MEMORANDUM

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Department of Administration
Division of Personnel

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Date: February 7, 2006

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Subject: Grants Administrator Job Class Study

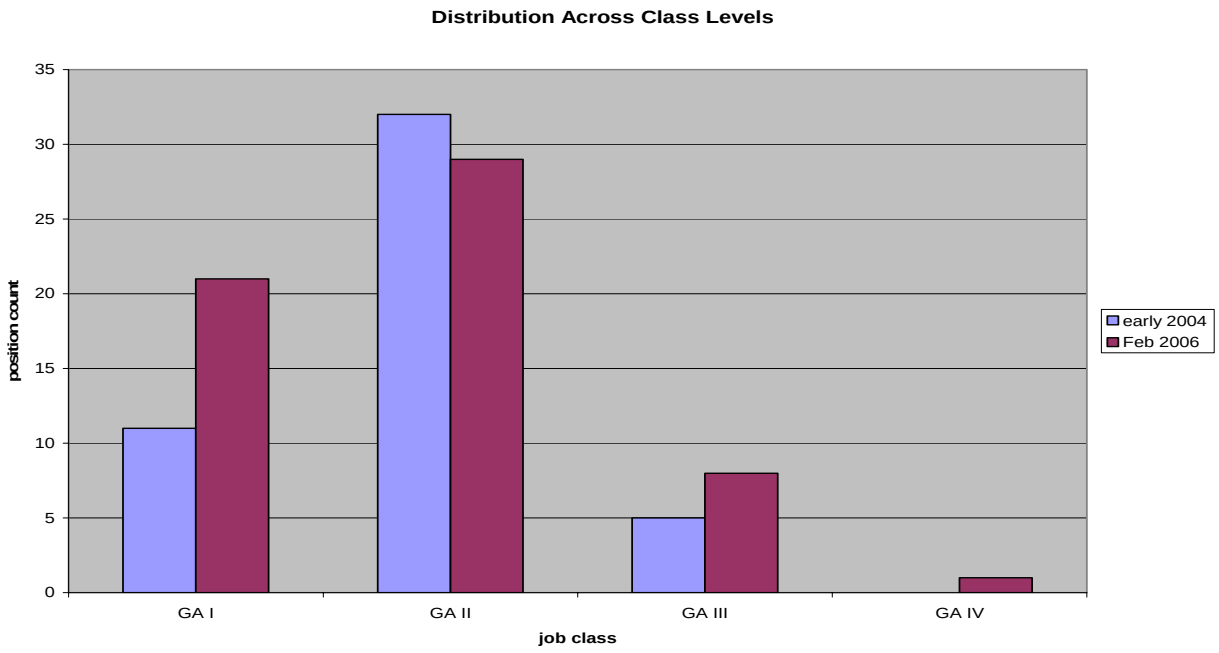
Preamble:
The Department of Health & Social Services (DHSS) submitted a request to the Division of Personnel to conduct a classification study of the Grants Administrator (GA) series. The Division of Personnel commenced work on this project in the spring of 2004.

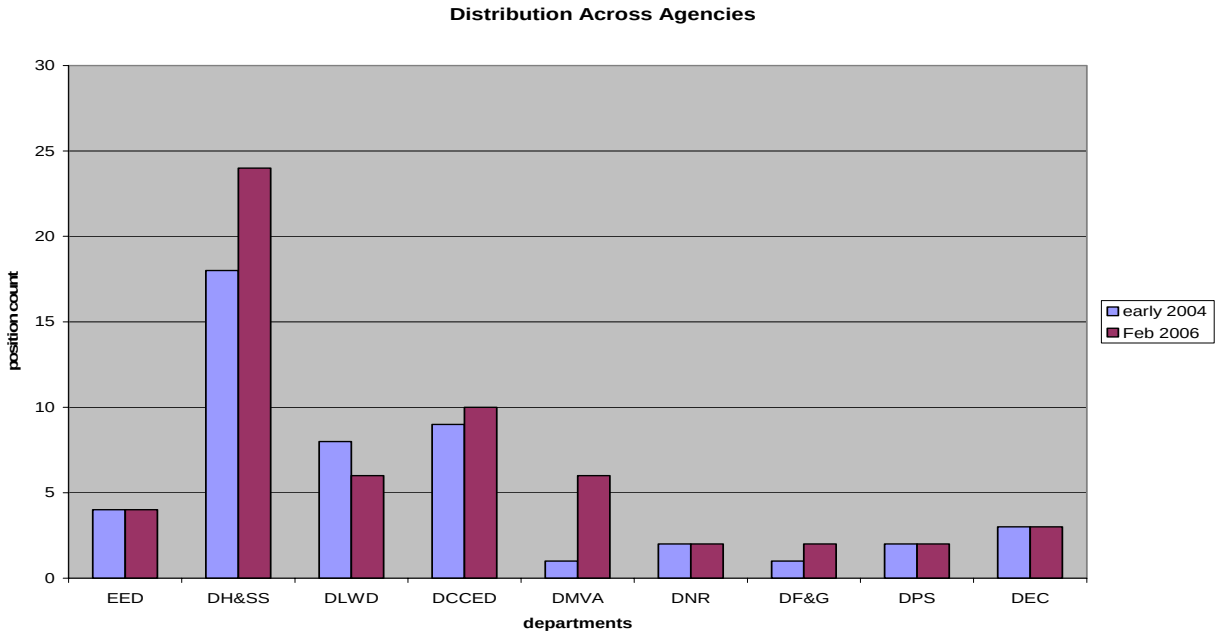
The study request followed a major reorganization of administrative staff within DHSS, including the consolidation of grants administration within the Office of Financial and Management Services (formerly the Division of Administrative Services). The stated goals of the consolidation were to reduce administrative burdens on program managers, provide a more efficient system, improve customer service, and reduce paperwork for grantees. Employees performing grants administration within the department were transferred from the programmatic divisions (Public Health, Behavioral Health, Public Assistance, Children's Services, etc.) to the Grants and Contracts Support Team. The team is responsible for grants and contracts, procurement, and leasing.

