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STATE OF NEVADA
DEPARTMENT OF ADMINISTRATION
Division of Human Resource Management
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MEMO PERD # 64/11
November 22, 2011

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

FROM: Teresa Thienhaus, Administrator
Division of Human Resource Management

SUBJECT: PROPOSED CLASSIFICATION CHANGES

A handwritten signature in cursive script, appearing to read "T. Thienhaus".

Attached are proposed classification changes for your information pursuant to NRS 284.160, subsections 3 through 5. If you have any comments or objections, please notify Peter Long in the Compensation, Classification and Recruitment Section in writing no later than December 27, 2011.

If no written objections are received in this office by December 27, 2011, 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: 08-12
Posting Expires: December 27, 2011

Per NRS 284.160, the Personnel Director 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 |
| 1.808 | Forestry Incident Business Specialist NEW | 35 B | 1.808 | Forestry Incident Business Specialist | 35 B |
| | | | 1.806 | Forestry Incident Accounts Specialist | 32 B |

EXPLANATION OF CHANGE

The Nevada Division of Forestry requested that the Division of Human Resource Management establish a second level to the Forestry Incident Business Specialist class titled Forestry Incident Accounts Specialist. This position functions as the division's incident accounts specialist, negotiating costs billed by cooperating fire/resource agencies and ensuring compliance with signed annual operating plans and master agreements. Furthermore, it serves as supervisor to an accounting staff and provides direction to technical and professional staff regarding fire billing procedures.

It is recommended that the Forestry Incident Accounts Specialist be allocated at grade 32, to align three grades below the Fire Incident Business Specialist to reflect that position's greater decision-making responsibility; responsibility for on-site meetings with federal and local cooperators; and the authority to approve various purchase transactions and agreements necessary to respond to the emergency incident without the immediate availability of the supervisor.

During this review, the Division of Human Resource Management worked closely with the Administrative Services Officer of the Division of Forestry who assisted in developing the class specification.

| CURRENT | | | PROPOSED | | |
|---------|---------------------------------|-------------|----------|---------------------------------|-------------|
| CODE | TITLE | GRADE/EEO-4 | CODE | TITLE | GRADE/EEO-4 |
| 5.205 | Education Programs Director | 41 A | 5.205 | Education Programs Director | 41 A |
| 5.206 | Education Programs Supervisor | 40 B | 5.206 | Education Programs Supervisor | 40 B |
| 5.232 | Education Programs Professional | 39 B | 5.232 | Education Programs Professional | 39 B |

EXPLANATION OF CHANGE

At the request of the Department of Education, the Division of Human Resource Management has removed from the minimum qualifications, the language "related to the position" from all three levels in the series. Those four words have resulted in the denial of many qualified applicants because they do not have specific experience related to the position. The Department of Education believes that candidates who do not have specific position-related experience can perform successfully if they have the education and experience required.

Additionally, minor changes were made to knowledge, skills and abilities of each level to remove position-specific language.

During this review, the Division of Human Resource Management worked closely representatives from the Department of Education who assisted in revising the class specification.

| CURRENT | | | PROPOSED | | | |
|---------|---------------------|-------------|----------|---------------------|-------------|---|
| CODE | TITLE | GRADE/EEO-4 | CODE | TITLE | GRADE/EEO-4 | |
| 7.231 | Revenue Officer III | 34 B | 7.231 | Revenue Officer III | 34 | B |
| 7.233 | Revenue Officer II | 32 B | 7.233 | Revenue Officer II | 32 | B |
| 7.239 | Revenue Officer I | 30 B | 7.239 | Revenue Officer I | 30 | B |

Basis for Recommendation

At the request of the Department of Taxation, the Division of Human Resource Management recommends changes to the class concept of the Revenue Officer I to clarify that some positions within the agency may be permanently allocated below the journey level, and automatic progression to the next level may not occur for those positions. For positions funded at the journey level, progression to the next level may occur upon meeting the minimum qualifications, satisfactory job performance and approval of the appointing authority.

Additionally, the Division of Human Resource Management has described duties to be performed by positions permanently allocated to the Revenue Officer I level and those duties not performed by these positions. Furthermore, the minimum qualifications of all three levels in the series have been expanded to clarify the type of relevant and acceptable experience.

Representatives of the Departments of Taxation and Motor Vehicles participated in the review and support the changes.

| CURRENT | | | PROPOSED | | | |
|---------|---------------------------------------------|-------------|----------|---------------------------------------------|-------------|---|
| CODE | TITLE | GRADE/EEO-4 | CODE | TITLE | GRADE/EEO-4 | |
| 12.152 | Workforce Services Representative V | 34 B | 12.152 | Workforce Services Representative V | 34 | B |
| 12.153 | Workforce Services Representative IV | 32 B | 12.153 | Workforce Services Representative IV | 32 | B |
| | OPTIONS | | 12.157 | Workforce Services Representative III | 30 | B |
| | A: Workforce Investment Services | | | OPTIONS | | |
| | B: Disability Program Navigator | | | A: Employment Services | | |
| 12.157 | Workforce Services Representative III | 30 B | | B: Local Veterans Employment Representative | | |
| | OPTIONS | | 12.158 | Workforce Services Representative II | 28 | E |
| | A: Workforce Investment Services | | | OPTIONS | | |
| | B: Local Veterans Employment Representative | | | A: Employment Services | | |
| | C: Local Disability Program Navigator | | | B: Disabled Veterans Outreach Program | | |
| 12.158 | Workforce Services Representative II | 28 E | 12.159 | Workforce Services Representative I | 26 | E |
| | OPTIONS | | | | | |
| | A: Workforce Investment Services | | | | | |
| | B: Disabled Veterans Outreach Program | | | | | |
| 12.159 | Workforce Services Representative I | 26 E | | | | |

EXPLANATION OF CHANGE

The Department of Employment, Training and Rehabilitation (DETR) requests that the Division of Human Resource Management make revisions to the Workforce Services Representative series. The Governor recently charged DETR with the responsibility for overseeing his Silver State Works Program, which is intended to put Nevadans back to work through hiring incentives and training opportunities. The Workforce Services Representative IV is tasked with marketing and selling the Silver State Works program to businesses in the community. In order to achieve this, it is recommended that the minimum qualifications be modified to allow three years of sales and/or marketing experience. Because the knowledge, skills and abilities already include sales and marketing experience, these were not modified.

Additionally, the Disability Program Navigator was eliminated as of March 1, 2011 and those options are recommended to be abolished. Furthermore, the agency has requested all references to Workforce Investment Services be replaced with Employment Services to reflect the change in the program.

