DATE: June 27, 2001

TO: Agency Personnel Administrators

FROM: Jeffrey C. Schutt
Director, Human Resource Services

SUBJECT: Implementation of System Changes, JEL-01-5

The system changes indicated on the accompanying chart are approved for implementation. The changes include the first phase of the Health Care Services (HCS) Consolidation study, the second phase of the Financial Services (FS) Consolidation study, abolished vacant classes, the Management consolidation, and the pay grades for the Custodian III and IV.

The effective date for each change is indicated on the attached "Summary of System Changes" chart. Only the HCS and General Professional/Management class descriptions are included with this letter. Information will also be available on the web beginning July 1 at http://www.state.co.us/gov_dir/gss/hr/groups/jesgi.html, including the revised class descriptions for series containing abolished classes, the Management class, and the second phase of the FS study. Please provide this information to appointing authorities, directly affected employees, and any others in your agency who may need this information.

If you have any questions, please contact Job Evaluation and Compensation at 303-866-2455.

Attachment

SUMMARY OF SYSTEM CHANGES

JE Letter #: 01-5
Date of Letter: 6/27/01

Job Evaluation and Compensation

* P = proposed; F = final (only F is to be entered into EMPL and ADS)

P or F*	CD Changes			Current Class		New Class		Occ Grp		Grade		Pay Diff.		Effective Date
	New	Rev	Abol	Code	Title (limit 25 characters)	Code	Title (limit 25 characters)	From	To	From	To	From	To	
Summary of New Consolidated HCS Classes														
F	X					C4J1TX	Clin Behav Spec I		HCS		C42		0	7/1/01
F	X					C4J2XX	Clin Behav Spec II		HCS		C46		0	7/1/01
F	X					C4J3XX	Clin Behav Spec III		HCS		C50		0	7/1/01
F	X					C4K1XX	Genetic Counselor		HCS		C52		0	7/1/01
F	X					C4L1TX	Social Work/Counselor I		HCS		C39		1	7/1/01
F	X					C4L2XX	Social Work/Counselor II		HCS		C44		0	7/1/01
F	X					C4L3XX	Social Work/Counselor III		HCS		C48		0	7/1/01
F	X					C4L4XX	Social Work/Counselor IV		HCS		C50		0	7/1/01
F	X					C4M1XX	Psychologist Candidate		HCS		C56		0	7/1/01
F	X					C4M2XX	Psychologist I		HCS		C59		0	7/1/01
F	X					C4M3XX	Psychologist II		HCS		C62		0	7/1/01

P or F*	CD Changes			Current Class		New Class		Occ Grp		Grade		Pay Diff.		Effective Date
	New	Rev	Abol	Code	Title (limit 25 characters)	Code	Title (limit 25 characters)	From	To	From	To	From	To	
F	X					C5J1IX	Clinical Therapist I		HCS		C33		1	7/1/01
F	X					C5J2TX	Clinical Therapist II		HCS		C37		1	7/1/01
F	X					C5J3XX	Clinical Therapist III		HCS		C41		0	7/1/01
F	X					C5J4XX	Clinical Therapist IV		HCS		C50		0	7/1/01
F	X					C5J5XX	Clinical Therapist V		HCS		C54		0	7/1/01
F	X					C5K1IX	Therapist I		HCS		C42		1	7/1/01
F	X					C5K2TX	Therapist II		HCS		C47		1	7/1/01
F	X					C5K3XX	Therapist III		HCS		C52		0	7/1/01
F	X					C5K4XX	Therapist IV		HCS		C59		0	7/1/01
F	X					C5L1TX	Therapy Assistant I		HCS		C28		1	7/1/01
F	X					C5L2XX	Therapy Assistant II		HCS		C32		1	7/1/01
F	X					C5L3XX	Therapy Assistant III		HCS		C36		1	7/1/01
F	X					C5L4XX	Therapy Assistant IV		HCS		C38		1	7/1/01
F	X					C6P1TX	Client Care Aide I		HCS		C14		3	7/1/01
F	X					C6P2XX	Client Care Aide II		HCS		C20		3	7/1/01
F	X					C6Q1TX	Dental Care I		HCS		C20		1	7/1/01

P or F*	CD Changes			Current Class		New Class		Occ Grp		Grade		Pay Diff.		Effective Date
	New	Rev	Abol	Code	Title (limit 25 characters)	Code	Title (limit 25 characters)	From	To	From	To	From	To	
F	X					C6Q2XX	Dental Care II		HCS		C26		1	7/1/01
F	X					C6Q3XX	Dental Care III		HCS		C36		1	7/1/01
F	X					C6Q4XX	Dental Care IV		HCS		C40		1	7/1/01
F	X					C6Q5XX	Dental Care V		HCS		C46		0	7/1/01
F	X					C6R1TX	Health Care Technician I		HCS		C28		3	7/1/01
F	X					C6R2XX	Health Care Technician II		HCS		C30		1	7/1/01
F	X					C6R3XX	Health Care Technician III		HCS		C34		1	7/1/01
F	X					C6R4XX	Health Care Technician IV		HCS		C38		1	7/1/01
F	X					C6S1XX	Nurse I		HCS		C47		1	7/1/01
F	X					C6S2XX	Nurse II		HCS		C49		1	7/1/01
F	X					C6S3XX	Nurse III		HCS		C53		1	7/1/01
F	X					C6S4XX	Mid-Level Provider		HCS		C57		1	7/1/01
F	X					C6S5XX	Nurse V		HCS		C62		0	7/1/01
F	X					C6S6XX	Nurse VI		HCS		C67		0	7/1/01
F	X					C6T1XX	Nurse Anesthetist		HCS		C62		0	7/1/01
F	X					C6U1TX	Mental Health Clinician I		HCS		C31		1	7/1/01
F	X					C6U2XX	Mental Health Clinician II		HCS		C35		1	7/1/01

P or F*	CD Changes			Current Class		New Class		Occ Grp		Grade		Pay Diff.		Effective Date
	New	Rev	Abol	Code	Title (limit 25 characters)	Code	Title (limit 25 characters)	From	To	From	To	From	To	
F	X					C6C3XX	Mental Health Clinician III		HCS		C39		1	7/1/01
F	X					C7A1XX	Clinical Team Leader		HCS		C64		0	7/1/01
F	X					C7B1TX	Community Worker I		HCS		C17		1	7/1/01
F	X					C7B2XX	Community Worker II		HCS		C23		1	7/1/01
F	X					C7C1IX	Health Professional I		HCS		C39		0	7/1/01
F	X					C7C2TX	Health Professional II		HCS		C44		0	7/1/01
F	X					C7C3XX	Health Professional III		HCS		C50		0	7/1/01
F	X					C7C4XX	Health Professional IV		HCS		C54		0	7/1/01
F	X					C7C5XX	Health Professional V		HCS		C58		0	7/1/01
F	X					C7C6XX	Health Professional VI		HCS		C62		0	7/1/01
F	X					C7C7XX	Health Professional VII		HCS		C66		0	7/1/01
F	X					C7D1IX	HCS Trainee I		HCS		C14		1	7/1/01
F	X					C7D2IX	HCS Trainee II		HCS		C22		3	7/1/01
F	X					C7D3IX	HCS Trainee III		HCS		C33		1	7/1/01
F	X					C7E1XX	Nurse Consultant		HCS		C62		0	7/1/01

P or F*	CD Changes			Current Class		New Class		Occ Grp		Grade		Pay Diff.		Effective Date
	New	Rev	Abol	Code	Title (limit 25 characters)	Code	Title (limit 25 characters)	From	To	From	To	From	To	
F	X					C8A1TX	Diag Proced Technol I		HCS		C27		3	7/1/01
F	X					C8A2XX	Diag Proced Technol II		HCS		C33		3	7/1/01
F	X					C8A3XX	Diag Proced Technol III		HCS		C42		3	7/1/01
F	X					C8A4XX	Diag Proced Technol IV		HCS		C50		0	7/1/01
F	X					C8B1IX	Dietitian I		HCS		C40		1	7/1/01
F	X					C8B2TX	Dietitian II		HCS		C44		1	7/1/01
F	X					C8B3XX	Dietitian III		HCS		C48		0	7/1/01
F	X					C8B4XX	Dietitian IV		HCS		C52		0	7/1/01
F	X					C8C1TX	Laboratory Support I		HCS		C17		1	7/1/01
F	X					C8C2XX	Laboratory Support II		HCS		C23		1	7/1/01
F	X					C8C3XX	Laboratory Support III		HCS		C30		1	7/1/01
F	X					C8D1TX	Laboratory Technology I		HCS		C37		3	7/1/01
F	X					C8D2XX	Laboratory Technology II		HCS		C41		3	7/1/01
F	X					C8D3XX	Laboratory Technology III		HCS		C47		3	7/1/01
F	X					C8D4XX	Laboratory Technology IV		HCS		C51		3	7/1/01
F	X					C8E1XX	Pharmacy I		HCS		C60		1	7/1/01
F	X					C8E2XX	Pharmacy II		HCS		C64		1	7/1/01

P or F*	CD Changes			Current Class		New Class		Occ Grp		Grade		Pay Diff.		Effective Date
	New	Rev	Abol	Code	Title (limit 25 characters)	Code	Title (limit 25 characters)	From	To	From	To	From	To	
F	X					C8E3XX	Pharmacy III		HCS		C67		1	7/1/01
F	X					C8F1TX	Pharmacy Technician I		HCS		C20		1	7/1/01
F	X					C8F2XX	Pharmacy Technician II		HCS		C24		1	7/1/01
F	X					C9A1TX	Animal Care I		HCS		C24		1	7/1/01
F	X					C9A2XX	Animal Care II		HCS		C30		1	7/1/01
F	X					C9A3XX	Animal Care III		HCS		C38		1	7/1/01
F	X					C9C1TX	Veterinary Technology I		HCS		C27		1	7/1/01
F	X					C9C2XX	Veterinary Technology II		HCS		C35		1	7/1/01
F	X					C9C3XX	Veterinary Technology III		HCS		C38		1	7/1/01
F	X					C9C4XX	Veterinary Technology IV		HCS		C41		1	7/1/01
Change in HCS class code only														
F		X		C5A1TX	Clin Behav Spec I	C4J1TX	No change-code only	nc	nc	nc	nc	nc	nc	7/1/01
F		X		C5A2XX	Clin Behav Spec II	C4J2XX	No change-code only	nc	nc	nc	nc	nc	nc	7/1/01
F		X		C5A3XX	Clin Behav Spec III	C4J3XX	No change-code only	nc	nc	nc	nc	nc	nc	7/1/01
Conversions for Consolidated HCS Classes														
F		X		C1A1IX	Clinical Therapist I	C5J1IX	Clinical Therapist I	HCS	nc	C33	nc	nc		7/1/01
F		X		C1A2TX	Clinical Therapist II	C5J2TX	Clinical Therapist II	HCS	nc	C37	nc	nc		7/1/01
F		X		C1A3XX	Clinical Therapist III	C5J3XX	Clinical Therapist III	HCS	nc	C41	nc	nc		7/1/01