In conjunction with the reorganization, a new job class, titled Administrative Services Manager I, was established effective May 16, 2004, to represent the work of the position responsible for overall management of the DHSS Grants and Contracts Support Team.

Study Scope:
The study included the review of all positions allocated to the GA series and 6 positions performing grants administration work but allocated to other job classes. In early 2004, there were 48 Grants Administrator positions, of which 11 were allocated to the GA I, 32 positions to

the GA II, and 5 positions to the GA III job class. Currently, there are 59 GA positions, of which 21 are allocated to the GA I (6 nonpermanent positions), 29 to the GA II, 8 to the GA III, and one to the GA IV job class. Although DHSS employs the largest number of Grants Administrators, this job class is utilized by other departments in the executive branch. In addition to the 24 GA positions at DHSS, there are currently 10 at Commerce, Community & Economic Development (DCCED), 6 each at Labor & Workforce Development (DLWD) and Military & Veterans Affairs (DMVA), 3 at Environmental Conservation (DEC), and 2 each at Public Safety (DPS), Natural Resources (DNR), and Fish & Game (DFG).





Study Method:
A planning meeting was held in the early spring of 2004 and representatives of the affected departments were invited to attend.

The primary reasons for conducting a study were:
1) the recent consolidation and reorganization of grant administration and professional services contract functions at DHSS into a centralized Grants & Contracts Support Team, thereby changing the scope of duties, responsibilities, and reporting relationships of a large number of positions;
2) the age of the current class specifications and the difficulty experienced in applying them;
3) the need to review internal alignment with other State professional administrative support job classes;
4) the minimum qualifications, which supervisors reported often resulted in unsuitable pools of candidates; and
5) the absence of a formal trainee level to provide a career path and qualified candidates for the advanced, supervisory and managerial Grants Administrator levels.

In accordance with the approved Classification Study Plan, the objectives of the study were to:
1) analyze and define the body of grants administration work;
2) distinguish the work from other job classes that include a grants administration component, identify the appropriate levels of work, and determine if additional levels were necessary;
3) create class specifications that clearly describe and distinguish each class and provide appropriate minimum qualifications; and
4) analyze the new classes for internal alignment and determine appropriate salary ranges.

Each participating department was asked to assign an occupational consultant or contact to work with the Division of Personnel. Most departments designated one or more individuals to fill this role. New Position Descriptions (PDs) were requested for Grants Administrators and positions allocated to other job classes but having substantial responsibility for grants administration. Department representatives were invited to make presentations to classification staff about their organizations, grants administration functions and characteristics. DHSS and DLWD made presentations, and DCCED and DMVA provided written information.

PDs were received in early May 2004. Departments were provided the opportunity to identify positions believed to best represent the body of work; subsequently those and other positions were selected for interview. Standard audit questions were developed, and interviews were conducted via telephone and on-site in Juneau. Interviews were conducted with the incumbents of 22 positions, including four GAs I, nine GAs II, four GAs III, and five non-GA positions, of which three were proposed by departments to be reallocated to the GA series and two positions were recommended for allocation to other job classes.

Following the interviews, an analysis of duties and responsibilities was completed, and the positions were grouped into levels based upon common characteristics. Definitions and Distinguishing Characteristics were drafted for each level, and copies were distributed via e-mail to participants and classification staff. A test allocation session was held on July 2, 2004, during which classifiers were asked to allocate actual positions using the draft Definitions and

Distinguishing Characteristics. As a result of recommendations and comments received through these internal and external sources, the Definitions and Distinguishing Characteristics were refined and revised drafts prepared. Thereafter, the remaining sections (Example of Duties, Knowledge, Skills and Abilities, and Minimum Qualifications) of the new class specifications for Grants Administrator I-IV were developed and completed.

Individual PDs were then assessed against the revised class specifications for Grants Administrator I-IV, resulting in eight job class reallocations (four reclasses up, three reclasses down, and one reclass to same range); nineteen FLSA changes, and two bargaining unit changes. An internal alignment analysis was conducted and preliminary findings were distributed to agencies with a request for comments. Affected departments asked that the Division of Personnel re-review the preliminary range assignments for the Grants Administrator II and III and for a number of reasons, this portion of the study was put on hold for a year. On August 16, 2004, phase I of the study was implemented, covering all other elements: revised class specs were posted, reallocations were made effective, the range assignment of the Grants Administrator I job class was changed from R13 to R14 (eleven positions) and the new managerial level Grants Administrator IV was established at R20 (one position).

