MINIMUM QUALIFICATIONS (cont'd)

EDUCATION PROGRAMS SUPERVISOR (cont'd)

EDUCATION AND EXPERIENCE: (cont'd)

outcomes; developing and implementing a vision for desired outcomes; and/or communicating with diverse stakeholders across various platforms; **OR** Master's degree from an accredited university in business, economics, education, English, math, psychology, science, sociology, or related field and three years of professional experience as described above; **OR** one year of experience as an Education Programs Professional in Nevada State service. *(See Special Requirements and Informational Notes)*

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; education program management; employee-teacher management; public relations; supervision; principles of budgeting and accounting; qualitative evaluation methods; principles of education policy, research, and practice. **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; ability to effectively collaborate with internal and external stakeholders around educational initiatives; *and all knowledge, skills, and abilities required at the lower level.*

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

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: Doctorate degree from an accredited university in business, economics, education, English, math, psychology, science, sociology, or related field and one year of professional experience in an educational program area, which included experience in at least one of the following areas related to the current vacancy: leading and managing a team that supports organizational goals; evaluating a program and/or program participants for compliance purposes or outcomes; developing and implementing a vision for desired outcomes; and/or communicating with diverse stakeholders across various platforms; **OR** Master's degree from an accredited university in business, economics, education, English, math, psychology, science, sociology, or related field and two years of professional experience as described above. *(See Special Requirements and Informational Notes)*

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; find, identify, and understand rigorous research and data from leading and credible education organizations/institutions to inform program work and school improvement; write State guidance documents

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MINIMUM QUALIFICATIONS (cont'd)

EDUCATION PROGRAMS PROFESSIONAL (cont'd)

ENTRY LEVEL KNOWLEDGE, SKILLS, AND ABILITIES (required at time of application): (cont'd)
 and memos to communicate federal and State education laws, requirements and expectations; create and deliver accurate presentations with relevant information, data, and research; establish and maintain cooperative working relationships with coworkers 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 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. **General knowledge of:** grant and fiscal resource management. **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; analyze qualitative and quantitative data to determine and evaluate trends in the program(s) and drive continuous improvement; understand the grants management process and how it aligns with successful program implementation; manage grants program to ensure that public funds are spent effectively and efficiently; conduct a statewide program landscape analysis; anticipate future ramifications of regulation changes; design and produce pamphlets, fliers, announcements, and web content that effectively communicate with the intended audience; develop and monitor program needs assessment strategies, synthesize findings, and effectively communicate needs to obtain and deliver essential technical assistance; facilitate and assist local school districts, charter school sponsors, or agencies to identify and select evidence-based interventions and strategies; facilitate and assist local school districts, charter school sponsors or agencies to submit applications within established timelines that align with school performance plans (SPP) and district performance plans (DPP) and are based on a comprehensive needs assessment; understand the school improvement and continuous improvement process; provide technical assistance, review and approve SPPs and DPPs as needed; conduct a risk assessment through desktop monitoring to determine the districts and schools that need targeted support; conduct on-site monitoring to provide feedback and determine programmatic strengths, weaknesses, and opportunities for continuous improvement; create and deliver ADA compliant guidance documents, memos, and presentations for the program; obtain pertinent information from parents, professionals, and other stakeholders and accurately report appropriate findings; utilize national and State education policies and research to assist and inform on program work; 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.

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REVISED:	10/20/10UC	10/20/10UC	10/20/10UC
REVISED:	12/27/11UC	12/27/11UC	12/27/11UC
REVISED:	8/21/20UC	8/21/20UC	8/21/20UC