P or F*	CD Changes			Current Class		New Class		Occ Grp		Grade		Pay Diff.		Effective Date
	New	Rev	Abol	Code	Title (limit 25 characters)	Code	Title (limit 25 characters)	From	To	From	To	From	To	
F		X		C1A4XX	Clinical Therapist IV	C5J4XX	Clinical Therapist IV	HCS	nc	C50	nc	nc		7/1/01
F		X		C1A5XX	Clinical Therapist V	C5J5XX	Clinical Therapist V	HCS	nc	C54	nc	nc		7/1/01
F		X		C1B1T*	Clinical Therapy Asst I	C5L1TX	Therapy Assistant I	HCS	nc	C28	nc	nc		7/1/01
F		X		C1B2**	Clinical Therapy Asst II	C5L2XX	Therapy Assistant II	HCS	nc	C32	nc	nc		7/1/01
F		X		C1C1TX	Dev Disab Prog Spec I	C7C2TX	Health Professional II	HCS	nc	C44	nc	nc		7/1/01
F		X		C1C2XX	Dev Disab Prog Spec II	C7C3XX	Health Professional III	HCS	nc	C50	nc	nc		7/1/01
F		X		C1C3XX	Dev Disab Prog Spec III	C7C5XX	Health Professional V	HCS	nc	C58	nc	nc		7/1/01
F		X		C1D2IX	Devel Disab Tech Intern	C7D1IX	HCS Trainee I	HCS	nc	C14	nc	nc		7/1/01
F		X		C1D4XX	Devel Disab Tech II	C6R2XX	Health Care Technician II	HCS	nc	C30	nc	nc		7/1/01
F		X		C1E1IX	Occ/Phys Therapist I	C5K1IX	Therapist I	HCS	nc	C42	nc	nc		7/1/01
F		X		C1E4XX	Occ/Phys Therapist IV	C5K4XX	Therapist IV	HCS	nc	C59	nc	nc		7/1/01
F		X		C1F1T*	Occ/Phys Therapy Asst I	C5L2XX	Therapy Assistant II	HCS	nc	C32	nc	nc		7/1/01
F		X		C1F2**	Occ/Phys Therapy Asst II	C5L3XX	Therapy Assistant III	HCS	nc	C36	nc	nc		7/1/01
F		X		C1F3**	Occ/Phys Therapy Asst III	C5L4XX	Therapy Assistant IV	HCS	nc	C38	nc	nc		7/1/01
F		X		C2B4**	Dietitian IV	C8B4XX	Dietitian IV	HCS	nc	C52	nc	nc		7/1/01
F		X		C2D1IX	Epidemiology Intern	C7C1IX	Health Professional I	HCS	nc	C39	nc	nc		7/1/01
F		X		C2D2TX	Epidemiology I	C7C2TX	Health Professional II	HCS	nc	C44	nc	nc		7/1/01
F		X		C2D3XX	Epidemiology II	C7C3XX	Health Professional III	HCS	nc	C50	nc	nc		7/1/01
F		X		C2D4XX	Epidemiology III	C7C4XX	Health Professional IV	HCS	nc	C54	nc	nc		7/1/01
F		X		C2D5XX	Epidemiology IV	C7C5XX	Health Professional V	HCS	nc	C58	nc	nc		7/1/01
F		X		C2H3XX	Pharmacist III	C8E3XX	Pharmacy III	HCS	nc	C67	nc	nc		7/1/01

P or F*	CD Changes			Current Class		New Class		Occ Grp		Grade		Pay Diff.		Effective Date
	New	Rev	Abol	Code	Title (limit 25 characters)	Code	Title (limit 25 characters)	From	To	From	To	From	To	
F		X		C2I1XX	Physician Assistant	C6S4XX	Mid-Level Provider	HCS	nc	C57	nc	3	1	7/1/01
F		X		C2J2XX	Public Hlth Nutrition II	C7C3XX	Health Professional III	HCS	nc	C50	nc	nc		7/1/01
F			X	C2J3XX	Public Hlth Nutrition III		Vacant – ABOLISH							7/1/01
F		X		C2M1XX	Genetic Counselor	C4K1XX	Genetic Counselor	HCS	nc	C52	nc	nc		7/1/01
F		X		C3B1TX	Central Services Tech I	C8C1TX	Laboratory Support I	HCS	nc	C17	nc	nc		7/1/01
F			X	C3B2XX	Central Services Tech II		Vacant – ABOLISH							7/1/01
F			X	C3B3XX	Central Services Tech III		Vacant – ABOLISH							7/1/01
F		X		C3C1TX	Community Worker I	C7B1TX	Community Worker I	HCS	nc	C17	nc	nc		7/1/01
F		X		C3C2XX	Community Worker II	C7B2XX	Community Worker II	HCS	nc	C23	nc	nc		7/1/01
F		X		C3E1TX	Dental Assistant I	C6Q1TX	Dental Care I	HCS	nc	C20	nc	nc		7/1/01
F		X		C3E2XX	Dental Assistant II	C6Q2XX	Dental Care II	HCS	nc	C26	nc	nc		7/1/01
F		X		C3E3XX	Dental Assistant III	C6Q3XX	Dental Care III	HCS	nc	C36	nc	nc		7/1/01
F		X		C3E4XX	Dental Assistant IV	C6Q5XX	Dental Care V	HCS	nc	C46	nc	nc		7/1/01
F		X		C3F1XX	Dental Hygienist I	C6Q4XX	Dental Care IV	HCS	nc	C40	nc	nc		7/1/01
F		X		C3K1TX	Pharmacy Technician I	C8F1TX	Pharmacy Technician I	HCS	nc	C20	nc	nc		7/1/01
F		X		C3K2XX	Pharmacy Technician II	C8F2XX	Pharmacy Technician II	HCS	nc	C24	nc	nc		7/1/01
F		X		C3L1TX	Radiologic Techn I	C8A2XX	Diag Proced Technol II	HCS	nc	C33	nc	nc		7/1/01
F		X		C3N2XX	Surgical Technician	C8A1TX	Diag Proced Technol I	HCS	nc	C27	nc	nc		7/1/01
F		X		C3P1TX	Veterinary Specialist I	C9C2XX	Veterinary Technology II	HCS	nc	C35	nc	nc		7/1/01
F		X		C3Q2TX	Veterinary Technician I	C9C1TX	Veterinary Technology I	HCS	nc	C27	nc	nc		7/1/01
F		X		C4A1TX	Histology Technician I	C8D1TX	Laboratory Technology I	HCS	nc	C37	nc	1	3	7/1/01

P or F*	CD Changes			Current Class		New Class		Occ Grp		Grade		Pay Diff.		Effective Date
	New	Rev	Abol	Code	Title (limit 25 characters)	Code	Title (limit 25 characters)	From	To	From	To	From	To	
F		X		C4B3XX	Laboratory Asst II	C8C2XX	Laboratory Support II	HCS	nc	C23	nc	nc		7/1/01
F		X		C4B4IX	Laboratory Technician Int	C7D3IX	HCS Trainee III	HCS	nc	C33	nc	nc		7/1/01
F		X		C4B5TX	Laboratory Technician I	C8D1TX	Laboratory Technology I	HCS	nc	C37	nc	1	3	7/1/01
F		X		C4C2TX	Medical Technol I	C8D2XX	Laboratory Technology II	HCS	nc	C41	nc	nc		7/1/01
F		X		C4C3XX	Medical Technol II	C8D3XX	Laboratory Technology III	HCS	nc	C47	nc	nc		7/1/01
F		X		C4C4XX	Medical Technol III	C8D4XX	Laboratory Technology IV	HCS	nc	C51	nc	nc		7/1/01
F		X		C4D1TX	Morgue Technician	C8C3XX	Laboratory Support III	HCS	nc	C30	nc	nc		7/1/01
F		X		C4E1TX	Research Animal Attdt I	C9A1TX	Animal Care I	HCS	nc	C24	nc	nc		7/1/01
F		X		C4E2XX	Research Animal Attdt II	C9A2XX	Animal Care II	HCS	nc	C30	nc	nc		7/1/01
F		X		C4E3XX	Research Animal Attdt III	C9A3XX	Animal Care III	HCS	nc	C38	nc	nc		7/1/01
F		X		C5B1XX	Clinical Team Leader	C7A1XX	Clinical Team Leader	HCS	nc	C64	nc	nc		7/1/01
F		X		C5C1TX	Mental Hlth Clinician I	C6U1TX	Mental Hlth Clinician I	HCS	nc	C31	nc	nc		7/1/01
F		X		C5C2XX	Mental Hlth Clinician II	C6U2XX	Mental Hlth Clinician II	HCS	nc	C35	nc	nc		7/1/01
F		X		C5C3XX	Mental Hlth Clinician III	C6U3XX	Mental Hlth Clinician III	HCS	nc	C39	nc	nc		7/1/01
F		X		C5F1TX	Psychiatric Care Aide	C6P2XX	Client Care Aide II	HCS	nc	C20	nc	1	3	7/1/01
F		X		C5F3XX	Psychiatric Care Tech II	C6R2XX	Health Care Technician II	HCS	nc	C30	nc	nc		7/1/01
F		X		C5F4XX	Psychiatric Care Tech III	C6R3XX	Health Care Technician III	HCS	nc	C34	nc	nc		7/1/01
F		X		C5G1XX	Psychologist Candidate	C4M1XX	Psychologist Candidate	HCS	nc	C56	nc	nc		7/1/01
F		X		C5G2XX	Psychologist I	C4M2XX	Psychologist I	HCS	nc	C59	nc	nc		7/1/01
F		X		C5G3XX	Psychologist II	C4M3XX	Psychologist II	HCS	nc	C62	nc	nc		7/1/01

P or F*	CD Changes			Current Class		New Class		Occ Grp		Grade		Pay Diff.		Effective Date
	New	Rev	Abol	Code	Title (limit 25 characters)	Code	Title (limit 25 characters)	From	To	From	To	From	To	
F		X		C5G4XX	Psychologist III	C7C7XX	Health Professional VII	HCS	nc	C66	nc	nc		7/1/01
F		X		C5H2TX	Social Worker I	C4L2XX	Social Work/Counselor II	HCS	nc	C44	nc	nc		7/1/01
F		X		C5H3XX	Social Worker II	C4L3XX	Social Work/Counselor III	HCS	nc	C48	nc	nc		7/1/01
F		X		C5H4XX	Social Worker III	C4L4XX	Social Work/Counselor IV	HCS	nc	C50	nc	nc		7/1/01
F		X		C5I1TX	Substance Abuse Couns I	C4L2XX	Social Work/Counselor II	HCS	nc	C44	nc	nc		7/1/01
F		X		C5I2XX	Substance Abuse Couns II	C4L3XX	Social Work/Counselor III	HCS	nc	C48	nc	nc		7/1/01
F		X		C6A1IX	Lic Practical Nurse Intern	C7D2IX	HCS Trainee II	HCS	nc	C22	nc	nc		7/1/01
F		X		C6A2TX	Lic Practical Nurse	C6R1TX	Health Care Technician I	HCS	nc	C28	nc	nc		7/1/01
F		X		C6B2XX	Nurse II	C6S2XX	Nurse II	HCS	nc	C49	nc	nc		7/1/01
F		X		C6C1IX	Nurse Aide Intern	C6P1TX	Client Care Aide I	HCS	nc	C14	nc	nc		7/1/01
F		X		C6D1XX	Nurse Anesthetist	C6T1XX	Nurse Anesthetist	HCS	nc	C62	nc	nc		7/1/01
F		X		C6E2XX	Nurse Practitioner II	C6S4XX	Mid-Level Provider	HCS	nc	C57	nc	nc		7/1/01
F		X		C6G1XX	Nursing Services Admin I	C6S5XX	Nurse V	HCS	nc	C62	nc	nc		7/1/01
F		X		C6G2XX	Nursing Services Admin II	C6S6XX	Nurse VI	HCS	nc	C67	nc	nc		7/1/01
F		X		C6I1XX	State Board Nurse Consult	C7E1XX	Nurse Consultant	HCS	nc	C62	nc	nc		7/1/01
Second Phase of FS Consolidation Study														
F		X		B1B1XX	Accounting Specialist I	B1D2XX	Controller II	FS	nc	B50	B51	0	nc	7/1/01
F		X		B1B2XX	Accounting Specialist II	B1D3XX	Controller III	FS	nc	B55	B56	0	nc	7/1/01
F		X		B2B2XX	EDP Auditor II	B2A5XX	Auditor IV	FS	nc	B47	nc	0	nc	7/1/01
F		X		B2C1IX	Employment Tax Audit Intern	B2A1IX	Audit Intern	FS	nc	B19	B20	0	nc	7/1/01
F		X		B2C2TX	Employment Tax Auditor I	B2A2TX	Auditor I	FS	nc	B25	B26	0	nc	7/1/01