Re-analysis and range assignment for levels II and III of the series constituted phase II of this study. On August 18, 2005, Administrative Service Directors were notified of the reopening of the study to finalize range assignment for those middle levels. Agencies were offered the opportunity to meet and discuss the study, and to recommend comparison job classes for the analysis. No departments requested to meet. In September, DH&SS submitted a detailed analysis of the Grants Administrator body of work, emphasizing how, like the Administrative Manager series, it spans multiple areas of responsibility. DEC submitted a brief statement to the same effect, recommending the same series for comparison with GAs. The other seven impacted agencies did not submit comparison job class recommendations. In late October 2005, the second, independent internal alignment analysis was conducted by a different analyst, using the Administrative Manager series as well as seven other related, professional, journey-level job classes. Due to the potential for controversy over the implementation of phase II, the Division of Personnel sought and gained Commissioner level support, and then proceeded with roll out. Administrative Service Directors were apprised of the study's conclusion February 1, 2006, and open question and answer sessions for impacted incumbents and supervisors are scheduled to occur February 8.

History of Job Class:

Before the implementation of this study, there were three levels in the Grants Administrator series.

Grants Administrator, a single level job class at R17, was established in 1970. The job class files reveal that in November 1971, the salary range was reaffirmed by making comparisons only to the Loan Examiner I/II, Leasing Officer I/II and Realty Officer I/II job classes. At the time, positions in the GA job class had the authority to approve the financial ability of grantees to repay loans, requiring knowledge of facilities and the ability to evaluate a community's need for facilities. They made program policy recommendations, prepared policy manuals and assisted in budget preparation. The focus included the review of facility project activities in the field and

recommending project extensions and amendments and payment authorizations, duties that entailed performing site, construction, completion and compliance inspections. The work of the GA class was deemed to exceed the assignments, program scope, etc. of the Loan Examiner I, Leasing Officer I and Realty Officer I (all R16), but was not considered to reach the level of the Loan Examiner II, Leasing Officer II or Realty Officer II (all R18). Thus, R17 remained the assigned range for the Grants Administrator class.

Effective April 1, 1989, two additional levels were established. The existing job class, Grants Administrator, was retitled Grants Administrator II and defined as the working or journey level. Grants Administrator I was defined as the entry level, and Grants Administrator III was defined as the supervisory level of the series. No changes were made to the retitled Grants Administrator II job class' level of responsibility, accountability or scope of duties, nor was an updated salary analysis done in 1989 or after to reaffirm the range assignment of the GA II job class. Since then, various minor revisions have been made, including changes to the Minimum Qualifications.

Class Analysis:

Grants Administrators primarily perform a variety of administrative support activities related to the State's disbursement of funds to grantees such as nonprofit organizations, local governments, tribes, other State entities such as the University of Alaska, or individuals. Some GA positions may assist program staff with grant procurement, or obtaining non-State funding for State programs and services. Grant procurement includes identifying a program need, and then researching, collaborating, preparing and submitting the State's grant application for award of federal or private funds in order to develop and implement programs or services. In addition to administering grants, some GA positions may develop, execute and monitor Professional Service Contracts. The GA job class series, however, applies to positions for which the primary purpose is to administer grants, not contracts.

In general, there has been only moderate change in the purpose and nature of grants administration work since the inception of the Grants Administrator class in the 1970s. The chief focus has been and continues to be disbursement and administration of grant funds to grantees for specific purposes, or "grants out." There has, however, been somewhat of an increase in emphasis on "grants in," as the number of available federal sources of grant revenues to the State has increased, along with total amounts available and number of purposes for which funds are available for award – across a period when the State has also seen funding reductions to numerous longstanding State "grants out" programs. Another change in the scope of the series was removal of the loans and facility construction responsibilities once part of the original 1970 Grants Administrator class.

The State's classification plan provides for the grouping of positions into job classes when they are sufficiently similar with respect to duties and responsibilities, degree of supervision exercised and received, and entrance requirements so that: 1) the same title can be used to clearly identify each position; 2) the same minimum qualifications for initial appointment can be established for all positions; 3) the same rate of basic pay can be fairly applied to all positions; and 4) employees in a particular class are considered an appropriate group for purposes of layoff and recall. Job classes should be constructed as broadly as is feasible as long as the tests of similarity are met.

Analysis did not identify factors of substance that would justify changing the job class concepts of the GA series in a major way; the benchmark of the series continues to be the journey level, Grants Administrator II. In classification, the benchmark level is the basis of a job class series and is critical in determining the appropriate levels above or below the benchmark level. It is the level at which most work typical of the field is performed. Benchmark is defined as work that involves a variety of assignments typical of the field or profession; incumbents independently perform the full range of assignments, using standard methods and techniques of the field. The benchmark level usually requires both knowledge and experience in the related job area as a minimum qualification for entry into the class. All of these factors continue to exist and support the journey level, Grants Administrator II, as the benchmark of the job class series.

Grants Administrator I:
The Grants Administrator I job class is intended to be either a trainee (under a flex plan situation) or an entry level, with the trainee option applying to positions in a learning mode with the expectation of progression to the journey level, and the entry level option applying to positions performing limited grants administration functions. There was no significant change made to this level of the series.

Definition and Distinguishing Characteristics: Under immediate supervision, Grants Administrators I are either 1) the trainee level, learning the full range of professional grant administration duties on behalf of a State agency as a grantor, including proposal solicitation and evaluation, grant award, fiscal monitoring, and grant close out; or 2) the entry level, performing limited grant administration work and assisting with administering grants of limited scope and duration.