During this review, the Division of Human Resource Management worked closely with DETR's Subject Matter Expert and Personnel Officer who assisted in revising the class specification.

| CURRENT | | | PROPOSED | | |
|---------|--------------------------------|-------------|----------|---------|-------------|
| CODE | TITLE | GRADE/EEO-4 | CODE | TITLE | GRADE/EEO-4 |
| 1.700 | Deputy Administrator, Wildlife | 44 A | | ABOLISH | |
| 1.703 | Wildlife Bureau Chief | 40 A | | ABOLISH | |
| 1.709 | Wildlife Regional Manager | 40 A | | ABOLISH | |
| 1.739 | Chief, Conservation Education | 40 A | | ABOLISH | |
| 13.114 | Chief Game Warden | 42 A | | ABOLISH | |

EXPLANATION OF CHANGE

The Division of Human Resource Management recommends the abolishment of these classes. They had been identified for abolishment through attrition. There are no classified positions in these classes, as the incumbents have been moved into the unclassified service.

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 December 27, 2011. Objections should be addressed to Peter Long, Deputy Division Administrator, Compensation, Classification and Recruitment, Section of Human Resource Management, 209 East Musser Street, Room 101, Carson City, Nevada 89701-4204.

POSTING DATE: November 22, 2011



CLASS SPECIFICATION

| <u>TITLE</u> | <u>GRADE</u> | <u>EEO-4</u> | <u>CODE</u> |
|-----------------------------------------------------|--------------|--------------|--------------|
| FORESTRY INCIDENT BUSINESS SPECIALIST | 35 | B | 1.808 |
| <i>FORESTRY INCIDENT ACCOUNTS SPECIALIST</i> | 32 | B | 1.806 |

SERIES CONCEPT

Under direction, [the] Forestry Incident Business **and Accounts** Specialists manage [statewide wildland fire and] emergency incident business operations and provide professional business management and effective policy [and resource] coordination for incident business management activities.

Provide expert advice and consultation to the Department of Conservation and Natural Resources, Forestry Division personnel and various other governmental agencies on the development, implementation and coordination of incident business management and grant administration activities; represent the [State] **agency** at meetings with federal and local government cooperators; develop and implement incident business operation objectives, policies and procedures; assess statewide incident business management needs; coordinate planning with local groups and statewide organizations; interpret statutes and regulations pertaining to incident business management; resolve issues affecting incident business operations within the State.

~~[Evaluate the effectiveness of incident business management policies, procedures, operations and activities to ensure compatibility with State and federal laws; identify efficient ways to operate programs and implement changes; identify program development, expansion or enhancement opportunities;] Make recommendations to managers; develop implementation plans for legislation and/or other requirements affecting business operations;~~

~~[Assist in statewide emergency response contracting and procurement to provide necessary resources to support State and local emergency response programs; ensure compliance with federal, State and local government procurement statutes; develop] **assist agencies with** program budgets and requests for proposal. [compile justifications; perform fire suppression cost analysis and review statistics; review and coordinate vendor service contracts.]~~

Collect and track wildland fire and other emergency response incident costs; tabulate costs and develop public presentational materials as well as reports and projections for funding request purposes; serve as a resource to the incident billing team in working with federal and local cooperators in reconciling incident costs for billing purposes;

~~[Oversee and direct interagency fiscal transactions to ensure efficient use of fiscal resources in forestry incident management; negotiate cost sharing agreements in coordination with incident commanders; develop cost allocation systems to assist in incident cost share administration; coordinate and evaluate fire management assistance grant requests on emerging incidents with federal, State and local agencies;] assist local governments in managing and maintaining grant packages; maintain records of the type and number of incidents and actual costs for statistical and historical documentation needs [; prepare reports of wildland fire and other emergency response activities].~~

Develop, provide and coordinate training for staff and governmental agencies; assist local jurisdictions and other public and private organizations with incident business management; provide training to State and local government fire personnel in requirements for preparation of grants; provide direction on business operations.

May train, supervise and evaluate the performance of technical and support staff as assigned.

Perform related duties as assigned.

FORESTRY INCIDENT BUSINESS SPECIALIST
FORESTRY INCIDENT ACCOUNTS SPECIALIST

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32

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CLASS CONCEPTS

Forestry Incident Business Specialist: *Under direction, the Forestry Incident Business Specialist works with agency and cooperator staff at the time of an incident or in preparation for wildland fire season to ensure that State payroll, purchasing, and contracted fire billing requirements are met.*

Evaluate the effectiveness of incident business management policies, procedures, operations and activities to ensure compatibility with State and federal laws; identify efficient ways to operate programs and implement changes; identify program development, expansion or enhancement opportunities; assist in statewide emergency response contracting and procurement to provide necessary resources to support State and local emergency response programs.

Ensure compliance with federal, State and local government procurement statutes; oversee and direct interagency fiscal transactions to ensure efficient use of fiscal resources in forestry incident management; negotiate cost sharing agreements in coordination with incident commanders.

Develop cost allocation systems to assist in incident cost share administration; coordinate and evaluate fire management assistance grant requests on emerging incidents with federal, State and local agencies; prepare reports of wildland fire and other emergency response activities; provide immediate response to those responding to an incident regarding State transactions and authorize expenditures on behalf of the agency.

Work is often assigned as a result of an incident in progress, and incident management needs are determined by the size and complexity of the incident. This class is distinguished from the Forestry Incident Business Accounts Specialist by its increased decision-making responsibility; responsibility for on-site meetings with federal and local cooperators; and the authority to approve various purchase transactions and agreements necessary to respond to the emergency incident without the immediate availability of the supervisor.

Forestry Incident Accounts Specialist: *Under direction, the Forestry Incident Accounts Specialist works with agency and cooperator staff after the completion of an incident to negotiate costs to be billed to cooperators and/or negotiate costs being billed by cooperators to ensure compliance with signed annual operating plans and master agreements. Incumbents determine costs to be accepted and/or rejected and authorize payments related to incident billings on behalf of the agency. Incumbents review and compare dispatch logs, fire maps, invoices and cooperative agreements for valid dates, locations, staff and equipment dispatched prior to authorizing payment. Additionally, the incumbent trains, supervises and evaluates the performance of an accounting staff and provides direction to technical and professional staff regarding fire billing procedures.*

MINIMUM QUALIFICATIONS

SPECIAL REQUIREMENT:

- * A valid driver's license is required at the time of appointment and as a condition of continuing employment.

INFORMATIONAL NOTE:

- * [~~Incumbent~~] *The Forestry Incident Business Specialist* may be required to pass a work capacity test as a condition of continuing employment.

FORESTRY INCIDENT BUSINESS SPECIALIST

EDUCATION AND EXPERIENCE: Bachelor's degree from an accredited college or university in business administration or financial management and two years of technical financial recordkeeping experience which

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|----------------------------------------------|-----------|----------|--------------|
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| FORESTRY INCIDENT ACCOUNTS SPECIALIST | 32 | B | 1.806 |

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MINIMUM QUALIFICATIONS (cont'd)

FORESTRY INCIDENT BUSINESS SPECIALIST (cont'd)

EDUCATION AND EXPERIENCE (cont'd)

included three or more of the following: cost analysis; program accounting and billing; technical payroll; preparation of complex spreadsheets and narrative reports; grant administration; **OR** a Bachelor's degree from an accredited college or university in forestry, fire science or a conservation-related field and two years of experience which included three or more of the following: fire suppression; fire/resource management; dispatching; coordinating the use of staff and equipment; interaction with incident business management teams, other agencies and cooperators; conducting training; **OR** an equivalent combination of education and experience. (See *Special Requirement and Informational Note*)

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

Working knowledge of: financial recordkeeping and reporting; forestry incident business management practices and procedures; incident command system. **General knowledge of:** basic supervisory techniques.