P or F*	CD Changes			Current Class		New Class		Occ Grp		Grade		Pay Diff.		Effective Date
	New	Rev	Abol	Code	Title (limit 25 characters)	Code	Title (limit 25 characters)	From	To	From	To	From	To	
F		X		B2C3XX	Employment Tax Auditor II	B2A3XX	Auditor II	FS	nc	B31	B32	0	nc	7/1/01
F		X		B2C5XX	Employment Tax Auditor IV	B2A5XX	Auditor IV	FS	nc	B44	B47	0	nc	7/1/01
F		X		B2C6XX	Employment Tax Auditor V	B2A6XX	Auditor V	FS	nc	B50	B52	0	nc	7/1/01
F		X		B2D2TX	Tax Investigative Auditor	B3F5XX	Revenue Agent IV	FS	nc	B54	B50	0	nc	7/1/01
F		X		B4D3XX	Tax Specialist II	B3H1XX	Tax Conferee I	FS	nc	B49	B50	0	nc	7/1/01
Change FS Pay Grade Only														
F				B1C4XX	Accounting Technician IV	nc	nc	FS	nc	B25	B27	0	nc	7/1/01
F				B1D1XX	Controller I	nc	nc	FS	nc	B44	B46	0	nc	7/1/01
F				B1D2XX	Controller II	nc	nc	FS	nc	B50	B51	0	nc	7/1/01
F				B1D3XX	Controller III	nc	nc	FS	nc	B55	B56	0	nc	7/1/01
F				B2A1IX	Audit Intern	nc	nc	FS	nc	B19	B20	0	nc	7/1/01
F				B2A2TX	Auditor I	nc	nc	FS	nc	B25	B26	0	nc	7/1/01
F				B2A3XX	Auditor II	nc	nc	FS	nc	B31	B32	0	nc	7/1/01
F				B2A4XX	Auditor III	nc	nc	FS	nc	B37	B39	0	nc	7/1/01
F				B2A5XX	Auditor IV	nc	nc	FS	nc	B44	B47	0	nc	7/1/01
F				B2A6XX	Auditor V	nc	nc	FS	nc	B50	B52	0	nc	7/1/01
F				B2H2TX	Rate/Financial Analyst I	nc	nc	FS	nc	B30	B31	0	nc	7/1/01
F				B2H3XX	Rate/Financial Analyst II	nc	nc	FS	nc	B36	B39	0	nc	7/1/01
F				B2H4XX	Rate/Financial Analyst III	nc	nc	FS	nc	B44	B45	0	nc	7/1/01
F				B2H5XX	Rate/Financial Analyst IV	nc	nc	FS	nc	B50	B51	0	nc	7/1/01
F				B2H6XX	Rate/Financial Analyst V	nc	nc	FS	nc	B54	B55	0	nc	7/1/01

P or F*	CD Changes			Current Class		New Class		Occ Grp		Grade		Pay Diff.		Effective Date
	New	Rev	Abol	Code	Title (limit 25 characters)	Code	Title (limit 25 characters)	From	To	From	To	From	To	
Change in pay grade only														
F				D8B3XX	Custodian III	nc	nc	LTC	nc	D32	D35	1	nc	7/1/01
F				D8B4XX	Custodian IV	nc	nc	LTC	nc	D41	D44	0	nc	7/1/01
Abolish Vacant Classes														
F			X	A9A4XX	ANG Patrol Officer IV									7/1/01
F			X	H3B3XX	Broadcast Specialist III									7/1/01
F			X	H3B4XX	Broadcast Specialist IV									7/1/01
F			X	H5A1IX	Admin. Law Judge Intern									7/1/01
F			X	I5B1IX	Biomed Equip Tech Intern									7/1/01
Management Consolidation														
F		X		H6G8XX	Mgt Group Profile I	H6G8XX	Management	PS	nc	H59	H99	0	nc	7/1/01
F		X		H6G9XX	Mgt Group Profile II	H6G8XX	Management	PS	nc	H61	H99	0	nc	7/1/01
F		X		H6G0XX	Mgt Group Profile III	H6G8XX	Management	PS	nc	H63	H99	0	nc	7/1/01

The Audiologist/Speech Language Pathologist I (C2A2), Audiologist/Speech Language Pathologist II (C2A3) and Primary Care Supervisor (C2L1) classes which are currently eligible for shift differential (1), are being consolidated into new classes which will not be eligible for shift differential (0). All positions currently in these classes will remain approved as eligible for shift differential. Agencies that create positions in the new classes in the future will need to obtain approval for shift differential on a position-by-position basis, in accordance with Director's Administrative Procedures.

The Physician Asst. positions (C2I1) are being consolidated into a class that will not be eligible for on-call premium. All positions currently in the Physician Asst. class will remain approved for on-call. Agencies that create positions in the new class in the future will need to obtain approval for on-call on a position-by-position basis, in accordance with Director's Administrative Procedures.

SYSTEM MAINTENANCE STUDY

NARRATIVE REPORT -- FINAL CHANGES

HEALTH CARE SERVICES CLASS CONSOLIDATION

Classes beginning with C

Conducted Fiscal Year 2000-2001

BACKGROUND AND PURPOSE OF STUDY

This system-wide study is part of the Department of Personnel/General Support Services' (hereafter "the department") statutory responsibility, CRS 24-50-104(1)(b), for maintaining and revising the system of classes covering all positions in the state personnel system. Such maintenance may include the assignment of appropriate pay grades that reflect prevailing wage as mandated by CRS 24-50-104(1)(a). The focus of this report is on the study to review 147 of the 150 current classes in the Health Care Services (HCS) occupational group for potential class consolidation. (Note: the three Clinical Behavioral Specialist classes were excluded from this study as those classes are currently involved in litigation).

The impetus for this consolidation study comes from several areas. The study represents the continuity of change common to all job evaluation systems, and the world of work they reflect, as they continue to evolve. System maintenance studies have been part of the state's job evaluation system since it was first installed. Although two major system-wide revisions have occurred (1975 and 1993), system maintenance studies on a lesser scale occur annually because the system and organizations are not static.

In 1993, all of the present classes were implemented during the first phase of the Job Evaluation System Redesign Project. One of the fundamental principles of the new system is to have few, very broad classes. The proposed consolidation of classes moves toward this goal. Consolidation is not a new concept or process in the state's system. It began in the 1980s with the consolidation of approximately 170 management classes into seven Management Group Profiles under the Management Evaluation Plan. There are examples of consolidation during the 1993 project when 1280 classes were condensed into approximately 920. Examples also exist since the 1993 project, such as the above-mentioned Management Group Profiles, which were consolidated again in 1996 (three classes) and 1998 (scheduled to consolidate into one class); the Professional Services occupational group consolidation of 1998 (304 classes to 145), the Labor, Trades and Crafts occupational group consolidation of 1999 (184 to 78), and the Financial

Services occupational group consolidation of 2000 (74 classes to 60). While the goal of the 1993 project was to consolidate classes, time constraints did not allow this to happen completely. After eight years since the creation of the majority of these classes, the opportunity to further consolidate health care classes has arrived with this study.

As the system continues to evolve to broader classes, flexibility and opportunity are provided for the more effective use of staff without the necessity of the individual allocation process. Managers need to deploy staff in order to effectively address changing business needs. At the same time, adaptability and mobility of staff are also important to increasing the capacity and value of state employees. Employees will have the option of broadening their work experience and mobility without necessarily having to go through the individual allocation process, making career development and training easier.

In addition to promoting an effective organization, consolidation continues progress toward another goal of simplifying and streamlining administrative processes, specifically allocating positions between classes. By streamlining these processes, less effort will need to be devoted to the paperwork processes to allocate positions between classes that are of similar nature and pay. More effort can be devoted to conducting the business of the state and delivering the highest level of service to clients and citizens through efficient and effective management of human resources. This evolution will not stop with this study as we strive to create or revise human resource systems that support the overall direction of creating the environment where the business of the state can be accomplished as effectively as possible. As the fourth occupational group to undergo consolidation since 1993, this study is only one change in building a job evaluation system that is streamlined and flexible enough to meet the business needs of agencies with unique cultures.

METHODOLOGY

The study was an examination of the type of occupations along with the job evaluation factors and general systemic concepts. Work involved identifying and refining the general characteristics of the occupations and functional levels such as full operating and supervisory; and, examining the similarity of occupations, factor ratings, grades, and relationships between classes to determine where consolidation should occur. Due to this focus, Position Description Questionnaires (PDQs) were not collected and no class placement is involved with this study.

One occupational specialist was assigned to lead the study. A study group was formed to assist with the work. On July 15, 1999 an announcement inviting participation was broadcast via fax and e-mail to all agency personnel administrators. The announcement was also published in the August 1999 *Advisor*. Included in the announcement was an invitation for HR professionals to participate on the study group. Volunteers for the study group needed to be experienced in job evaluation system principles, system structure, factors, and HCS classes and concepts. Group members were also asked to serve as a communication link with human resource colleagues, who in turn were to communicate with their agencies. Volunteers represented the departments where the majority of HCS positions are located along with higher education. Specifically, group members are from the Colorado Mental Health Institutes at Fort Logan and Pueblo (Department of Human Services), Department of Corrections, Department of Public Health and

Environment, and University of Colorado at Boulder. For the department, representatives from Selection System Management, EMPL, and the Agency Personnel Services team were invited to participate. Finally, the study group included one compensation specialist from the Job Evaluation/Compensation Team.

Study group members collected information from subject matter experts, conducted focus groups of experts within the various agencies, and met with contacts in some of the agencies not represented on the study group. The study group met 20 times over 17 months in addition to working individually outside of the study group meetings. Personnel administrators were kept advised of the status of the project through broadcast e-mails and faxes and through information as requested. Information was also available to the workforce on the HRS web site.

The study group finalized its draft recommendations for class concepts and consolidation in March 2001. The optional draft process was used as an informal method of collecting input from interested persons. While not required, the draft process is helpful in refining class concepts before assigning pay grades, writing class descriptions, and publishing proposed information. Draft materials consisted of basic information concerning the purpose of the study and the draft stage, draft changes to the occupational group definition, brief descriptions of sub-groups, a listing of the potential new class series with brief, general concepts of the series, and a listing of the potential consolidated classes and possible levels in the new draft series. A form for written comments was also included in the package for the convenience of those wishing to provide separate comment. The draft materials were released to personnel administrators, employee organizations and published on the HRS web site on February 21, 2001, with written comments due by the close of business on March 9, 2001.