Under the first option, the Grants Administrator I learns and applies grant-related laws, regulations or policy to ensure that grant activities are in compliance. As a trainee GA I, incumbents receive progressively difficult assignments to increase knowledge and skills with the goal of progressing to the full working level of the series. Under the second option, the Grants Administrator I is responsible for an ongoing but limited body of grants administration work. Both options include positions that perform less than the full range of grant administration duties. Neither option is intended to apply to clerical work performed in support of a grant administration function.

Grants Administrator II:
The Grants Administrator II continues to be the journey (full working) level of the series, where the majority of grants administration work is performed.

Definition and Distinguishing Characteristics: Under general supervision, the Grants Administrator II is the journey level of the series, performing the full range of grant administration duties on behalf of a State agency as a grantor. These duties include the majority of functions such as proposal solicitation and evaluation, grant award, fiscal monitoring, and close-out of a grant.

As the journey level of the series, Grants Administrator II positions perform the full range of grant administration duties, sometimes beginning with the stages of pre-award or pre-application. These duties include grant solicitation, evaluation, negotiation, approval, award, monitoring, and close out. GAs II interpret and apply grant-related laws, regulations or policy guidance documents to ensure that grant programs comply with State and federal requirements; write and review grant solicitations and recommendations for award; facilitate and provide coordination and assistance to program staff and proposal evaluation committees; assist in the coordination of the grant award process; monitor programmatic or fiscal progress; assist in preparation of training materials and presentations of grant processes; maintain grant and project databases; and perform and ensure close out procedures.

At the front end of the process, GA II positions might perform or assist GA IIIs and/or program staff with soliciting for and receiving grant proposals; conducting the threshold evaluation to determine if criteria have been met; facilitating proposal evaluation committees or teams; and preparing grant award recommendations. However, most GA II positions are assigned responsibilities starting at the grants administration stage, which normally includes preparing and issuing grant award (or professional service contract) documents. All subsequent responsibilities in the grants administration stage up through closeout are assigned to the benchmark level, GA II. This includes working with fiscal staff to establish encumbrances; providing technical assistance to program staff; receiving, reviewing and recommending payment; reviewing and approving quarterly reports; requesting advance payments; determining need for, drafting and issuing amendments (with GA III positions normally approving); submitting required reports; maintaining, closing out and preparing for audit action, grant files; assisting GA III and unit managers with the response to complaints, protests or appeals of grants or audit requirements; and providing advice on contents of and how to obtain data base entries. The benchmark level work requires incumbents to know, interpret, explain and apply federal and State grant-related regulations, policies and procedures and guidance documents.

Occasionally, GA IIs may be called upon to assist a higher level GA or program staff with grants procurement, or obtaining non-State funding for State programs and services. These are casually referred to as “grants in,” versus the more prevalent “grants out” work. Grants procurement involves quantifying a specific programmatic need, and then researching, drafting and submitting a grant application on behalf of the State, for award of federal or private funds advertised as available in support of projects and programs related to the needs identified by the State. At the GA II level, an incumbent would normally provide support services only for “grants in,” and would not bear full responsibility for the procurement or subsequent grant monitoring, oversight, and fiscal reporting.

<u>Grants Administrator III:</u>
The Grants Administrator III continues to be the supervisory level with positions also administering the most complex grants (combined supervisory/advanced job class concept). This class was modified to include a new second job class concept, that of a staff analyst functioning in a department’s centralized unit responsible for the total centralized grant administration and professional services functions on behalf of one of the State’s largest and diverse departments. This job class concept would normally apply to one position in the unit, tasked with providing expertise to the centralized unit manager in addressing and resolving major problems impacting

statewide operations; appeals and protests involving grants defined as complex in the class specifications; and departmental policy, procedure, and regulation research, analysis and development. This job concept is not intended for non-centralized grants administration and professional service operations. It is also not intended to be applied at a division or department level in cases where grant administration work may have been centralized but lacks the scope, variety and complexity of the full array of grants and professional service agreements issued by one of the State's largest and most diversified departments.

Definition and Distinguishing Characteristics: Under direction, Grants Administrators III serve as either: 1) the first supervisory and advanced level, exercising full supervisory authority over subordinate Grants Administrator II and Grants Administrator I positions in addition to administering the more difficult and complex grants; or 2) the advanced level, functioning as a staff analyst in a department in which all grants administration has been centralized. Under the first option, this is a supervisory job class with substantial responsibility for the exercise of independent judgment in employing, disciplining and adjudicating grievances of subordinates.

Under the first option, Grants Administrators III exercise full supervisory authority over subordinate GAs II and GAs I, including employing, disciplining and adjudicating grievances, and perform advanced level work related to complex grants. Difficult or complex grants require considerable time, expertise and effort to administer. Complexity is measured by a majority of characteristics such as terms longer than one fiscal year; overlapping federal and State fiscal years; multiple funding sources (i.e. federal, State or private); new national grant funded services transposed to the State level; a cross-section of recipients representing differing opinions on major issues or problems; statewide application involving recipients of differing economic, educational, racial and social backgrounds; highly political nature of the grant program; complicated financial and feasibility analyses required during the process; compliance with a multitude of differing federal and State laws, regulations and reporting requirements; ongoing collaboration, negotiation and facilitation between a multitude of stakeholders representing all segments of society; or a required interpretation and explanation to legislative staff and numerous interested agencies.

Under the second option, positions function as a staff analyst in a department in which all grants administration has been centralized, providing oversight and coordination, contributing substantially to the development and implementation of departmental grant policies, procedures, guidance documents and planning efforts; preparing and responding to federal and State audit findings and requirements, grant award protests and appeals; and resolving problems and issues that affect statewide departmental grant services and operations.