Ability to: implement and oversee business management functions at multiple incidents; function independently and make cost-effective decisions on business issues; coordinate resources to meet needs of the incident business management team; analyze administrative programs, policies and procedures and make recommendations; write and produce clear, concise reports and other materials using correct English grammar, spelling and punctuation; operate a personal computer and related hardware and software; create complex spreadsheets; calculate incident costs accurately; establish and maintain effective working relationships with co-workers, other agencies and the general public; communicate effectively both orally and in writing; negotiate and exchange ideas and information with others to formulate business practices and policies; prepare and present materials or information on forestry incident costs. **Skill in:** coordinating meetings with cooperators to mediate financial agreements; negotiating emergency purchases and emergency service agreements; maintaining complex financial records.

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

Working knowledge of: budgeting and State purchasing and procurement processes; agency policies and procedures related to wildland fire and emergency incidents. **Ability to:** direct, organize and coordinate staff towards a common goal and objective.

FORESTRY INCIDENT ACCOUNTS SPECIALIST

EDUCATION AND EXPERIENCE: *Graduation from high school or equivalent education and three years of paraprofessional experience which included responsibility for: negotiating and signature authority for payment of high-dollar claims, contracts, and cost-share agreements with external agencies or entities; determining the validity of claims for payment and authorizing payments on behalf of employer; and accounts receivable and accounts payable; OR three years of wildland firefighting experience which included fire incident management assignments such as wildland personnel and equipment time reporting, procurement of supplies and equipment, acting as a unit leader or claims specialist and preparation of written reports/summaries; OR an equivalent combination of education and experience. (See *Special Requirement and Informational Note*)*

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

Working knowledge of: clerical accounting functions and/or fire billing processes. **General knowledge of:** bookkeeping or fire incident management practices and procedures. **Ability to:** perform mathematical computations; interpret, apply and explain complex State and federal statutes and regulations and requirements regarding financial recordkeeping processes; review information from a variety of sources to determine the validity of claims for reimbursement; identify problems from an accounting worksheet or financial report and solve or recommend solutions; meet deadlines, prioritize work assignments and work effectively with frequent interruptions; effectively compose business correspondence and reports; operate a personal computer to input, retrieve and manipulate data, interpret contract claims and cooperative

FORESTRY INCIDENT BUSINESS SPECIALIST
FORESTRY INCIDENT ACCOUNTS SPECIALIST

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MINIMUM QUALIFICATIONS (cont'd)

FORESTRY INCIDENT ACCOUNTS SPECIALIST (cont'd)

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

agreements; analyze data and draw sound conclusions; analyze and interpret State policies, procedures, and rules relevant to program areas; prepare clear and understandable reports substantiated by necessary references or other documentation applied to financial statements, special reports, federal reports and balance sheets; develop record systems, worksheets, and reports; effectively interact with other people; interpret reports and present information to others; train, supervise and evaluate the performance of assigned personnel; plan, organize, coordinate and oversee the work of subordinate accounting assistants and administrative support staff.

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

Working knowledge of: Fire Management Assistance Grant (FMAG) and the associated laws, policies, procedures and guidelines; payment procurement policies and procedures; contract claims negotiations and resolution; federal requirements for fund disbursement and a records retention schedule as applied to maintaining sufficient operating funds, proper documentation and accountability. Ability to: represent the State in difficult negotiations with individuals who may have conflicting interests and points of view.

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

1.808

1.806

ESTABLISHED:

9/21/09UC

8/9/11R

12/27/11UC

REVISED:

12/27/11UC



STATE OF NEVADA – DEPARTMENT OF PERSONNEL

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 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.

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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| EDUCATION PROGRAMS DIRECTOR | 41 | A | 5.205 |
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| EDUCATION PROGRAMS PROFESSIONAL | 39 | B | 5.232 |

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.

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.

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 [~~related to the position~~], 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 [~~related to the position~~], 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 [~~and the assigned program area(s)~~]. **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 [~~related to the position~~]; **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 [~~related to the position~~]; **OR** one year of experience

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MINIMUM QUALIFICATIONS (cont'd)

EDUCATION PROGRAMS SUPERVISOR (cont'd)

EDUCATION AND EXPERIENCE (cont'd)

as an Education Programs Professional in Nevada State service. (*See Special Requirements and Informational Note*)

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

Detailed knowledge of: current issues and best practices in [~~the assigned program area~~] **education programs**. **Working knowledge of:** federal laws and regulations pertaining to education [~~and the assigned program area(s)~~]; 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 [~~related to the position~~]; **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 [~~related to the position~~]. (*See Special Requirements and Informational Note*)

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

[~~Detailed knowledge of: a specific field of study related to the program area.~~] **Working knowledge of:** current issues and best practices in [~~the assigned program area~~] **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

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

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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> |
| ESTABLISHED: | 2/3/92UC | 2/3/92UC | 2/3/92UC |
| REVISED: | 10/20/10UC | 10/20/10UC | 10/20/10UC |
| REVISED: | 12/27/11UC | 12/27/11UC | 12/27/11UC |



STATE OF NEVADA – DEPARTMENT OF PERSONNEL

CLASS SPECIFICATION

| <u>TITLE</u> | <u>GRADE</u> | <u>EEO-4</u> | <u>CODE</u> |
|---------------------|--------------|--------------|-------------|
| REVENUE OFFICER III | 34 | B | 7.231 |
| REVENUE OFFICER II | 32 | B | 7.233 |
| REVENUE OFFICER I | 30 | B | 7.239 |

SERIES CONCEPT

Revenue Officers research and investigate public and bank records and locate real property, lien information, credit, and tax history from a variety of sources such as bank records, court records, and credit bureaus; examine real property, liens, credit, tax history, income, and the taxpayer's place of business to identify assets and liabilities; compare assets and income to liabilities to determine the ability of the taxpayer to pay delinquent taxes.

Investigate complaints to determine whether the complaint is legitimate by examining computer records and files; determine the steps required to correct any improprieties.

Investigate instances of suspected noncompliance with statutes, rules, regulations and policies through field investigations, research of department and other governmental records, and other research techniques and initiate collection/compliance activities as necessary.

Collect delinquent tax payments; contact taxpayers and provide information concerning tax liabilities; visit places of business to collect delinquent tax payments; assist taxpayers in completing tax return forms; issue receipts for tax payments received; contact businesses which are opening or closing to inform owners of applicable tax laws, regulations and liabilities.