Personnel administrators are used as the primary communication link for two reasons. First, direct mailings or communication with individual employees is simply not possible, even if accurate addresses were available. Secondly, and in accordance with statute, personnel regulations, and decentralized delegation agreements with agencies, the chief executive officer of each agency is responsible for the communication of information such as system maintenance studies and this responsibility is, in turn, delegated to personnel administrators.

Three informational meetings were held as part of the draft stage on March 2, March 6, and March 7, 2001. One of the meetings was held at the Colorado Mental Health Institute at Pueblo, one at the Colorado Mental Health Institute at Fort Logan in Denver, and one at the Colorado Department of Public Health and Environment in Denver. A total of 185 participants attended these sessions. Written comments were received from 268 individuals and the general issues are incorporated in the discussion below. Revisions to the draft consolidations were made as a result of these comments. Once the class structure was complete, pay grades were assigned and the proposed documents written. The proposed information was published on May 10, 2001 in JEL 01-04.

Implementation of this study will be in two phases. The first phase will implement the results having no fiscal impact on July 1, 2001. Those recommendations with fiscal impact (up or down) will not be effective until

July 1, 2002 so that results can first be included in the Annual Total Compensation Report to be released in the fall of 2001.

ISSUES AND FINDINGS

Consolidation

In looking at classes for potential consolidation, the study group focused on two key areas to examine for each series: the similarity or relatedness of occupational work (series concept) and the factor levels assigned to classes. The study group first identified the subgroups (used for class coding) and potential new consolidated class series. The group then turned to grouping the existing HCS classes under the consolidated classes. Finally, attention was given to pay grades assigned to the current classes. Current classes may have slightly different concepts, factors, or pay grades but can still be consolidated. However, if the pay grades or factors levels assigned are too widely different, the cost of aligning grades may have been too impractical and costly. In those cases, consolidation was not recommended.

The study does not include the Clinical Behavioral Specialist class series (three classes) because that series is currently in litigation with the department as a party. These classes are listed as part of the occupational group, but the only changes recommended at this time will be a change in class code. The study also incorporated the annual elimination of unused classes, which is normally done as a separate system maintenance study.

Consideration was given to consolidating all therapists into a single class series since, regardless of the discipline, therapists perform similar work in terms of assessing client pathology and rehabilitative potential, planning and providing treatment, evaluating results, and recording client progress. However, upon review of concepts, factors, and pay grades, this was not feasible due to market data supporting a substantial difference in pay for clinical therapist and the remaining therapy disciplines. Consequently, two series are being proposed, Clinical Therapy to include the current disciplines of recreation, music, deaf/blind and Therapy to include the therapy disciplines of occupational, physical, speech, language, and audiology.

The group discussed the ongoing recruiting and retention issues affecting nurses due to the reported national labor shortage of qualified nurses. The department has had a solid survey match with market nurses for many years. The third-party survey data does not reflect that state salaries are lagging market wages. However, the group recognizes the ongoing problems in the nursing occupation and explored other methods for addressing the issues with nurses. Included in the draft was a proposal to consolidate the current Nurse I and Nurse II classes into a single class and, in addition, widen the pay range to encompass the minimum rate for Nurse I through the maximum rate for Nurse II. The idea behind this proposal was that it would provide flexibility, mobility, and comparability to the market along with affording more pay opportunity for the full-operating level nurse over the course of a career. There is more discussion on this issue under the draft comment section.

Another issue considered was the creation of a correctional nurse class series. In this case, the core occupation of nursing is not substantially different from other non-correctional nursing positions in the system

with the exception of the work setting. There are pay tools available, specifically, hazard duty pay premium, designed to address working in a hazardous environment. It is unnecessary to create a duplicative class series where the only difference between positions is the work environment when there are compensation tools available that can address it. It is recognized that the hazard duty pay premium is new, but until this tool is shown as ineffective, it is premature to develop alternatives to the same issue. Agencies are encouraged to explore the use of the various flexible compensation tools e.g., hazard duty pay and discretionary pay differentials in addressing recruiting/retention issues with various classes.

The Health Professional series is being created to include professional level administrative (rather than hands-on client care) assignments in a variety of health occupations and program areas. The series is similar to the concept found in the General Professional class series within the Professional Services occupational group and is broadly defined to include assignments involved in public health, disease surveillance, consulting, health regulation and program compliance, and program management.

Some of the highest levels in the current class series involve work focused on general administrative and program leadership tasks. The work includes directing programs at the agency level including managing budgets and resources, translating mission and goals into operating objectives, and developing polices and standards for health care delivery. This type of work is similar to the professional program supervisor concept found in the proposed Health Professional series and, rather than creating a program supervisor level at the top of each series, those classes with similar concepts, factors, and pay grades as found in the Health Professional series are recommended to convert there. This applies to the Psychologist III, Social Work Program Director, Occupational/Physical Therapist V, and Audiology/Speech Language Pathologist IV.

The creation of the Social Work/Counselor series is intended to provide a broad class series that includes all types of professional health counselors and case managers including those with various professional licensing (LPC, LCSW, LSW, etc.). Based on the information collected through the course of the study, a single series that would allow recruiting from all the disciplines of licensed counselors is needed.

The Early Childhood Educator series was originally proposed to move to the Teacher occupational group because the primary focus of this work is on teaching young children in a childcare setting, which does not meet the HCS occupational group definition. Because the Teacher classes are currently under study, it is recommended that these classes be retained in the HCS group until the Teacher study is complete.

An issue that surfaced during the fact-finding stage of the study was the emphasis or requirement for leadwork or supervision of others in many of the HCS class series. Many managers identified the need for an "advanced practice" concept as an alternative for supervision in the direct care areas instead of using the staff authority tradeoff. Feedback from the study group was that staff authority is not commonly found in many of the state's health occupations because the focus of the work is often on patient care and treatment planning and not in areas of ongoing advice to management on programmatic and policy direction. After discussion of this issue, the group decided to structure the new classes, where feasible, to recognize higher-level decision-making or complexity as an alternative for supervisory responsibility to address this issue.

Some comments stated a belief that health care occupations requiring a license cannot be consolidated with those occupations not requiring a license because the license is more valuable. Others believe that certification or registration is equal to a license. It should be noted that job classes are established based on the nature of work and factor levels found in typical assignments. Often, licensure enables an individual to perform a scope of assignment that is different than a position that is unlicensed. With broader class concepts, these varying scopes of assignments are accommodated. While licensure, certification, or registration relate to the nature of work performed, these are a matter of qualifications and do not define, in isolation, the nature of work or the classes created in the state system. Licensure, certification, or registration is indirectly reflected in the nature and complexity of health care work. It is the work itself that drives the definition of classes and the proposed consolidation.

The new consolidated series have very broad, generic class titles. This is done by design. Agencies and employees are encouraged to continue using working titles for specific positions. The broader class titles identify the nature of the occupation and a Roman numeral designates the level within the series. Numeric designation is the preferred titling convention in the system because it does not become outdated as quickly as adjectives. For example, if a level includes both supervisor and highly specialized work, a title containing the word "supervisor" does not accurately describe all jobs at that level. The numerical designation is more flexible in terms of reflecting all of the possibilities that may occur within a class. There are two exceptions to this titling convention that will be explained later in this report.

As a result of the study, the current 149 classes in 58 series are recommended for consolidation into 91 classes in 28 series. Three classes (Public Health Nutritionist III, Central Services Technician II and Central Services Technician III) are proposed for abolishment as vacant classes. One series (Clinical Behavior Specialist) with three classes will have new class codes even though it is not part of the study. One series (Early Childhood Educator) will retain its current class codes until such time as it is moved into the Teacher Occupational Group at the completion of the Teacher study. (Refer to the conversion charts at the end of this report for details). The occupational group has six subgroups as listed below:

- Behavioral Health subgroup will have four class series with 11 classes (consolidates 16 current classes) that describe occupations concerned with testing, evaluating, counseling, and providing referral services for clients with emotional, social, cognitive, and mental disorders.

- Therapy subgroup will have three class series with 13 classes (consolidates 18 current classes) that describe occupations concerned with treatment and rehabilitation of clients to restore function, prevent loss of capacity, and maintain optimum performance.

- Direct Care subgroup will have six class series with 21 classes (consolidates 34 current classes) that describe occupations concerned with providing direct care for the physical health, mental health, safety, or daily living skills of clients.

- Animal Care subgroup will have three class series with ten classes that describe occupations concerned with providing direct care to animal patients.

- Administration and Operations subgroup will have five class series with 14 classes (consolidates 30 current classes) that describe occupations concerned with the creation, consultation, evaluation, management, administration of health care programs, and program support.

- Technology and Laboratory Services subgroup will have six class series with 20 classes (consolidates 34 current classes) that describe occupations concerned with providing technical treatment and testing or providing technical support services to medical, health care, and health research staff.

Occupational group definition

The occupational group definition was reviewed for accuracy. The definition had not been revised since its creation in 1987. It was not reviewed during the Job Evaluation System Redesign Project of 1993 because occupational group definitions were not the focus of that project. The study group recommended revisions to the occupational group definition at this time to make the definition more understandable. Comments from the draft stage identified nutrition and public health as fields of work that should be included. Comments also identified that the regulatory function of some positions should be reflected in the definition. The recommended definition is found on page 34 of this report.

Concepts

Once the new consolidated class series were identified, work began on general class level concepts such as entry, full operating, and/or supervisor. These concepts are common among employers including throughout the state's class structure. The concepts were refined by applying current standard definitions for the levels. The goal is to briefly and concisely convey the concept itself. For this reason, examples of work are not included in the class descriptions. The use of examples continues to perpetuate problems and misconceptions because they were not used to allocate positions but were for illustrative purposes only. They tended to divert the focus from the nature of work being described. In addition, they were often too restrictive and quickly became outdated.

Comments from Draft Process

Two hundred sixty-eight informal comments were received during the draft stage. Those comments focused on the following topics.

A number of comments were received from employees addressing their individual positions and the proper class. It is recognized that some positions perform a mix of duties that cross several class series or that some individual assignments have changed since the last review. However, the issue of the correct class for an individual position cannot be addressed by this study. The consolidated classes are based on the general nature of the most common assignments and class conversion on the similarity between current and proposed class concepts. As classes and series are redefined through a study, it is expected that some individual positions may be better described by a class other than the one to which their class converted. In

these cases the matter will need to be addressed by the specific agency through the individual allocation process.

Several comments expressed concern that the purpose of the study is to cut pay. One of the purposes of the study, in addition to consolidating classes, was to verify that current pay grades are appropriate and make adjustments where justified regardless of the direction of the adjustments. With a study of this size and scope, and our reliance on market data, any time pay is being analyzed there will be instances where adjustment, either up or down, is necessary. For this study there are 45 classes recommended for upward grade adjustment, 88 recommended to remain at current levels, and 16 recommended for downward adjustment.

One comment expressed concern regarding the impact of class consolidation on overtime eligibility. Overtime eligibility is determined on a position basis, not on a class basis. Consolidation will have no impact on a positions' eligibility for overtime.