At the GA III level, "grants in" may begin to assume a larger significance in the balance of duties and responsibilities. GA IIIs may provide assistance to program managers in conducting research, identifying a specific programmatic need, and developing and writing grants to gain federal or foundation grant funding. Following successful receipt of a grant award for support of a new or expanded State program, GA IIIs may offer technical assistance to program managers or the unit supervisor in determining the best method of solicitation of professional services if applicable; provision of information on services to be purchased; and preparation and approval of purchasing or technical documents. GA IIIs may also assume responsibility for monitoring

State compliance with federal funding terms and conditions, tracking related revenues and expenditures, developing and submitting required financial reports, etc.

Grants Administrator IV:
Another change to the class series was the establishment of a fourth level, GA IV, for mid-management positions that supervise and manage the centralized unit activities and staff responsible for the total centralized grant administration and professional services function on behalf of one of the State's largest and most diverse departments—again, this job class level is not intended for centralized grants administration work performed on behalf of a division or a department lacking diversity, complexity and statewide scope of programs and services.

Definition and Distinguishing Characteristics: Under general direction, the Grants Administrator IV is the managerial level of the series, supervising and managing the centralized unit activities and staff responsible for the development, implementation and administration of all grants and professional services contracts on behalf of a department. Only one Grants Administrator IV position may exist within a department with substantial growth activities. This is a supervisory class with substantial responsibility for the exercise of independent judgment in employing, disciplining and adjudicating grievances of subordinates. As the managerial level, a Grants Administrators IV exercise full supervisory authority over subordinate supervisory Grants Administrators III and lower level Grants Administrators, and manage and administer the operation and services of a department's centralized grant and professional service contract unit. A Grant Administrator IV is responsible for researching, developing, and executing the consolidation and standardization of all grants and professional service contracts, including developing and recommending goals and objectives, policies, procedures and processes to department executives.

Class Title:
A class title should be the best descriptive title for the work. It is intended to concisely and accurately convey the kind and level of work performed and should be brief, easily recognized, gender neutral, and understood by potential applicants.

"Grants Administrator" remains an accurate and appropriate descriptor of this body of work and needs no update.

Minimum Qualifications:
The minimum qualifications (MQs) established for a job class must relate to the knowledge, skills, and abilities needed to perform the work and must not create an artificial barrier to employment of individuals in protected classes. Required training should be limited to the basic formal training that customarily prepares individuals for work in the field. Experience requirements are intended to ensure new employees can successfully perform the work after a period of orientation or familiarization. Required experience should be directly related to the actual duties of positions in the class and should not be equivalent to the work to be performed.

Based in the feedback from the agencies about weak applicant pools, the MQs for each level were modified to reflect a more specific educational background and higher level, more relevant prior work experience, attempting to develop a best fit for purposes of recruitment and

promotion. Like the work, processes, focus on compliance, etc. of Procurement Specialist and Contracting Officer positions, Grants Administrator work requires a knowledge of business practices. Secondly, there has been a recognized need for knowledge and experience in the accounting field in order to effectively administer, monitor and prevent fiscal problems within grant programs; this has been especially true due to the increase in federal fiscal compliance requirements. Other relevant areas of knowledge, skills and abilities for Grants Administrators identified through the study audit process were strong writing and customer service skills.

As a result, the MQs for the entry or trainee GA I level were expanded from a bachelor's degree in any field to also include a substitution of an associate degree in accounting. The previously required four years of generalized work experience such as Administrative Clerk III or Accounting clerk II, was changed to two years of a more appropriate and higher level of experience (Accounting Technician I, Administrative Assistant or Program Budget Analyst I). A natural progression was built into the MQs for the successive upper levels of the GA series, with options added to reflect the importance of education, training, and appropriate experience. The Knowledge, Skills and Abilities Section of the class specifications was updated and revised to emphasize communication and customer service skills, among other things.

Class Code:

A Class Code is assigned based on the placement of the job class in the classification schematic of Occupational Groups and Job Families. Occupational Groups are made up of related Job Families and encompass relatively broad occupations, professions, or activities. Job Families are groups of job classes and class series that are related as to the nature of the work performed and typically have similar initial preparation for employment and career progression.

The Grants Administrator I – IV job classes are assigned the class codes of P2269 – P2272, within the P22xx job family, "Economic Research and Planning." This family includes classes of positions that administer, supervise or perform work that requires the application of economics knowledge, analysis of economic data, or planning and coordination. Other series within this job family include the Economists, Facilities Managers, Community Development Specialists, and Planners. This family exists under the broader umbrella of the P2xxx "Business, Industry and Land Management" occupational grouping.

However, consideration is being given to revising the placement of Grants Administrators in the class outline, potentially moving them to a new family grouping entitled "Business Finance," which would include such other series as Loan Closer/Processors, Loan/Collection Officers, and School Finance Specialists, all of which share more elements in common with Grants Administrators than the members of their current job class family. This family, if created, would include classes of positions that administer, supervise or perform work concerned with contractual agreements, loans, grants and investments. Initial preparation for employment is typically through general education or experience with subsequent career progression based on progressively responsible experience.

Fair Labor Standards Act

The positions in this study are covered by the minimum wage and maximum hour provisions of the Fair Labor Standards Act of 1938, as Amended (FLSA). While exemption from the

provisions of the Act are determined based on the specific circumstances of an individual employee on a work-week basis, there are general aspects of the classes and their influence on the exemptions for employees in bona fide executive, professional, or administrative positions that can be addressed in general.