Investigate delinquent taxpayer accounts to determine whether the delinquent account should be designated as uncollectible or if the taxpayer has the ability to pay; analyze taxpayer account, credit, and asset information; document findings of the investigation and periodically conduct follow-up investigations of uncollectible accounts to determine whether or not the taxpayer's ability to pay has changed.

Serve tax levies and participate in the lock and seal of businesses and property seizures; conduct property inventories of seized assets; transport seized goods by truck to storage location; assist the supervisor with public auctions to raise revenue to cover tax liabilities as assigned.

Prepare and maintain records and reports of collection activities; maintain receipt copies, records of monies collected, taxpayer payment histories, and records of taxpayer contacts and uncollected taxes; maintain records of deposits to aid in tracking payments not properly credited to the taxpayer's account.

Provide assistance to the taxpayer/representative in completing proper tax forms; examine mathematical calculations to ensure correctness; answer general tax related questions using knowledge of tax laws and regulations; explain and interpret tax laws, departmental policies, and divisional policies to taxpayers with questions.

Maintain a variety of personal contacts with business representatives, individual taxpayers, bankers, lawyers, city and county law enforcement officials, and tax auditors in the process of locating taxpayers and collecting delinquent taxes.

Establish payment agreements; explain payment procedures to delinquent taxpayers including the amount of payments, rates of interest, collateral, and penalties for failure to make payments.

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| REVENUE OFFICER I | 30 | B | 7.239 |

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SERIES CONCEPT (cont'd)

Prepare investigative and other cases against non-compliant taxpayers; present cases and provide testimony before hearings officers, boards, commissions, and courts.

Perform related duties as assigned.

CLASS CONCEPTS

Revenue Officer III: Under general supervision, incumbents, in addition to performing the duties described in the series concept, review and resolve the more complex issues such as bankruptcies, judgments, transporting debts, lock and seals, and seizures in the areas of collection, investigation, and taxpayer disagreements. They also function as the first-line supervisor for a team of Revenue Officers. Supervisory duties include selection, training, assigning and reviewing work, evaluating performance as well as taking appropriate disciplinary actions.

Revenue Officer II: Under general supervision, incumbents perform the duties described in the series concept at the journey level.

Revenue Officer I: Under close supervision, incumbents *either:*

- 1) receive training in performing all or part of the duties described in the series concept and may progress to the journey level upon meeting minimum qualifications, *satisfactory job performance* and with approval of the appointing authority; *or*
- 2) *perform below the journey level on a permanent basis and do not automatically progress to the next level.*

Incumbents permanently allocated at this level perform duties which include facilitating payment of accounts receivables or delinquencies through citations, phone contacts, liens and letters; investigating irregularities of compliance through observation, informants, and skip tracing; preparing deficiency determination requests for delinquent returns or other revenue assessments; maintaining updated files and information about accounts; assisting taxpayers with complaints, problems and tax return preparation; and responding to taxpayer correspondence and phone calls.

Incumbents permanently allocated to this level do not serve tax levies; participate in the lock and seal of businesses and property seizures; withhold a business's facility or assets; establish payment agreements; perform field investigations; or present cases/provide testimony before hearings officers, boards, commissions, and courts. Additionally, incumbents do not maintain high dollar or in-state accounts.

MINIMUM QUALIFICATIONS

SPECIAL REQUIREMENT:

- * A valid driver's license or evidence of equivalent mobility is required at the time of appointment and as a condition of continuing employment.

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| REVENUE OFFICER III | 34 | B | 7.231 |
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MINIMUM QUALIFICATIONS (cont'd)

INFORMATIONAL NOTES:

- * *Positions permanently allocated to the Revenue Officer I level will be identified at the time of recruitment.*
- * *Some positions require specialized experience which will be identified at the time of recruitment.*

REVENUE OFFICER III

EDUCATION AND EXPERIENCE: Graduation from high school or equivalent education and three years of experience in one of the following areas: 1) management of a small business or a branch of a major activity in a large business with responsibility for collection of delinquent accounts which must have included the authority to grant, adjust and arrange terms of credit; or 2) three years of **professional** experience [~~as an auditor, collection agent, claims examiner, tax examiner or investigator~~] **in tax and revenue investigation, collection and/or enforcement** in a government, insurance, or financial setting, two years of which must have been in collections; **OR** an equivalent combination of education and experience; **OR** one year of experience as a Revenue Officer II in Nevada State service. (*See Special Requirement and Informational Notes*)

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

Detailed knowledge of: effective tax and revenue investigation, collection and enforcement procedures; techniques used in resolving complex tax and revenue issues. **Working knowledge of:** bankruptcies, judgments, transporting debts, lock and seal of businesses, and seizures in the areas of collections, investigations, and taxpayer disagreements; *and all knowledge, skills and abilities required at the lower levels.*

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

Ability to: train, supervise and evaluate the performance of Revenue Officers and support staff as assigned; assign and review work, evaluate the performance of subordinates and recommend improvement as appropriate; provide technical expertise regarding tax and revenue investigation, collection, and enforcement activities.

REVENUE OFFICER II

EDUCATION AND EXPERIENCE: Graduation from high school or equivalent education and two years of experience in one of the following areas: 1) management of a small business or a branch of a major activity in a large business with responsibility for collection of delinquent accounts which must have included the authority to grant, adjust and arrange terms of credit; or 2) two years of experience as a [~~auditor,~~] collection agent **in a collections agency which must have included the authority to grant, adjust and arrange terms of credit; OR** [~~claims examiner, tax examiner or investigator~~] **two years of professional experience in tax and revenue investigation, collection and/or enforcement** in a government, insurance or financial setting, one year of which must have been in collections; **OR** an equivalent combination of education and experience; **OR** one year of experience as a Revenue Officer I **or Tax Examiner II** in Nevada State service. (*See Special Requirement and Informational Notes*)

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

Working knowledge of: tax or monetary revenue collection techniques and procedures; investigative methods and sources of information used in reviewing suspected nonpayment of taxes and revenue; enforcement of tax or revenue collection laws, regulations and licensing requirements for a variety of businesses and individuals. **Ability to:** establish payment schedules based on taxpayer income and assets; testify at hearings; maintain accurate financial records using computer equipment; prepare and maintain

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MINIMUM QUALIFICATIONS (cont'd)

REVENUE OFFICER II (cont'd)

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

documentation related to collections activities; establish and maintain cooperative working relationships with taxpayers, attorneys, taxpayer representatives, accountants, department staff and others; *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 Revenue Officer III.)