Another general area of concern was that the purpose of the study was to reduce staff ratios or eliminate positions. That is not the case. The purpose of the study is to redefine categories of work so there are fewer classes that are more broadly defined. This study has no impact on an agency's number of FTE.

Other comments suggested including classes outside of the HCS occupational group as part of the study. The purpose of this study was to review and revise classes in the HCS group only; classes in other occupational groups are outside of the scope of this study.

Behavioral Health subgroup. One comment suggested combining the psychology, counseling, and social work subgroup with the therapist subgroup. The study group discussed this suggestion and decided to keep these two groups separate because one group contains occupations concerned with testing and interpreting information on human behavior and the other group is focused on rehabilitation. Several titling mistakes were pointed out (e.g., cannot legally use the title of psychologist without a license) and were corrected. Another comment suggested revising the concept of the current Psychologist I to describe the entry level and creating another level between the current I and II classes. The study group discussed this request; however, based on the current concepts of the classes an entry level already exists in the Psychologist Candidate class. Based on factor levels assigned to the current Psychologist I and II classes, an in-between level cannot be accommodated.

Several comments concerned consolidating clinical behavior specialist, social worker, and health behavior counselors into a broader class series. Rationale included overlap between the three series in that all provide professional level counseling and case management work that includes determining the need for placing holds, assessing and developing treatment plans, referring clients to other health practitioners or counselors, and counseling client families. As discussed earlier, the Clinical Behavioral Specialist will not be consolidated due to current litigation. However, based on these comments the study group discussed and agreed to consolidate the health/behavior counselor and social workers into a single class series.

Therapists. The majority of comments suggested consolidating all therapists into a single class series because most require licensure, certification or registration. This was considered during the study group's work, however, due to market pay differences consolidating all therapists into a single class series is not feasible. In the draft document the difference between clinical therapist and other therapists was identified as licensure or certification. Based on the comments received, this does not distinguish between the two series because many dinical therapists also require certification or registration. Because market data provides justification for compensating therapists differently, two series are being proposed and will be defined based on the primary therapy discipline. Therapist will include the disciplines of occupational, physical, speech/language, and audiology and Clinical Therapist will include other therapy disciplines such as recreation, music, deaf/blind.

Therapy Assistants. Comments concerned the desire to separate the series into two distinct series for licensed/certified and unlicensed assistants. The series is broad enough to accommodate both types of therapy assistants. It will be defined in terms of the system's factors, not the minimum qualifications. Factor differences exist between these two types of assignments and there is a logical progression of factors through the class series.

Direct Care subgroup. A number of comments addressed similarities between classes in the direct care subgroup (Mental Health Clinician, Special Education Technician, Nurse Aides) and the nursing subgroup listed on the draft and that each group focuses on direct patient care. The study group revisited the issue of whether nursing should be its own sub-group and agreed to more broadly define direct care and put the two sub-groups together.

Nursing. The majority of comments focused on opposition to the recommendation to consolidate the current Nurse I and Nurse II classes into a single class with a broader pay range. At all public meetings, the consensus from the unit managers, supervisors, agency HR professionals, and employees was that a single class and a broader pay range would not meet the needs of the agencies. Included in the rationale was (1) difficulty in identifying which positions have charge responsibilities when planning and managing staffing, (2) agency restrictions on hiring rates at no more than 20% above minimum (3) anticipated difficulty hiring charge nurses with a lower pay range minimum when they are critical to the operations, (4) budget limitations that make it difficult to adjust current employee pay to the same level as new hires, and, (5) increased competition for an already limited pool of nurses at the charge level. Based on these comments and the overall reaction from agency level managers and HR professionals, Nurse I and Nurse II will not be combined.

There were a number of comments that suggested quality assurance nurses should convert to the Nurse IV class, rather than the Nurse III. The concept of the Nurse III class was designed for the special project or unique nursing assignment, which adequately describes quality assurance assignments. PDQs were submitted and evaluated and the consensus of the study group was that this type of assignment continues to match the concept of Nurse III. The study group could not identify justification for moving these assignments up one level, nor is there rationale to create a separate class series when the purpose of the study is to consolidate related classes into broader class series.

Another suggestion was to include Nursing Services Administrators in the Health Professional class series because of their focus on administrative tasks. The study group considered this when developing the draft but saw the following advantages to keeping the administrative levels with the nursing series: should the salary survey warrant different movement for the series it should apply to the administrator levels; recruiting/retention issues apply to all levels of nurse; and Nursing Services Administrator I occasionally provides direct nursing care. For these reasons, it is recommended that the administrator levels remain with the nursing class series.

One comment suggested consolidating Nurse Consultant with the Health Professional series. The study group considered this because the nature of work is consulting with various health agencies and health care providers on nursing practice issues related to specific diseases, health issues, or treatment of specific client populations. However, based on the factor levels, class concepts, and the current internal alignment with significant pay grade differences, this class does not fit with the alignment of the new Health Professional class series. The group decided that Nurse Consultant was its own class series but that it was a better fit with the Administration and Operations subgroup because of the consultation work performed for entities outside of state government. These positions provide little, if any, direct client care and are a better fit with other positions that perform program level consulting work.

One comment voiced concern with Physician Assistant being consolidated into a licensed nursing series when Physician Assistants are not nurses and are not licensed under the Nursing Board but work under the medical license of a doctor. Physician Assistants and Nurse Practitioners perform similar work and in some agencies are used interchangeably. Consolidating these two classes into a single class provides flexibility for recruiting purposes in that an agency can hire a position with either background without having to go through the reallocation process. The level in the class series where Physician Assistant is found will carry a broader title to encompass both types of assignments. In addition, the description of occupational work in the class description will be broad enough to address both types of assignments.

Several comments identified a lack of a career ladder for LPNs. This will be addressed with the new Health Care Technician class series to the extent that it is possible to address such concerns through job evaluation. Where LPN currently has an entry and full operating level, the new series also has levels for more complex, work leader, and supervisory assignments. The broader series does not guarantee that any position will move to a higher level in the series. Movement within a series depends on individual assignments meeting the class concept and factor levels assigned to higher levels.

A number of comments were made regarding recruitment and retention issues affecting nurses and the belief that the state's pay is much lower than the market. Turnover rates were looked at for FY99/00 and overall turnover rates of nursing positions for the Departments of Corrections and Human Services are 9.1% and 16.7% respectively. Looking at statewide turnover in nursing occupations in the state system (class codes beginning with C6), turnover for LPN was 38.7%; Nurse was 19.8%; Nurse Aide was 32.2% Nurse Practitioner was 10.4%. With the exception of Nurse Practitioner, these rates are higher than the overall

system average of 12.4% or HCS occupational group average of 18.6%. Specific information on pay grades for nurse classes will be addressed later in the report.

The state's flexible compensation tools need to be addressed. Sign-on bonuses, retention bonuses, and referral bonuses are compensation tools that are offered in the market. The state offers similar discretionary pay tools (procedure P-3-49) that allow matching pay, signing bonuses, referral award, and temporary pay differentials. Individual agencies decide whether to use these discretionary tools and the parameters within which they will be used. Use of these tools must be within existing budgets. Based on data from the EMPL data system and CPPS, for the period of 7/98 through 7/00, the Department of Corrections did not use any of the pay differential tools to provide additional compensation to any Registered Nurse, LPN, or Nurse Practitioner employees. From 8/00 through 11/00, the Department of Corrections' use of pay differentials increased in that three Nurse Practitioners received matching pay, two LPNs and two Nurses received temporary pay differentials.

As of 11/00 Human Services had 1128 positions in the Nurse, LPN, Nurse Aide, Nursing Services Administrator, and Nurse Practitioner class series. Looking at overall agency use of pay differentials in Human Services, a total of 157 positions were awarded differential pay through discretionary pay differentials. A total of 32 employees were granted a signing bonus, with the Veterans' Nursing Home at Rifle granting 27 to Nurse Aide and Nurse Aide Intern positions. Fort Logan granted the other seven, six to Nurse I positions and one to a Nurse IV. Overall, 13.9% of Human Services' nursing workforce was granted a pay differential, though very few were granted for recruiting purposes in the Nurse I class where the most serious recruitment and retention difficulties are being reported. It is recognized that there are budget considerations involved when an agency makes the decision to use discretionary pay differentials; however, from this information it appears that the flexibility these discretionary pay tools offer is not being considered or fully utilized.

Mental Health Clinicians. Several comments received suggested that the Mental Health Clinician class overlaps the Health/Behavior Counselor series. The study group discussed the class concepts and how each department or facility uses the positions differently. The current class concept describes work that is a mix between psychiatric technicians and entry-level counseling. A principle of job evaluation in dealing with mixed assignments was applied, specifically to look for the series that best describes the majority of the assignment, the basic requirements to perform the work, and the highest pay level. What makes a Mental Health Clinician different from a Psychiatric Technician is assisting with the formulation of treatment plans, leading group behavior modification activities, performing crisis intervention counseling, and the application of theories and principles of human behavior and psychology. These duty assignments are more closely related to the counseling function in the Social Work/Counselor series, but at a technical or para-professional level. Several suggestions for wording will be incorporated into the new class descriptions.

Developmental Disabilities Aide. It was suggested that this class should be included with Client Care Aide because the class is not a trainee class. The DD Aide class is used differently depending on the facility in which it is found. Some use this class as a trainee for other series, and others use it as a full functioning level where some positions will not move beyond that level. Based on this information, it was decided to include

this class under the Client Care Aide series with other full functioning classes rather than the trainee series where the expectation is that positions will move to another class once training is complete.

Dental Assistant. A suggestion was made to create an advanced level in the series. The study group believes that the four levels in the series are sufficient to describe the range of assignments and can find no justification to create another level.

Animal Care: A suggestion was made to create an additional level in the series. The study group believes the three levels in the series are sufficient to describe the full range of assignments and can find no justification to create another level. Several suggestions were made for revisions to the series title including research animal care, veterinary technology, and research animal technician. The series title is intentionally broad to include animal care in any setting so the term research or veterinary will not be used in the title. The veterinary technology title is being used to describe another class series.

Veterinary Technology. Several suggestions were made to increase the number of levels in the series by two. The study group could find no justification to create two additional levels. Based on information provided from the veterinary hospital director, the concept of the third level in the series is being revised to include both work leader or staff authority assignments and specialized patient care assignments.

Dietitians. One comment suggested including in the class concept that dietitians are registered at the national level. This is an issue with qualifications and the comment will be forwarded to staff responsible for development of minimum qualifications.

Technology and Laboratory Services. The draft listed C4B3XX as a Laboratory Assistant III, which was a mistake. C4B3XX is the class code for Laboratory Assistant II and has been corrected in the proposed information.

One comment suggested the need for a work leader in the current Radiology Technologist series. The new Diagnostic Procedures Technologist series has a level that includes non-standardized testing where a tradeoff for work leader can be accommodated if needed.

Comments from respiratory technicians suggested moving that class from Diagnostic Procedures Technology to Therapist because they perform therapy work that requires licensure. As discussed earlier, the concept of the therapist class series has been revised to include specific therapy disciplines (physical, occupational, speech, language, audiology) rather than being driven by licensure/certification. A review of information submitted with the comments shows that these positions perform a mix of duties that includes diagnostic testing in consultation with doctors, and includes delivering respiratory treatment according to the doctor's orders and the treatment plan. The study group believes this work best aligns with other positions performing diagnostic procedures due to the diagnostic evaluation of patients, and administration of a prescriptive respiratory care under the direction of a physician or advanced practice nurse.