In the particular case of the Grants Administrator series, class definitions themselves along with assigned pay ranges dictate FLSA status at each level.

Under the FLSA exemptions from overtime, there are three criteria for exemption as an Administrative Employee. All fulltime, permanent Grants Administrator positions I – IV are compensated on a *salaried* basis at a rate *greater than $455 per week*, an amount which is below R8 step A on the General Governing Unit wage chart. The primary duty of all Grants Administrator positions is the performance of *office or non-manual work* directly related to the management or general business operations of the employers or the employer's customers. At the GA I trainee or entry level, however positions by definition are not delegated the full range of duties, nor are they expected to work using "discretion and independent judgment with respect to matters of significance." Close analysis of the distinctions between the levels II and III, in fact, demonstrate that in matters of significance or controversy, IIs are expected to defer to the counsel and direction of IIIs. GA IIIs are also routinely expected to review and evaluate the completeness, accuracy and compliance levels of all grants administration work products produced at their level and below. Therefore at the GA I – II level, positions fail to meet the administrative exemption tests, but GAs III – IV do meet the three administrative criteria for exemption from the overtime requirements of the FLSA.

(It is important to note that the FLSA Administrative Employees exemption criteria were revised in August 2004, shortly after the original FLSA determinations were implemented under phase I of this study. While the majority of GA IIs previously <u>met</u> the criteria for exemption under the former rules, with the addition of the third criteria requiring that employees use "discretion and independent judgment with respect to matters of significance," the class as a whole is <u>no longer exempt</u> from the FLSA overtime requirements.)

Additionally, GA IVs as a class meet the Executive Employees' four criteria for exemption from overtime. They are compensated on a *salaried* basis at a rate *greater than $455 per week*, their primary duty is management of a customarily recognized subdivision of the employer agency, they customarily and regularly direct the work of two or more other employees, and they belong to a supervisory class.

<u>Internal Alignment:</u>

The salary range of a job class is determined based on internal consistency within the State's pay plans, in accordance with merit principles, with the goal of providing fair and reasonable compensation for services rendered and maintaining the principle of "like pay for like work." In evaluating internal consistency, the difficulty, responsibility, knowledge, skills, and other characteristics of a job are compared with job classes of a similar nature, kind, and level in the same occupational group and job family or related job families.

As the journey level class in the series, Grants Administrator II was selected as the baseline class for analysis. In examining the internal alignment of Grants Administrators II, the class characteristics were compared with numerous job classes scattered across six other professional, journey-level job families. Comparison classes were identified within the Clerical, Fiscal and Administrative occupational group (1xxx) and the Business, Industry and Land management occupational group (2xxx). Typically in an internal alignment analysis, consideration is first given to other job classes within the same job family as the subject job class, but in this case examination of the other classes within the Grants Administrators' current Economic Research and Planning job family (22xx) revealed only one job class with enough similarities to warrant inclusion in the comparison and analysis. Thus, a broader review was necessary. Comparison classes selected also focus on disbursement and monitoring of funds, financial accounting and reporting, monitoring of regulatory compliance, and/or advising others about any of the above.

To varying degrees the following eight job classes bear similarities to the Grants Administrators II: Accountant II (R16), School Finance Specialist I (R16), Procurement Specialist II (R16), Contracting Officer II (R16), Program Budget Analyst III (R19), Administrative Manager II (R17), Loan/Collections Officer I (R16), and Community Development Specialist II (R16). For each of these job classes, the eight standard classification factors were carefully evaluated: the nature, variety and complexity of preponderant duties; the nature of supervision received; the nature of guidelines used in decision making; the degree of initiative and originality required in decision making; the nature of work relationships outside the supervisory chain; the nature and scope of recommendations and decisions made, and the consequences of errors by prudent employees; the nature and extent of supervision exercised over others; and the qualifications necessary for an employee to successfully perform the duties after a probationary period.

Accountant II (R16) – GA IIs are similar in that both classes perform analysis, interpretation and reporting of financial data, evaluation of financial problems and advising on such. Work involves a variety of programs, accounts, fund sources, schedules and systems of fund disbursement. Both provide consultative services to others regarding fiscal and accounting procedures, operations and controls; monitor, review and/or audit data for compliance with contracts, grants or special funds; and prepare financial reports for departmental management and potentially federal agencies.

GA II positions lack the degree of originality & initiative required to develop or modify accounting systems, establish internal methods of control, and establish procedures, records and forms. The independence assigned is similar, as is the scope of their decision-making and consequence of error, and both rely heavily on prescribed guidelines in decision-making. GA II positions tend to incorporate somewhat greater variety of responsibilities and thus require somewhat broader skills. However, they also lack the Accountant II's legislative involvement, analysis of legislation, and potential supervisory role. MQs for the GA II are lower – 1 year at the entry/trainee level in accounting, grants administration, budget or procurement versus either a bachelor's degree with an accounting emphasis or 5 years of accounting experience.

School Finance Specialist I (R16) – GA IIs are similar in that both classes administer State funding programs by reviewing and analyzing data; assuring compliance with statutes, regulations and departmental requirements governing disbursement of funds; acting on and in

some cases determining allocations of funds; and approving and distributing funds. Both provide technical assistance to grantees in interpretation of regulations and in following administrative procedures. Both prepare budget award documents that detail formula calculations and funding allocations, and revise budgets and adjust payments as needed.