REVENUE OFFICER I

EDUCATION AND EXPERIENCE: Graduation from high school or equivalent education and one year of experience in one of the following areas: 1) management of a small business or a branch or major activity in a large business with responsibility for collection of delinquent accounts which must have included the authority to grant, adjust and arrange terms of credit; or 2) one year of experience as a ~~auditor,~~ collection agent *in a collections agency which must have included the authority to grant, adjust and arrange terms of credit; OR* ~~[claims examiner, tax examiner, or investigator]~~ *one year of experience examining tax returns or claims* in a government, insurance or financial setting; **OR** an equivalent combination of education and experience; **OR one year of experience as a Contributions Examiner I, Tax Examiner I, or Compliance Investigator I in Nevada State service.** *(See Special Requirement and Informational Notes)*

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

Working knowledge of: collection methods and techniques; research and investigative techniques; sources of information commonly used to investigate a business activity or the location of an individual. **General knowledge of:** accounting and bookkeeping. **Ability to:** compose routine business correspondence and reports; communicate effectively both orally and in writing; operate a personal computer and common business-related software; compile, calculate, tabulate and verify financial information. **Skill in:** mathematical computation sufficient to calculate taxes and penalties.

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

| | <u>7.231</u> | <u>7.233</u> | <u>7.239</u> |
|--------------|--------------|--------------|--------------|
| ESTABLISHED: | 7/18/97UC | 12/16/76 | 12/16/76 |
| REVISED: | | 11/03/78-3 | 11/03/78-3 |
| REVISED: | | 2/09/79-3 | 2/09/79-3 |
| REVISED: | | 7/01/89-3 | 7/01/89-3R |
| REVISED: | | 12/14/89PC | 12/14/89PC |
| REVISED: | | 7/01/93P | 7/01/93P |
| REVISED: | | 9/24/92PC | 9/24/92PC |
| REVISED: | | 7/18/97UC | 7/18/97UC |
| REVISED: | 3/25/05PC | 3/25/05PC | 3/25/05PC |
| REVISED: | 12/23/05UC | | |
| REVISED: | 12/27/11UC | 12/27/11UC | 12/27/11UC |



CLASS SPECIFICATION

Table with 4 columns: TITLE, GRADE, EEO-4, CODE. Rows include Workforce Services Representative V, IV, III, II, and I with their respective options and codes.

SERIES CONCEPT

Workforce Services Representatives provide a broad range of services in accordance with the Workforce Investment Act; assist job seeking customers and business customers seeking qualified applicants; and provide priority employment services to eligible veterans and disabled veterans as defined by the Department of Labor.

Interview customers to elicit information regarding education, training, work experience, and occupational goals or interests; assist customers in registering for services; search current job listings and screen job seeking customers to ensure education and experience meet job order specifications; contact businesses on behalf of job seekers; refer qualified customers to businesses and verify referral results; provide information and referrals to programs available in the community; identify customers who are eligible for assistance offered through the Trade Readjustment Act, Career Enhancement Program, or veterans services; gather required information and make appropriate referrals to community-based services, partner services, or other federal programs.

Assist customers to use the resource center’s automated equipment to search for employment on the Internet, access career/employer statistics and information, utilize the interest and skills assessment and training software, and prepare resumes and cover letters; provide explanations understandable to the customer regarding procedures and resource center usage.

Advise job seeker on results of self-assessment tests and career direction options; suggest training and other resources to assist in career pursuit; edit and proof resumes; identify obstacles to employment and coach job seeking customers regarding the application process, job interviews, and other job search skills.

Conduct individual or group orientation sessions to inform customers of programs and services available; answer inquiries from the public and employers regarding workforce investment services and programs.

Perform related duties as assigned.

CLASS CONCEPTS

Workforce Services Representative V: Incumbents at this level typically supervise Workforce Services Representative II’s, III’s, and IV’s in a large metropolitan office or are responsible for the daily operation of a casual labor employment office in a metropolitan area.

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|---------------------------------------------------------|-----------|----------|---------------|
| WORKFORCE SERVICES REPRESENTATIVE V | 34 | B | 12.152 |
| WORKFORCE SERVICES REPRESENTATIVE IV [–OPTIONS] | 32 | B | 12.153 |
| WORKFORCE SERVICES REPRESENTATIVE III – OPTIONS | 30 | B | 12.157 |
| WORKFORCE SERVICES REPRESENTATIVE II – OPTIONS | 28 | E | 12.158 |
| WORKFORCE SERVICES REPRESENTATIVE I | 26 | E | 12.159 |

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CLASS CONCEPTS (cont'd)

Workforce Services Representative V (cont'd)

Compile information and submit a variety of reports to management regarding staff, production, or special projects; review periodic reports to track quality assurance, timeliness, and customer service goal achievement for individual employees and the office; participate in the development and implementation of corrective action plans when established goals are not met; review and approve customer classroom and on-the-job training contracts and payment documentation; answer subordinates' questions and resolve problems with staff and customers.

Supervise subordinate paraprofessional and professional staff; participate in hiring interviews; prepare work performance standards for subordinates; prepare and conduct performance evaluations; determine individual training requirements; deliver on-the-job training to address areas of deficiency for individual employees or to introduce new procedures; recommend and prepare documentation for disciplinary action.

Workforce Services Representative IV:

~~**[OPTION A – Workforce Investment Services:]**~~ Positions ~~[allocated to this option]~~ *in this class* are distinguished from the lower levels by their significant involvement in outreach efforts to the community and business customers ~~[as either a Job Development Specialist or a Employer Relations Consultant]~~. Incumbents spend the majority of the time communicating with business customers to develop jobs or market and provide the services offered through the Employment Security Division (ESD). This level is also distinguished from the lower levels by the independence and judgment required when performing these duties in the community.

Contact or respond to private and public business customers, community organizations and groups to explain the ~~[job development]~~ programs; educate business customers on available ~~[employment]~~ services and financial incentives and other advantages of using agency services; provide technical information such as competitive wage and labor market information; describe attributes and skills of job seeking customers and coordinate with staff/other agencies to write on-the-job training contracts; promote appropriate programs to qualified employers; maintain files on data collected for future use; *conduct oral presentations before groups such as chambers of commerce, and effectively develop written communications such as letters and reports.*

Monitor on-the-job training contracts to ensure compliance by both business and job seeking customers; intervene to resolve problems or issues; review and approve time sheets for payment and investigate discrepancies.

Market and provide the services offered through ESD and local workforce and one-stop offices to promote economic development within the State; visit business customers to provide information on available workforce solutions which include recruitment and referral, education and training, business resource centers, and information services.

Interview business customers to elicit information to determine present or future workforce needs; engage in rapid response activities to address the needs of business and job seeking customers in large layoff situations.

Provide technical expertise and explain guidelines and regulations to employers regarding special programs such as alien certification, immigration, permanent labor certification, and similar programs; coordinate program efforts and activities and ensure compliance with applicable regulations and requirements.

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|--------------------------------------------------------------|----|---|--------|
| WORKFORCE SERVICES REPRESENTATIVE V | 34 | B | 12.152 |
| WORKFORCE SERVICES REPRESENTATIVE IV [–OPTIONS] | 32 | B | 12.153 |
| WORKFORCE SERVICES REPRESENTATIVE III – OPTIONS | 30 | B | 12.157 |
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CLASS CONCEPTS (cont'd)

Workforce Services Representative IV [~~–Option A~~] (cont'd)

Promote workforce investment resources; participate in cooperative agency meetings, attend community sponsored workshops, and maintain liaison with Chamber of Commerce, industrial development agencies, personnel associations and other community organizations; hold meetings and exchange correspondence to coordinate employment service activities with other community agencies; resolve job order verification problems and complaints.