One comment suggested creating a class for rehabilitation technologists. These positions design,

manufacture, and maintain specialized medical equipment such as customized wheelchairs, orthotic devices, protective headgear, and adaptive clothing. They also work with doctors and therapists to create and fit devices. These positions are currently in the Structural Trades class series. The work performed by these positions is similar to the work found in the current dental lab technology class in terms of designing, fabricating, fitting, and repairing devices and appliances. Based on these comments the study group decided to further broaden the Laboratory Technology class series and consolidate the Dental Lab Technology series with general laboratory technology. Because the rehabilitation technology positions are not currently in a health care class series, those positions will need to be evaluated under the agency's individual allocation process to determine if they meet the concept of the new series.

Administration and Operations subgroup. It was suggested that the Social Work Program Director and Psychologist III (draft Health Professional VII) classes should not be separated from their respective class series. However, the conversion is based on the concept of the current classes. These classes are focused on management of agency programs, which is described by the Health Professional series. The first-line supervisor levels where positions continue to have direct patient contact remain with the class series.

It was suggested that the concept of the Health Professional series does not recognize public health. Language was added to the class concept to include disease surveillance, investigating the spread of disease, recommending control measures, conducting research studies to better describe public health assignments. Several comments suggested different variations on the alignment of the Health Facilities Compliance Surveyor in the new Health Professional series. The conversion of classes into the new series is based on current class concepts and factor levels. Individual positions that do not meet the class concept to which they are being converted should be reviewed under the agency's individual allocation process to determine the appropriate class for an individual position.

Several comments suggested eliminating the current Health Facilities Compliance Surveyor series and moving positions back to specific class series based on each position's area of expertise. Prior to 1993 these positions were allocated to various classes based on the position's focus, e.g., nursing, social work, therapy, pharmacy, etc. These classes were consolidated under the 1993 system redesign due to the similarity of work of all positions on the compliance group, regardless of the area of expertise. The consolidated series has addressed problems the agency had with the old structure in terms of different pay levels depending on the focus of the position (i.e., nursing, dietetics, clinical therapy, pharmacy, social work, etc.) for positions doing essentially the same work. Feedback from the Department of Public Health and Environment indicates the current consolidated series meets the agency's needs.

Comments from one agency were that the Community Worker class series should remain in the HCS occupational group as opposed to being moved to the ASR occupational group as proposed in the draft. Rationale included that the positions are not providing clerical support work to a program area but that the positions provide health-related information and assistance to clients in the community. The work includes locating persons in need of services and visiting clients in their homes, providing training and demonstrations, making medical appointments, explaining application procedures for various programs and helping clients apply, and resolving service problems on behalf of clients. Clerical skills are not needed to perform this

work. Based on this information, the study group agreed to retain the Community Worker class series in the HCS occupational group.

One comment suggested creating a second level of Clinical Team Leader. Comments also suggested defining the class series more broadly, such as clinical administrator. A Health Professional series is proposed that will describe first and second level program administrator positions and it would be redundant to create similar levels in the Clinical Team Leader class.

Early Childhood Educator. The draft recommended moving the Early Childhood Education series out of the HCS occupational group because these positions do not meet the occupational group definition. One comment was received suggesting that the Teacher occupational group is the best fit for this series. The study group agrees; however, since the Teacher occupational group is currently under study, the group decided to maintain these classes with the HCS occupational group until the Teacher study is complete.

Factors

The study group began with the current factor levels when determining the factors for the new consolidated classes. The system's four job evaluation factors, along with levels and definitions are systemic and could not be altered by this study so the purpose of this portion of the study was to ensure that the factor levels reflected the new class concepts. In addition to the factor definitions and nature of work, the study group applied its experience with the factors, both on a systemic and individual position allocation level since their inception in 1993. The factors are written to directly reflect class concepts.

Pay Grades

The pay grades for each new class were determined using a combination of internal alignment and review of available market data. The market data is from the purchased third-party survey sources used in the Total Compensation Survey, which is audited every other year by an outside auditor to examine its accuracy. Since the annual Total Compensation Survey measures the pay structure movement in the market and recommends one adjustment for each occupational group, situations where individual classes are not properly aligned with the market are not resolved through the general occupational survey adjustments. However, during the survey process, individual classes are compared with market pay range. In addition, during system maintenance studies, pay ranges for individual classes are further examined to assure individual alignment with the market. Because these adjustments are more precise than the average change for the occupational group, class matches are verified further to be certain that the data being analyzed is for comparable jobs.

Local market data is used as the primary source to set grades. If local data is unavailable or insufficient, regional data (particularly pay relationships) may be applied including direct surveys. Matching for survey purposes is based on the concept or nature of work, not the title or minimum qualifications alone. When examining market data, the magnitude of the difference between the market and state jobs, and the trend or stability of the difference over time (typically at least three years) are considered. To account for variances in the market, a tolerance range of 7.5% above or below the market is applied before consideration is given to adjusting a grade. In those cases where the pay grades were the same and survey data indicated that pay

was at the market level, the grade for the level is maintained. When the classes were consolidated due to similar concepts, but grades were different, a determination was made as to the proper grade by using market data when available, or judgment regarding internal alignment of classes in the absence of data. In cases where no market data is available, grades are set based on the nature of work of the class and its relationship to other classes within the class series or within the occupational group.

In cases where pay grades are changing, the actual movement is determined by comparing the maximum of the current grade to the maximum of the recommended grade (e.g., if the current maximum is less, the movement is upward). The actual salary for employees is adjusted on a "dollar-for-dollar" basis and, if the salary is above the traditional maximum in the new grade, current pay remains unchanged for up to three years. The only time actual pay adjustments are realized upon implementation is if the current salary falls below the minimum of the new grade.

CRS 24-50-104(4)(a) requires the department to meet and confer with management and employee representatives and the Total Compensation Advisory Council (TCAC) in the selection and utilization of surveys before they are conducted. This provision applies to any special, direct surveys that are conducted as part of the system maintenance study. In addition to the data collected as part of the annual salary survey, one direct survey was conducted to collect compensation practice and premium pay information on nurses. The use of a special direct survey was presented to TCAC at their 6/23/00 meeting.

Social Work/Counselor. This class series consolidates the current nine classes in the Mental Health Clinician, Social Worker, and Substance Abuse Counselor series. The new series will have six levels: clearly defined, full-operating technical, working level professional or technical supervisor, full-operating professional, more complex professional or work leader, and unit supervisor. There are three survey classes in the new series. Local survey data shows the current grades to be appropriate. Combining the social work and counseling series is supported by analysis of the pay relationship between the full operating levels in the Central States Conference Survey that shows no salary difference between the two class series.

New	Current		
C31- Social Work/Cslr I	C31 Mnt Hth Clin I		
C35- Social Work/Cslr II	C35 Mnt Hth Clin II		
C39- Social Work/Cslr III	C39 Mnt Hth Clin III	C37 Soc Wrk Assoc	
C44- Social Work/Cslr IV		C44 Social Wrk I	C44 Subs Abs Cslr I
C48- Social Work/Cslr V		C48 Social Wrk II	C48 Subs Abs Cslr II
C50- Social Work/Cslr VI		C50 Social Wrk III	

Genetic Counselor. This series is basically a change in class code and the current grade of C52 is recommended. There is a single class describing the full operating level. There is no survey data to justify adjusting pay grades.

New	Current
C52- Genetic Counselor	C52- Genetic Counselor

Psychologist. This series is basically a change in class code and the current grades of C56, C59 and C62 are recommended. The new series will have three levels that reflect the candidate for licensure, full-operating, and advanced complexity or work leader. The Psychologist III involves work that is more administrative and managerial in nature so it is recommended to convert to the Health Professional series. There are no local market survey classes for this series so there is no data to justify adjusting grades.

New	Current
C56- Psychol Candidate	C56- Psychol Candidate
C59- Psychol I	C59- Psychol I
C62- Psychol II	C62- Psychol II

Clinical Therapist. This series is basically a change in class code and the current grades of C33, C37, C41, C50, and C54 are recommended. The new series will have five levels: entry, full-operating, advanced complexity/work leader, unit supervisor, and program administrator. There is currently one survey class for this class series. Analysis of local survey data shows the current pay grades to be appropriate. Analysis of pay relationship information from the Central States Compensation Conference Survey for clinical therapy and occupational/physical therapy disciplines show occupational and physical therapy are approximately 25% higher than clinical therapy. Based on this analysis, there is no justification to consolidate the clinical and occupational/physical therapy disciplines into a single class series. The program administrator level is recommended to be retained in this series because the current grade does not align with the recommended grade for Health Professional VI.

New	Current
C33- Clin Therapist I	C33- Clin Therapist I
C37- Clin Therapist II	C37- Clin Therapist II
C41- Clin Therapist III	C41- Clin Therapist III
C50- Clin Therapist IV	C50- Clin Therapist IV
C54- Clin Therapist V	C54- Clin Therapist V

Therapist. This class series consolidates the current seven classes in the Occupational/Physical Therapist and the Audiology/Speech/Language Pathology series. The new series will have four levels: clearly defined, full operating, advanced complexity or work leader, and unit supervisor. There are two survey classes for the new series, both at the full operating level. The Occupational/Physical Therapist II and Audiologist/Speech Language Pathologist I have been lagging the market for several years though the difference for both classes has decreased over time. Applying current data, the appropriate grade for the Therapist II is C47 (an adjustment of one grade for Occ/Phys Therapist II and two grades of Audiology/Speech Language Pathologist I). There is no data for the remaining classes so those grades will be based on current internal alignment. Grade C42 is recommended to continue for Therapist I which is a 12½% differential between the entry and full -operating level. Grade C52 is recommended for Therapist III that continues the 12½% differential between the full -operating and lead work levels. Grade C59 is

recommended for Therapist IV, which maintains the current grade of the most populous class. There is no recommended increase for this class because maintaining the current grade C59 provides a 17 % differential between the unit supervisor and work leader/complex level, which represents a slightly higher than average differential than the occupational group's average of 15% between these two levels.

New	Current	
C42- Therapist I	C42- Occ/Phys Therapist I	
C47- Therapist II	C46- Occ/Phys Therapist II	C45- Aud/Speech/Lang I
C52- Therapist III	C50- Occ/Phys Therapist III	C51- Aud/Speech/Lang II
C59- Therapist IV	C59- Occ/Phys Therapist IV	C53- Aud/Speech/Lang III

Therapy Assistant. This class series consolidates the current six classes in the Clinical Therapy Assistant and the Occupational/Physical Therapy Assistant series. The new series will have three levels: full-operating, more complex/work leader, and supervisor. There are two survey classes for the new series. The Occupational/Physical Therapy Assistant I is consistently close to the market so the current grade of C32 is recommended for the new Therapy Assistant II class. The new Therapy Assistant I class has one class going into it and, absent market data to justify any adjustment, the current C28 is recommended. The Occupational/Physical Therapy Assistant II class shows a fluctuating trend of leading the market ranging from 3 to 13% above market midpoint over the last six years. The current difference between the state and the market is 7% above the market. Because the concept of the class is being expanded to include the supervisory positions along with the more complex/work lead assignments, the current pay grade of C36 is being recommended. By doing this a reasonable differential between the Therapist II and III levels (10%) will be maintained.