GA II positions lack the broad external contacts of the School Finance Specialist I – the U.S. Dept. of Education, school officials statewide, school boards, contractors, and legislators. They are not required to participate in hearings, litigations or settlement, nor do they draft legislation, policies and procedures. Positions in both classes operate under similarly limited independence of action with regular review of work by the higher level, and the scope and variety of assignments is quite similar. Both lack supervisory responsibilities. MQs for the GA II are lower – 1 year at the entry/trainee level in several related fields vs either a bachelor's degree in a related field and a year of related experience, or some combination of related education and work experience totaling five years.

Procurement Specialist II (R16) – GA IIs are similar in that the focus of both classes is oversight of expenditure of funds through State programs and compliance assurance with regulations, policies and procedures. Both may assist program staff in development of specifications and scope of work, and in determining evaluation criteria; advise others on applicable statutes, regulations and policies; administer formal agreements, prepare cost adjustments, coordinate time extensions, approve payments and final agreement closeout; provide counsel to others on the proper completion of certain State forms; provide information and guidance to internal and external audiences regarding agreement administration issues and procedures; and work with providers to resolve performance issues.

Positions in both the GA II and Procurement Specialist II classes operate under relatively similar levels of independence of action with regular review of work by the higher level, and both rely heavily on prescribed guidelines in decision-making. Procurement Specialist IIs are given authority to independently approve certain limited transactions. In both cases the scope of external contacts is relatively small. Accounting and mathematical skills play a smaller role for Procurement Specialists II, as do the 'soft skills' of negotiation, effective oral and written communications, and effective maintenance of interpersonal relationships, so the variety is greater for the GA II, but the work is not necessarily more complex. The MQs in both classes are similar.

Contracting Officer II (R16) – GA IIs are similar to Contracting Officers II in that they oversee expenditure of funds through formal, documented processes, performing routine tasks independently and performing or assisting with more complex tasks under supervision; unique, critical or controversial issues are referred up the supervisory chain before action is taken. Both review requests for compliance with applicable guidelines and prepare recommendations. Both may prepare recommendations for continuation or cessation of funding, gather information about needs from program staff, and develop formal agreement documents Both counsel others on applicable guidelines.

Contracting Officers II function only in the Division of General Services, and have an enterprise-wide scope the GA IIs' assignments lack. However, Contracting Officers II operate under greater prescription and face more repetition and less variety of assignments. GA IIs must have

the stronger foundation in both general accounting and the softer interpersonal skills. In both cases supervision is fairly close, and the level of initiative and originality required is modest. The nature and scope of person to person contacts is similar. Independent decisions and commitments are limited, and supervisory responsibilities are not assigned. The MQs in both classes are similar.

Program Budget Analyst III (R19) – GA IIs are similar to Program Budget Analysts III in that they perform financial analyses, may assist higher level staff with the most complex issues in the field, and provide consultative services to others. The work involves coordinating submission of standardized documents from others, reviewing for conformance with formatting and regulatory guidelines and for mathematical accuracy.

In this case the comparison between classes is pretty limited and GA IIs clearly function at a lower level. Because Program Budget Analysts III function in a highly specialized area, both lower levels of the class series are regarded as training levels, and it is not until the level III that incumbents are assigned the full working responsibilities and authorities of the field. Program Budget Analysts III are required to maintain knowledge and awareness of the 'big picture' of applicable current social, political and economic considerations, and be able to reason logically regarding what weight to give those elements in strategic planning and decision-making. Their role brings them into contact with the legislature and with high level managers and administrators in one or multiple departments. The MQs for the Program Budget Analyst III are higher – two years of specialized experience or a substitution of graduate studies in a related field on a year for year basis, versus the GA II's required 1 year at the entry/trainee level in any of several related fields.

Administrative Manager II (R17) – GA IIs bear some similarity to the journey level Administrative Manager II class in that they may both at least assist with providing and securing resources to meet identified programmatic needs. Both are involved in budget development and financial management, although on rather different scopes. Both may have responsibility for contract and grant administration, and procurement of goods and services, which involves considerable grasp of all the applicable guidelines. Both review expenditures and analyze financial data for potential problems.

Administrative Managers are by definition generalists, whose work encompasses a minimum of three functional areas. While it is true that Administrative Managers II and GA IIs may share in common a body of grants and contract administration work and may both spend a high proportion of their time reviewing and analyzing financial data, the scope for Administrative Managers II exceeds that of GA IIs. Because of the higher variety in assigned tasks, their people contacts also tend to be broader and more varied, and the work requires a wider range of knowledge and prior experience. Complexity of duties is similar in these two classes, but Administrative Managers are managers, even when at the AM II level the scope assigned is modest; these positions typically belong to the agency's management team and are regarded as financial and business advisors to the other members of the management team, and frequently operate with a relatively high level of independence and decision-making authority, referring only particularly sensitive or controversial matters to their supervisor. Consequence of error in both cases is modest – for the GA II because of the level of review of work products provided,

and for the Administrative Manager II because of the relatively modest scope of the human and financial resources under the incumbent's care (as compared to the higher Administrative Manager levels). Typically the Administrative Manager II's work is not closely reviewed, as is the GA II's. Again driven by the broader scope of the Administrative Manager role, these positions must more frequently exercise initiative and originality in problem identification, analysis and resolution. There is more repetition involved in the GA II's work; certain significant budget and financial management responsibilities/activities of the Administrative Manager II occur only annually, whereas the GA II's face more similarity in their work from month to month. Many Administrative Managers II are assigned supervisory responsibility over technical or clerical staff, whereas the GA IIs are not. Finally, the MQs for the GA II are lower – 1 year of related experience at the entry/trainee level, versus either a bachelor's degree or some combination of education and analytical work experience totaling 4 years.