Provide local office staff with information on industry and individual businesses for continuity of the recruitment effort; attend staff meetings and correspond in writing to explain procedures or disseminate information.

Conduct research on labor force availability to encourage business customers to locate in Nevada; select data from existing publications, conduct surveys, and review computer printouts; develop and implement marketing strategies to penetrate the labor market, increase the market share and secure job listings in occupations prevalent in the applicant pool; compose and place newspaper, radio, Web site, and television advertisements and public service announcements; analyze data resulting from employer contacts to write reports; document information to ensure program accountability.

~~**[OPTION B – Disability Program Navigator:** Positions allocated to this option are distinguished from the lower levels by supervision of Workforce Services Representative III's; significant involvement in outreach efforts to the community and business customers; compilation and submittal of reports for the Disability Program Navigator grant; and ongoing assessments of workforce investment facilities statewide.~~

~~Conduct outreach and collaborate with employers, employer organizations, governmental agencies, community service providers, and other private and public entities to promote the hiring of individuals with disabilities and to facilitate job placement; foster linkages between these organizations and programs operating through workforce investment and one-stop offices.~~

~~Ensure that workforce investment and one-stop offices, services, programs, and equipment are accessible to individuals with disabilities, including ensuring the availability of publications and materials in alternate formats.~~

~~Facilitate the collection of participant data to effectively evaluate the Disability Program Navigator initiative.~~

~~Serve as a resource for, and develop/provide training to, the workforce services staff to ensure a comprehensive knowledge of federal, State, local and private programs that impact the ability of individuals with disabilities to enter and remain in the workforce.~~

~~Serve as a resource for, and develop/provide training on, pertinent workforce development issues and policies affecting individuals with disabilities seeking employment, skill development, job retention assistance, or career advancement.~~

~~Supervise a staff of Workforce Services Representative III's acting as local disability program navigators; participate in hiring interviews; prepare work performance standards for subordinates; prepare and conduct performance evaluations; determine individual training requirements; recommend and prepare documentation for disciplinary actions.]~~

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| WORKFORCE SERVICES REPRESENTATIVE V | 34 | B | 12.152 |
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| WORKFORCE SERVICES REPRESENTATIVE III – OPTIONS | 30 | B | 12.157 |
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CLASS CONCEPTS (cont'd)

Workforce Services Representative III:

OPTION A – [~~Workforce Investment Services~~] *Employment Services*: Positions allocated to this option either work as program representatives and determine job seekers' eligibility to participate in special programs such as the Career Enhancement Program or Trade Readjustment Act which provide training or specific tools or equipment required for employment in a chosen occupation, **OR** supervise a unit of Workforce Service Representative II's. Positions at this level are distinguished from Workforce Services Representative II's by responsibility for intense client contact, authority to determine eligibility to participate in programs, carrying an ongoing case load of program participants, or supervision of subordinate Workforce Services Representatives II's.

Evaluate resource center test results to assess job seekers' interests, skills, and aptitudes; provide vocational guidance to job seeking customers in making occupational choices, changes, and adjustments; identify potential barriers to employment as well as skills, abilities, attitudes, educational achievements, and limitations on conditions of employment; identify steps leading to achievement of occupational goals; prepare a written contract outlining a mutually agreed upon action plan; process intake forms and make decisions on services to be provided.

Contact businesses on behalf of job seekers to make a referral or promote on-the-job-training opportunities; advise clients regarding appropriate job search behavior; monitor job seeking customer's progress through training to ensure compliance with contract and program provisions; process required documentation to encumber funds for individual contracts and invoices to facilitate payment; provide assistance and encouragement to customers; refer customers to services provided by workforce investment partners and coordinate service delivery with partners; conduct workshops to teach job seeking and job related skills.

Evaluate and process documents prepared by others to ensure program compliance; identify discrepancies, resolve problems and provide guidance to local office staff; authorize and approve documents within assigned parameters; compile and summarize program information related to program budget, clientele and operations for inclusion in management or federal reports; assist program vendors by researching requested information and resolving problems or complaints.

Perform group orientations to inform unemployment insurance benefit claimants of reemployment services available through the workforce investment partners and assist with completion of necessary forms; conduct individual eligibility reviews with unemployment insurance benefit claimants to verify identity, evaluate and develop appropriate work search plans, verify job search efforts, and examine information for potential issues that would affect payment of unemployment benefits; enter required information in the computer.

Supervisory positions train, supervise, and evaluate the performance of assigned staff; assign and review work; recommend and compile documentation for disciplinary action; monitor production to ensure the unit's goals are met and compliance with regulations and policy; resolve complaints and answer inquiries from customers and the public.

OPTION B - Local Veterans Employment Representative: Positions allocated to this option coordinate and maintain the veterans employment services program in a local workforce investment or one-stop office; provide technical advice and instruction to office staff regarding State and federal laws and departmental policies and procedures to ensure the proper delivery of services to veterans; evaluate veterans services provided by the local office and determine if performance goals are met; prepare monthly veterans program production reports and recommend action to improve performance; monitor federal job listings and maintain contact with local federal contractors to ensure compliance with veterans preference

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| WORKFORCE SERVICES REPRESENTATIVE V | 34 | B | 12.152 |
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| WORKFORCE SERVICES REPRESENTATIVE III - OPTIONS | 30 | B | 12.157 |
| WORKFORCE SERVICES REPRESENTATIVE II - OPTIONS | 28 | E | 12.158 |
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CLASS CONCEPTS (cont'd)

OPTION B - Local Veterans Employment Representative (cont'd)

requirements; and provide the services described in the [Workforce] *Employment* Services option at this level to veterans; incumbents may supervise a Disabled Veterans Outreach Program position.

~~**OPTION C - Local Disability Program Navigator:** Positions allocated to this option address the needs of customers with disabilities for one or more local workforce investment or one-stop offices; review available private, local, State, and federal laws, regulations, and programs designed to improve the employment, accessibility, skill development, job retention, and career advancement of persons with disabilities and provide comprehensive information to coworkers, customers, schools, employers, and others through discussions or formal training; address individual situations and suggest or coordinate services as needed; facilitate access to support and services that provide transition to employment; suggest and, with approval, implement changes to workforce investment or one-stop office policies, procedures, practices, information, and equipment to improve, streamline, and ease services for customers with disabilities.~~

~~Conduct outreach to, and collaborate with, public and private agencies, organizations, and employers to promote and improve the employment of persons with disabilities; review and report on the effectiveness of services provided; may supervise Workforce Service Representative II's as assigned.]~~

Workforce Services Representative II: Under supervision, incumbents typically work in a local workforce investment or one-stop office and perform most of the duties described in the series concept. Some positions serve a specific customer base such as disabled veterans, public assistance clients, or business customers placing job listings.