New	Current	
C28- Therapy Assistant I	C28- Clin Therapy Asst I	
C32- Therapy Assistant II	C32- Clin Therapy Asst II	C32-Occ/Phys Thrpy Asst I
C36- Therapy Assistant III	C34- Clin Therapy Asst III	C36-Occ/Phys Thrpy Asst II C38-Occ/Phys Thrpy Asst III

Client Care Aide. This class series consolidates the current four classes in the Developmental Disabilities Aide, Nurse Aide, and Psychiatric Care Aide series. The new series will have two levels: clearly defined and full-operating. There is one survey class in the new series, Nurse Aide. Survey data shows the class within the tolerance zone of +/- 7.5%. While there is no recent survey information for Psychiatric Aide, the current internal relationship between the Psychiatric Aide and Psychiatric Technician I class is 15%, which is a reasonable difference between the aide and full-operating technical levels. There is a similar job relationship between the Nurse Aide and the Licensed Practical Nurse; however, the differential between these two classes is currently 25%. Input from the study group is that Nurse Aides and Psychiatric Aides perform similar work and are often used interchangeably. The comparable nature of work and data from the nursing board support higher salaries for nurse occupations in mental health and psychiatric settings. Therefore, the current grade for Psychiatric Care Aide (C20) is recommended for the new Client Care Aide II consolidated class. Since there is no survey data for the new Client Care Aide I class, the grade is being set based on internal alignment and grade C14 is recommended (15% differential).

New	Current		
C14- Client Care Aide I	C10- Dev Disab Aide	C14- Nurse Aide Intern	
C20- Client Care Aide II		C18- Nurse Aide	C20- Psych Care Aide

Dental Care. This class series consolidates the current six classes in the Dental Assistant and Dental Hygiene class series. The new series will have five levels, clearly defined, full-operating dental assistant, unit supervisor, full operating dental hygiene, and work leader dental hygiene or clinic manager. There are no survey matches for this series so maintaining current grades is recommended. For the Dental Care V level, grade C46 is recommended. Though there is no published third-party data on this class, internal alignment supports the assignment of the higher pay grade.

New	Current	
C20- Dental Care I	C20- Dental Asst I	
C26- Dental Care II	C26- Dental Asst II	
C36- Dental Care III	C36- Dental Asst III	
C40- Dental Care IV		C40- Dental Hygienist I
C46- Dental Care V	C46- Dental Asst IV	C44- Dental Hygienist II

Health Care Technician. This class series consolidates the current eleven classes in the Developmental Disabilities Technician, Special Education Technician, Psychiatric Technician and Licensed Practical Nurse series. The new series will have four levels: full operating, advanced complexity, work leader, and supervisor. There are three survey matches for the new series. The survey matches for the Psychiatric Technician I and II classes are questionable as these two classes show a pattern of negative salary movement during a time frame of strong economic growth in the market. Among all, the LPN I has been a solid match and the market data justifies the current grade for this class, so it is recommended that current grade for LPN, C28, is the new grade for Health Care Technician I. Grade C30 is recommended for the Health Care Technician II to continue the current grade. Grade C34 is recommended for Health Care Technician III because this maintains a 15% differential between the full operating (Health Care Technician I) and the work leader (Health Care Technician III) levels. Grade C38 is recommended for Health Care Technician IV which is 10% differential over the work leader.

New	Current			
C28- Health Tech I	C26- DD Tech I	C26- Special Ed Tech I C28- Special Ed Tech II	C26- Psych Tech I	C28- LPN I
C30- Health Tech II	C30- DD Tech II		C30- Psych Tech II	
C34- Health Tech III		C32- Special Ed Tech III	C34- Psych Tech III	
C38- Health Tech IV	C36- DD Tech III	C40- Special Ed Tech IV		

Nurse/Health Provider. This series consolidates the current fourteen classes in the Nurse, Nurse Specialist, Nurse Practitioner, Physician Assistant, Clinical Nurse Specialist, Primary Care Supervisor, and Nursing Services Administrator class series. There are nine survey matches for the new series. The survey match for Nurse I (full-operating) is a solid match and shows the state's current pay level aligns with the market. This is in contrast to what agencies have been reporting on recruiting and retention difficulty affecting nurse

classes. The department obtained data from the Colorado State Nursing Board that surveyed all registered nurses due for license renewal. Data collected included such elements as salary, level of education, area of specialty, work facility, geographic area, etc. Approximately 8,800 records were reported. Based on this data, the pay differential between levels of nursing positions is somewhat different. For example, from the Nursing Board survey, the pay difference between charge nurses and staff/office nurse is minimal, while the state has a 10% difference between these two levels.

Since the majority of state health care facilities focus on the care of mentally ill or developmentally disabled patients, the Nursing Board's data was analyzed in terms of benchmark level specifically in the area of mental health care (DD specialty area not reported). This analysis shows for the classes of Nurse I and Nurse Practitioner, the state's average wage is approximately 4.7% less than data reported by the Nursing Board. Based on this information and the retention and recruiting problems in the nursing profession, a more aggressive strategy is recommended for the new Nurse I and Midlevel Provider levels. Taking into account the compensation differences supported by the Nursing Board's data and the state's ongoing recruiting difficulty with Nurses, grade C47 is recommended for Nurse I. Based on the third-party sources that show the Nurse II (charge level) aligned with the market and data reported from the Nursing Board, the current grade of C49 is recommended for Nurse II. Market information shows a pattern of the Nurse III lagging the market between 4 to 5% over the last three years, though the difference is steadily decreasing. It is recommended that a conservative adjustment is applied to recognize the difference but not over-adjust the grade. Grade C53, or a 2.5% increase is recommended for Nurse III. For the Midlevel Provider level, the Nurse Practitioner I, Nurse Practitioner II, and Physician Assistant are all survey classes. Market information shows a 2-year trend that the Nurse Practitioner I is lagging market by approximately 6%, which was confirmed by the data reported by the Nursing Board. The Nurse Practitioner II class currently aligns with market data. Data for the Physician Assistant is beginning to show a pattern of lagging the market, though no stable trend has been established. This will be monitored in future survey cycles. Based on the data for Nurse Practitioner, grade C57 is recommended for the Midlevel Provider. The Nursing Services Administrator I is showing an unstable trend for leading the market; however, the difference is currently within the tolerance range so the current grade of C62 is recommended. This is also appropriate as the Nursing Services Administrator II is closely aligned with the market and its current grade of C67 is also recommended.

New	Current					
C47 Nurse I	C45- Nurse I					
C49- Nurse II	C49- Nurse II					
C53- Nurse III	C52- Nurse III	C51- Nurse Spec				
C57- Midlevel Provider	C56- Nurse IV		C55- Nurse Pract I C57- Nurse Pract II	C57- Physn Asst	C58- Clin Nurse Spec	
C62 Nurse V	C62- Nurse Svc Admin I					C60- Prim Care Supv
C67 Nurse VI	C67- Nurse Svc Admin II					

Nurse Anesthetist. This series will have one level that reflects the current class and the current grade of C62 is recommended. This class is a survey class, though data has only been collected for one year.

New	Current
C62- Nurse Anesthetist	C62- Nurse Anesthetist

Animal Care. This series consolidates the current Veterinary Assistant class series with the Research Animal Attendant class series. Without market data, the current grades of C24, C30 and C38 are recommended. Grade C24 is recommended for the Animal Care I class because the Research Animal Attendant I is the most populous class.

New	Current	
C24- Animal Care I	C23- Veterinary Assistant	C24- Research Animal Attd I
C30- Animal Care II		C30- Research Animal Attd II
C38- Animal Care III		C38- Research Animal Attd III

Veterinary Technology. This series consolidates the Veterinary Technician and Veterinary Specialist class series into a single class series. There is no market data available on this series so pay grades are set based on internal alignment. The current grades of C27, C35 are recommended for the first two levels in the series. Looking at internal alignment, an adjustment of one grade is recommended for the Veterinary Technologist III class to set a 7.5% pay differential between the staff authority/work leader and full-operating level because the current two grade difference is low when compared to other series in the occupational group. Similarly, a two-grade increase, or 5% adjustment, is also recommended for the Veterinary Technologist IV class to establish a 7.5% differential between the staff authority/work leader and supervisory levels.

New	Current	
C27- Veterinary Technol I		C27- Veterinary Techn I
C35- Veterinary Technol II	C35- Veterinary Spec I	
C38- Veterinary Technol III	C37- Veterinary Spec II	
C41- Veterinary Technol IV	C39- Veterinary Spec III	

Veterinarian. For the past four years the Veterinarian, from internal and external alignment, is relatively higher than other state jobs with similar scope of responsibilities The Veterinarian class series is not a class that is matched in the local market surveys. Comparing Veterinarian pay to the Central States Compensation Conference Survey, Colorado's pay level is much higher than other jobs in the region. Because the data in the Central States Compensation Conference Survey is a regional survey, it is not used to make the annual Total Compensation Survey recommendations. However this survey is a good source for establishing pay relationships between benchmark positions within state governments. In this case, the selected benchmark job for the pay relationship comparison is the full operating Psychologist because both perform professional level work with a similar level of education and licensure. In addition, both classes are within the HCS occupational group. A comparison between the state salaries of the Psychologist and Veterinarian classes shows a 25% pay difference (veterinarian is 25% higher than psychologist). Comparing

the pay difference between the Veterinarian and the benchmark in the Central States Compensation Conference Survey, that difference is 15%. This 15% is based on the 12 states showing veterinarian equal to or higher than psychologist. (There are an additional 10 states reporting that psychologist pay is higher than veterinarian). Based on this relationship analysis, a pay grade adjustment of –10% is recommended for the Veterinarian class series.

New	Current
C65- Veterinarian I	C69- Veterinarian I
C69- Veterinarian II	C73- Veterinarian II
C72- Veterinarian III	C76- Veterinarian III

Clinical Team Leader. This series will have one level that reflects the current class. The current grade of C64 is recommended.

New	Current
C64- Clinical Team Leader	C64- Clinical Team Leader

Community Worker. This class series is not recommended for consolidation and will retain its current two levels and new class codes will be assigned. The current grades of C17 and C23 are recommended.

New	Current
C17- Community Worker I	C17- Community Worker
C23- Community Worker I	C23- Community Worker

Health Professional. This class series consolidates the current eighteen classes in the Epidemiology, DD Program Specialist, Health Facilities Compliance Surveyor, Public Health Nutritionist, Mental Health Program Specialist series and the Psychologist III and Social Work Program Director classes. The new series will have seven levels: entry, working level, full operating, work leader/staff authority, unit supervisor/senior authority, first level program administration, second level program administration. Because of the lack of survey matches, pay grades for these classes will be set based on historical relationships. Grade C39, C44, C50, C54, C58, C62, and C66 are recommended. Grade C44 is recommended for Health Professional II because it was the most common grade at that level and it maintains the current historical differential between the entry and working level Epidemiologist. Grade C54 is recommended for Health Professional IV because it maintains the historical 10% differential between full-operating and work leader levels. The same 10% differential is recommended between the work leader and supervisory level and the supervisor and first level program administrator. The Social Work Program Director is a survey match and the 2001 data shows this class to be under market by 21.68%. Based on the scope of responsibility and nature of work, this class aligns with the Health Professional VII level. Grade C66 is recommended for this class to continue the 10% differential between the VI and VII levels. The Public Health Nutritionist III class (C2J3) is currently vacant and recommended for abolishment.