Loan/Collections Officer I (R16) – GA IIs are similar to Loan/Collection Officers I in that they analyze, evaluate and process applications for a variety of State funding programs and interpret related policies and procedures for applicants. Assignments tend to be for less complex and well-established programs, or specific, limited functions within a more complex program. Complexity of loans and grants are defined in fairly similar ways. Incumbents counsel applicants on eligibility, financial and performance requirements, and offer guidance and solutions to problems. They may review, analyze and approve or deny requests for agreement modifications, and issue instructions on required documentation. Both monitor the financial activities of fund recipients.

Although there are similarities in the general nature of this class and the GA II, the variety and complexity assigned to Loan/Collection Officers I is the greater; the number of financial and/or legal documents with which they must be familiar is higher and the financial analysis involved in the work, more complex. Loan/Collections Officers I must employ a greater degree of specific technical understanding that the GA IIs, whereas a year of entry level work experience in a number of different fields is deemed adequate preparation for assuming the GA II responsibilities. The GA II role, on the other hand, involves the higher amount of interpersonal interaction, oral communication skills and some types of related judgment. In both cases incumbents' decision-making is based primarily on documented guidelines, and the need for initiative and originality is limited. The nature and scope of commitments made and the consequences of error are similar across the two classes, since at this level assignments are less complex, or are only a portion of a more complex assignment and performed under close supervision. Supervision of others is not a factor in either case. As is true in numerous of the other comparison classes, the MQs for the Loan/Collections Officer I exceed those of the GA II – five years of directly related work experience, of which one year was at the professional level, or a combination of education and this directly related experience, versus the GA II's requirement of 1 year at the entry/trainee level in accounting, grants administration, budget or procurement.

Community Development Specialist II (R16) – GA IIs are similar in that they are both involved in the administration of grant programs, and review and evaluate applicant eligibility. Both must develop effective communications in order to provide technical assistance to others, interpreting program regulations and requirements and resolving problems arising from incorrect

interpretation of guidelines. Both draft agreements using a standard format and monitor for program compliance, and may prepare agreement modifications and amendments to address substantive changes

However, the similarities are superficial. The Community Development Specialist II is not primarily an office-based body of work, and instead involves considerable in-person contact with a variety of individuals in the performance of client counseling, community outreach, and assessment of applicants' needs and skills as a part of the employment training and community development grant programs for DLWD. The knowledge, skills and abilities required of the two job classes are quite different, as are the MQs. In short, the Community Development Specialist II does not offer enough similarity to the work of the GA II job class for a reasonable point of comparison for the purpose of range assignment.

In summary, looking across an array of other full working level, journey professional classes performing related work, the current range assignment of R17 to the GA II job class is not in alignment with other similar classes and analysis failed to reveal compelling evidence that would place the class above the R16 assigned to the majority of these comparison classes. The internal alignment analysis above represents the second, independent review of the situation by Personnel, both of which have supported the same conclusion that assignment of R16 to the journey GA II level is appropriate and well supported by the facts at hand.

Typically in the State's professional job class series, progressive levels are assigned at two-range intervals and only in cases where there exists clear current justification for deviation from that pattern does the Division assign greater than or less than this two-range difference. In this case, the levels of the series are fairly classic – an entry or trainee level, followed by a full working journey level at which resides the preponderance of the work in the field, then followed by a supervisory/advanced level, and a managerial level. It was in part based on this clear demarcation of levels that under phase I, all positions allocated to the GA I entry/trainee level job class were provided an upward 1-range change from R13 to R14, and the new managerial GA IV job class was assigned to R20. The Division concludes that it is appropriate to implement a downward 1-range change for the two middle levels, shifting the Grants Administrator series to R14-16-18-20 range structure.

Position Allocation:

Under phase I of this study, the original 48 Grants Administrator positions submitted for study, plus an additional 6 positions identified as performing some elements of the grants administration function, were analyzed individually against the revised job class specifications. Allocations were drafted, reviewed and finalized, and eight job class reallocations were made effective August 16, 2004, along with a handful of FLSA and bargaining unit changes.

No additional allocation analysis was conducted under phase II. However, review of the FLSA status for each class as a whole revealed GA I – II positions to be overtime eligible as a group, in part based on the new August 2004 amendments to the Fair Labor Standards Act, resulting in reversal of the current FLSA indicator for one GA I and 26 GA II positions. These are detailed on the attached final study grid for all impacted departments.

Conclusions:

Based on the analysis of positions in this study, phase I of the study was implemented a year and a half ago. Effective August 16, 2004, revised class specs for Grants Administrators III and new class specs for Grants Administrator IV were posted; reallocations, FLSA and bargaining unit changes were made effective for 26 study positions; the range assignment of the Grants Administrator I job class was changed from R13 to R14; and the new managerial level Grants Administrator IV was established at R20.

Under phase II of the study to become effective March 16, 2006, the range assignment of the Grants Administrator II job class is changed from R17 to R16; and range assignment of the Grants Administrator III job class is changes from R19 to R18. The 27 GA I – II positions formerly deemed to meet the administrative exemption from overtime requirements are being reversed to overtime eligible.

Attachments: final study grid – all departments

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