~~**OPTION A - [Workforce Investment Services] Employment Services:** Positions allocated to this option approve and assist business customers to register in the workforce development system; assist employers in developing job descriptions and enter job listings into the computer system; evaluate and approve job listings entered into the job bank by business customers to ensure clarity and compliance with regulations; and contact business customers to inquire about job order results and status of job seeker referrals.~~

~~Evaluate the education, training, and work history of job seeking customers and assess their qualifications for referral to business customers or programs that provide training or other assistance within or outside the agency.~~

~~**OPTION B - Disabled Veterans Outreach Program:** Positions allocated to this option provide outreach, labor exchange, job development, referral to supportive services, training, follow-up, and educational services to disabled veterans; cooperate with military separation centers to present the Transition Assistance Program; and maintain close liaison with veterans organizations and local social service providers.~~

Workforce Services Representative I: Under close supervision, incumbents receive classroom and on-the-job training in the duties described in the series concept. One year of experience as a Workforce Services Representative I in Nevada State service provides for semi-automatic progression to the next level in accordance with regulations. This is the trainee level in the series.

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| WORKFORCE SERVICES REPRESENTATIVE V | 34 | B | 12.152 |
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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 verification of an honorable discharge from the U.S. military service.

INFORMATIONAL NOTES:

- * Preference shall be given in the appointment of Disabled Veterans Outreach Program positions to qualified disabled veterans. If the appointing authority finds that no qualified disabled veteran is available for appointment, appointment may be given to any qualified veteran.
- * Up to one year of experience may be substituted by completion of 30 semester credits in social or behavioral science, business administration, or related field for Workforce Services Representative III.
- * Up to two years of experience may be substituted by completion of 60 semester credits in social or behavioral science, business administration, or related field for Workforce Services Representative IV and V.

WORKFORCE SERVICES REPRESENTATIVE V

EDUCATION AND EXPERIENCE: Graduation from high school or equivalent education and four years of relevant employment services experience which included one year of [~~Workforce Investment~~] *Employment Services* program experience coordinating and monitoring employer/employment services and activities; mediating between parties or groups to resolve problems; providing leadership to motivate staff and customers to achieve goals, improve performance, or utilize program services; researching and analyzing various types of materials or situations to prepare reports or identify problems or alternative solutions and recommend corrective action; **OR** one year as a Workforce Services Representative IV in Nevada State service; **OR** two years of experience as a Workforce Services Representative III in Nevada State service; **OR** an equivalent combination of education and experience. (*See Special Requirements and Informational Notes*)

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

General knowledge of: basic principles of supervision, training, and team leadership. **Ability to:** research and analyze various types of materials to prepare comprehensive reports; reason and apply logic to develop proposals for new work procedures; instruct employees in correct methods and procedures; identify problems, alternative solutions and recommend corrective action; motivate staff to achieve goals and increase performance; coordinate and monitor the activities of several functions. **Skill in:** mediating between parties or groups to resolve problems; performing and prioritizing a variety of duties, often changing from one task to another; *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: one-stop-operating-system programs and processes to troubleshoot or identify and report problems and advise staff on proper usage; State and federal workload standards governing quality, quantity and timeliness for the assigned programs; supervisory techniques and practices; State personnel rules for supervision of subordinate personnel. **Ability to:** supervise, plan, organize and monitor the workload of the office; conduct performance evaluations; negotiate and formulate complaint resolution; organize, coordinate and implement training for staff in technical areas.

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MINIMUM QUALIFICATIONS (cont'd)

WORKFORCE SERVICES REPRESENTATIVE IV

EDUCATION AND EXPERIENCE: Graduation from high school or equivalent education and three years of employment services experience which included interviewing job seeking customers to gather education and work history information or job requirements from business customers; evaluating job seeking customers' education and training and applying a knowledge of occupational requirements and labor market conditions to identify and develop appropriate training opportunities; determining eligibility for agency services based on established policies, procedures and requirements; establishing working relationships with business customers to clarify job listing requirements, discuss possible referrals for job listings, and promote services offered through [~~Workforce Investment~~] *Employment Services* and one-stop offices; and managing a case load of customers receiving program services; **OR** *three years of sales and/or marketing experience which included making public presentations, soliciting new business accounts and/or promoting goods and services*; **OR** one year of experience as a Workforce Services Representative III in Nevada State service; **OR** an equivalent combination of education and experience. (*See Special Requirements and Informational Notes*)

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

Working knowledge of: behavior modification techniques used to assist job seeking customers alter behavior not conducive to job interviewing or employer relations; [~~General knowledge of:~~] marketing techniques. **Ability to:** confront job seeking customers in a non-threatening, non-aggressive manner in order to address unacceptable attitudes or behaviors; analyze a customer's behavior and attitudes and provide insight to overcome barriers to employment; identify job seeking customers' strengths and weaknesses and develop mutual strategies to promote employment; participate in and represent the division at cooperative agency meetings, community sponsored workshops and with community organizations; monitor vendor contracts for compliance; mediate between parties with opposing views; respond quickly to unexpected situations; compose newspaper, radio and television advertisements and public service announcements; speak publicly and extemporaneously to provide information and persuade others to accept or adopt a specific course of action; prepare and maintain reports. **Skill in:** coordinating efforts to supply information and needed services; composing business correspondence and reports; managing a case load of customers receiving program services; building and maintaining working relationships with other agencies, business customers, professional groups and organizations; *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: group dynamics and leadership roles; current effective marketing techniques and strategies. **Ability to:** develop and implement marketing strategies; coordinate employment service activities with other community agencies; identify business customers' current and future workforce needs and apply solutions available through [~~Workforce Investment~~] *Employment Services* Programs; prepare and maintain reports regarding outreach, contacts, referrals, training, placements, and contracted services and costs. **Skill in:** developing and implementing marketing strategies to penetrate the labor market, increase market share and secure job listings relevant to the applicant pool.

WORKFORCE SERVICES REPRESENTATIVE III

EDUCATION AND EXPERIENCE: Graduation from high school or equivalent education and two years of relevant program experience which included interviewing job seeking customers to gather education and work history information, or business representatives to determine job requirements from business customers; evaluating education and training and applying knowledge of specific occupational requirements and labor market conditions to make referrals to job openings; assisting customers to use computer equipment and software to develop resumes, assess skills and aptitude, search the Internet for job openings, or enter job listings in the Internet; recording information gathered from customers using

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MINIMUM QUALIFICATIONS (cont'd)

WORKFORCE SERVICES REPRESENTATIVE III

EDUCATION AND EXPERIENCE: (cont'd)

program related computer software; identifying barriers to employment and explaining program requirements and regulations; **OR** one year of experience as a Workforce Services Representative II in Nevada State service; **OR** an equivalent combination of education and experience. (*See Special Requirements and Informational Notes*)

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

~~[ALL]~~ **BOTH** OPTIONS

Working knowledge of: federal and State equal employment opportunity laws and regulations; computer programs used to assess job seeking customers' interests, skills, and aptitudes; labor market information, local prevailing wage information and minimum wage laws; occupational requirements and current labor conditions; active listening and communication techniques used to establish rapport and trust with customers. **Ability to:** assess job seeking customers' education, training and work history to provide vocational guidance and identify steps required to achieve occupational goals; resolve complaints and answer inquiries from business customers regarding job listing procedures; manage a case load of customers; apply program regulations, policies and procedures to identify customers' eligibility for assistance; monitor customer progress through training and ensure compliance with contract and program provisions; establish and maintain case files; encourage customers to comply with program regulations; speak before groups to relay program information and requirements; promote employment services with business customers via telephone and the office staff through training and consultation; prepare and maintain reports; *and all knowledge, skills and abilities required at the lower levels.*

OPTION B - LOCAL VETERANS EMPLOYMENT REPRESENTATIVE [& OPTION C - LOCAL DISABILITY PROGRAM NAVIGATOR]

Ability to: promote employment services with business customers via telephone and the office staff through training and consultation; prepare and maintain reports.

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

~~[ALL]~~ **BOTH** OPTIONS

Working knowledge of: State and federal laws and regulations and agency policies and procedures for assigned programs; training providers within the community; computer modules used for case management, customer assessment and developing an employment plan; unemployment insurance benefit job search requirements. **General knowledge of:** behavior modification techniques used to assist job seeking customers change behaviors which present barriers to employment. **Ability to:** establish rapport and gain trust of customers in order to discuss and advise them on sensitive personal attributes, attitudes or behaviors which may present obstacles to employment; train staff on assigned program requirements, policies and procedures; identify appropriate training to enhance a customer's employability in the their chosen occupation; prioritize assignments and manage time to accomplish established goals. **Skill in:** managing an ongoing case load of customers receiving program assistance.

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MINIMUM QUALIFICATIONS (cont'd)

OPTION B - LOCAL VETERANS EMPLOYMENT REPRESENTATIVE [& OPTION C - LOCAL DISABILITY PROGRAM NAVIGATOR]

Working knowledge of: adjustment and vocational problems prevalent among veterans or the disabled; State and federal laws and regulations governing veterans or the disabled rights and benefits. **Detailed knowledge of:** local area programs, agencies, organizations, and benefits available to assist veterans or the disabled. **Ability to:** interpret and explain veterans or the disabled programs to staff, employers, and veterans or the disabled; prepare and maintain reports regarding outreach, contacts, referrals, training, and placements.

WORKFORCE SERVICES REPRESENTATIVE II

EDUCATION AND EXPERIENCE: Graduation from high school or equivalent education and one year of [~~Workforce Investment~~] **Employment Services** Program experience which included interviewing job seeking customers to gather education and work history information or job requirements from business customers; evaluating education and training and applying knowledge of specific occupational requirements and labor market conditions to make referrals to job openings; assisting customers to use computer equipment and software to develop resumes, assess skills and aptitude and search the Internet for job openings, or post job listings on the Internet; recording information gathered from customers using program related computer software; identifying barriers to employment and explaining program requirements and regulations; **OR** one year as a Workforce Services Representative I in Nevada State service; **OR** an equivalent combination of education and experience. (*See Special Requirements and Informational Notes*)

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

BOTH OPTIONS

Working knowledge of: customer service and interviewing techniques used to gather education and work history from job seeking customers or job requirement from business customers; techniques necessary to establish rapport and gain the trust of customers; resource center equipment and software used to assist job seeking customers in developing resumes, assessing skills and searching the Internet for job openings; occupational requirements of positions and current labor market conditions in Nevada; program related computer software and reports, codes, screens, formats, and key entry sequences; laws, regulations, policies and procedures applicable to [~~Workforce Investment~~] **Employment Services** Programs. **Ability to:** enter, process and retrieve data from the One-Stop Operating System; assist customers in the use of computer hardware and software in resource centers; enter job listings; advise and encourage job seeking customers to follow through on job referrals; evaluate job listings to determine compliance with State and federal laws and regulations; evaluate customers' education, training and work history and assess qualifications for job referral; establish and maintain cooperative working relationships with co-workers, the public, business customers and other agencies; assist customers with resume development by editing and proof reading drafts and recommending appropriate language and format; make oral presentations to groups or individuals regarding program information, policies and procedures; identify customers' barriers to employment; advise customers on job search skills; *and all knowledge, skills and abilities required at the lower level.*

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MINIMUM QUALIFICATIONS (cont'd)

WORKFORCE SERVICES REPRESENTATIVE II (cont'd)

OPTION B - DISABLED VETERANS OUTREACH PROGRAM

Working knowledge of: State and federal laws and regulations and agency policies and procedures related to veterans rights and privileges; programs, agencies, organizations and benefits available to assist veterans. **Ability to:** plan and implement outreach projects to locate and meet the needs of veterans within established goals and objectives; interface with federal and local veterans representative organizations.

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

BOTH OPTIONS

General knowledge of: services, roles, and responsibilities of local human service agencies; policies and procedures related to workforce development service programs; programs and types of assistance available through [~~Workforce Investment~~] *Employment Services* and affiliated partners.

WORKFORCE SERVICES REPRESENTATIVE I

EDUCATION AND EXPERIENCE: Graduation from high school or equivalent education and two years of experience which included providing services to customers; reading and applying written policies, procedures, or instructions; operating personal computers to enter and retrieve data; and interviewing individuals to gather information; **OR** a Bachelor's degree in social or behavioral science, business administration, or related field; **OR** an equivalent combination of education and experience. (*See Special Notes and Requirements*)

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

Working knowledge of: English grammar, spelling, punctuation, vocabulary and composition. **General knowledge of:** customer service techniques; modern office practices, procedures and equipment; telephone techniques and etiquette; record keeping and filing methods. **Ability to:** read, comprehend and apply written policies and procedures to specific situations; perform basic mathematical computations including the addition, subtraction, multiplication, and division of whole numbers; compose basic business communications and document interviews; interview customers to gather accurate factual information; interact effectively with customers of diverse backgrounds; compare information and identify similarities, differences and inconsistencies; accurately copy, post or transcribe information from one source to another; explain program services, policies and requirements; establish and maintain cooperative working relationships with co-workers and the public; understand and follow oral and written directions. **Skill in:** operating a personal computer to enter, retrieve and process 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 Workforce Services Representative 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.

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| REVISED: | 4/20/09R | 4/20/09R | 4/20/09R | | |
| REVISED: | 6/4/09 | 6/4/09 | 6/4/09 | | |
| REVISED: | 5/21/10UC | 5/21/10UC | 5/21/10UC | | |
| REVISED: | | 12/27/11UC | 12/27/11UC | 12/27/11UC | |