New	Current								
C39-Hth Prof I	C39- Epidem. Int								
C44- Hth Prof II	C44- Epidem I	C44- DD Prog Spec I	C45- Hth Fac Comp Surv I						
C50- Hth Prof III	C50- Epidem II	C50- DD Prog Spec II		C50- Pub Hth Nutr II					
C54- Hth Prof IV	C54- Epidem III		C52- Hth Fac Comp Surv II						
C58- Hth Prof V	C58- Epidem IV	C58- DD Prog Spec III	C61- Hth Fac Comp Surv III						
C62- Hth Prof VI		C61- DD Prog Mgr I			C63- Occ/Phy Ther. V	C-57 Audio/ Speech/ Lang. IV	C61- Ment Hth Prog Spec I		
C66- Hth Prof VII		C64- DD Prog Mgr II					C63- Ment Hth Prog Spec II	C66- Psychol III	C56- Social Work Prg Dir

HCS Trainee. This series consolidates five current intern classes into one series with three levels. It is recommended that pay grades are set to allow for a 12.5 to 15% differential between the trainee and target class.

New	Current			
C14- Trainee I	C14- DD Tech Int	C15- Lab Asst Int.		
C22- Trainee II			C22- LPN Intern	C23- Vet Tech Int.
C33- Trainee III		C33- Lab Tech Int		

Nurse Consultant: This series consolidates the current two classes from the State Board Nurse and the Public Health Nurse series. There is currently no local market data available for this class so pay is based on internal relationships. In terms of internal relationship to other classes, the Nursing Services Administrator I class is most similar based on the position's impact on nursing operations. Based on this relationship, C62 is an appropriate grade for these positions.

New	Current	
C62- Nurse Consultant	C62- State Board Nurse	C64- Public Health Nurse Cons

Diagnostic Procedures Technology. This series consolidates the current nine classes in the Cardiovascular Technician, Surgical Technician, EEG Technologist, Radiologic Technologist, Respiratory Therapy Technician, Ultrasound Technologist, and Nuclear Medicine Technologist series. The new series will have

four levels: diagnostic support, full operating standardized tests/procedures, full operating non-standardized tests, and unit supervisor. There are nine survey classes in the new series. The Cardiovascular Technician shows a consistent trend of being under market. The Surgical Technician is consistent with market data at grade C27. By combining these two classes into a single level, C27 is the appropriate grade for the DP Technology I level. The EEG Technologist, Respiratory Therapy Technician and Radiologic Technologist I are survey classes. The EEG Technologist and Respiratory Therapy Technician show a trend for being under the market. The Radiologic Technologist I is also a survey class and the data shows that the current grade of C33 is appropriate and is recommended for the DP Technology II level. All three classes converting to the DP Technology III level are survey matches and each of these classes is showing a trend for being under market. Based on the data, grade C42 is recommended as the new grade for the DP Technology III as it will address the trend for being under market and maintain a reasonable internal alignment. The grade for the DP Technology IV level is based on Radiologic Technologist III being under market by a difference between 16 and 22% for three years. Grade 50, an increase of seven grades or 17.5% is recommended.

New	Current						
C27-DP Technol I	C24- Cardiov Tech	C27- Surg Tech					
C33- DP Technol II			C30- EEG Technol	C33- Rad Techn I	C30- Resp Therapy Tech		
C42- DP Technol III				C38- Rad Techn II		C39- Ultrasnd Techn	C39- Nuc Med Techn
C50- DP Technol IV				C43- Rad Techn III			

Dietitian. This class series is not recommended for consolidation and will retain its current four levels and new class codes will be assigned. The Dietitian II (full-operating level) is a survey class. Survey sources show the class consistently over the market for the last five years, though the gap is slowly closing. Applying the latest data, the class is 8.83% over the market. However, recognizing that the gap is closing, it is recommended that the current grade for Dietitian II should be adjusted by 5% (two grades) from C46 to C44 to realign this class with the market. The grades for the remaining classes in the series are similarly adjusted based on internal alignment and their relationship to the Dietitian II. No change is recommended for the grade of Dietitian IV so that a 10% pay differential is established between the work leader and supervisory levels.

New	Current
C40- Dietitian I	C42- Dietitian I
C44- Dietitian II	C46- Dietitian II
C48- Dietitian III	C50- Dietitian III
C52- Dietitian IV	C52- Dietitian IV

Laboratory Support. This series consolidates the current four classes in the Central Services Technician, Laboratory Assistant, and Morgue Technician series. The new series will have three levels: full operating,

work leader, and advanced complexity. There are two survey classes in the new series. The Central Services Technician is a survey match and has been consistently in line with market so the current grade of C17 is recommended for the Lab Support I class. The Laboratory Assistant is a survey match. The data for this class has been fluctuating so that no trend for market alignment can be established. Due to the instability of the data, there is no justification for adjusting pay grades and the current grades of C23 and C30 are recommended for the II and III levels. The Central Services Technician II and III classes (C3B2 and C3B3) are currently vacant and recommended for abolishment.

New	Current		
C17- Lab Support I	C17- Central Svcs Tech I	C19- Lab Asst I	
C23- Lab Support II		C23- Lab Asst II	
C30- Lab Support III			C30- Morgue Tech

Laboratory Technology. This series consolidates the current ten classes in the Histology Technician, Laboratory Technician, Medical Technologist, and Dental Lab Technologist series. The new series will have four levels: clearly defined, full-operating, work leader, and unit supervisor. There are three survey classes in the new series. Histology Technician and Lab Technician I are survey matches. The data for the Lab Technician I show a stable trend that the grade is appropriately aligned with the market and C37 is recommended. Medical Technologist I is also a survey class and data shows that the current grade is aligned with the market. There is no data for the remaining classes in this series, so the recommended grades are based on the historical relationship between the Medical Technologist classes.

New	Current			
C37- Lab Technol I	C37- Histol Tech I	C37- Lab Tech I	C36- Med Technol Int	
C41- Lab Technol II	C43- Histol Tech II	C43- Lab Tech II	C41- Med Technol I	
C47- Lab Technol III			C47- Med Technol II	C48- Dent Lab Tech I
C51- Lab Technol IV			C51- Med Technol III	C50- Dent Lab Tech II

Pharmacy. This class series consolidates the current five classes in the Pharmacist and Pharmacy Inspector class series. The new series will have three levels: full operating, work leader, and director. The Pharmacist I and III are survey classes. Survey sources show a continuing trend that Pharmacist I is lagging the market. Based on survey data, an adjustment of 7.5% or three pay grades is recommended for Pharmacist I. Data for the Pharmacist III shows this class to be in line with the market and no adjustment is required. Since the Pharmacist II is not a class that is matched with the market, its pay grade will be set based on its relationship to Pharmacist I.

New	Current	
C60- Pharmacy I	C57- Pharmacist I	C59- Pharmacy Insp I
C64- Pharmacy II	C61- Pharmacist II	C63- Pharmacy Insp II
C67- Pharmacy III	C67- Pharmacist III	

Pharmacy Technician. This class series is not recommended for consolidation and will retain its current two levels and new class codes will be assigned. The new series will have two levels: clearly defined and full

operating. The Pharmacy Technician II class is a survey class and current pay grades align with the market. The current grades of C20 and C24 are recommended.

New	Current
C20- Pharmacy Technician I	C20- Pharmacy Technician I
C24- Pharmacy Technician II	C24- Pharmacy Technician II

Selection and Retention

Although minimum qualifications are a consideration in the selection process that is separate from this system maintenance study, the study group discussed potential impact of consolidation. The minimum qualifications are not set until after publication of the proposed classes and will be set based on the new class concepts and levels. Many of the current classes require a license, certification, or registration and those requirements for a position will still exist.

The issue of recruiting difficulty was raised several times during the course of the study. This issue is not unique to HCS occupations or to the state as an employer. This is a reflection of the present economy. Issues of recruiting and retention difficulty were taken into consideration along with market salary data and the nature of work in conducting this study.

A related concern was retention rights. Specifically, there was concern that with broader classes employees who are not qualified to perform a type of work would be allowed to bump employees who are qualified. The key to the retention rights process is that employees who are exercising bumping rights must meet the minimum qualifications for the position they bump into. This process will not change as a result of this study. For example, if the duties assigned to a position currently require a psychiatric technician license, an employee who is being laid off must possess that license to be qualified to bump into the position. The Personnel Board's philosophical direction is that layoffs should be avoided through the use of alternatives so that trained and competent employees are retained. In keeping with this philosophy, the consolidated classes may increase the number of potential positions available to a laid off employee. However, the employee must still meet the minimum requirements of the position. Qualifications should be documented for all positions and this study presents an opportunity to assure that adequate records exist.

MEET AND CONFER ON PROPOSED RESULTS

CRS 24-50-104(1)(b) requires that the department meet and confer with affected employees and employee organizations, if requested, regarding the proposed changes before they are implemented final. The official notice of proposed changes established a deadline of May 31, 2001, by which all "meet and confer" activity must conclude in order to implement the recommendations on July 1, 2001.

In an effort to proactively facilitate this process, four public meetings were scheduled. Meetings were held on May 21st at the Colorado Mental Health Institute at Fort Logan, May 22nd at the Department of Public Health and Environment, May 23rd at the Grand Junction Regional Center, and May 24th at the Colorado

Mental Health Institute at Pueblo. Notices of "meet and confer" was sent to each agency human resource administrator, the four employee organizations, and published in the May *Stateline*.

A total of 178 interested employees including six representatives from employee associations (CAPE and AFSCME) attended the "meet and confer" sessions. In addition, 31 written comment letters were received (several with multiple signatures). The majority of questions during "meet and confer" focused on general issues or questions about information already addressed in this narrative, e.g., how salaries are adjusted when a system maintenance study is implemented, how the total compensation survey is conducted, implementation dates for this study, why consolidation is occurring, use of working titles, minimum qualifications, and the overall study process.

A number of comments focused on a specific position's assignment in relation to the general class so there was some discussion of the individual allocation process, including the ability to use factor tradeoffs for unique positions. A class description is not a substitute for a job description, nor does it contain the specificity to describe the details of all positions in a class. It is recognized that some individual positions may not fit the class into which they convert. This issue is outside the scope of the study because class conversion is the mass movement of entire classes. Employees who have issues with their individual positions were advised to contact their agency human resource offices for information on the individual allocation process, which is decentralized to agencies.

Several comments were received from those whose current classes are recommended for a reduction in pay grade. While a difference of opinion of what is an appropriate salary is understandable, it does not negate the process used to establish pay grades nor the survey data used in the process. No additional information or data was provided to alter the recommendation. The pay grade recommendations are based on survey data and the rationale is discussed in the pay grade section of this report.

Numerous comments were received (medical technology, therapy assistant, nuclear medicine, radiology technology, ultrasound, social worker, Occupational/Physical Therapist V, dental assistant) from those who do not understand or disagree with the concept of class consolidation and broad classes and titles. A difference of opinion does not warrant altering the direction or methodology of the entire job evaluation system. A class series serves a number of technical purposes, primarily to establish a link with an appropriate pay level. Classes describe groups of positions that reflect comparable levels of work performed by a wide range of positions in a variety of organizational settings that are paid at the same grade. It is recognized that all positions in a class do not perform the same set of duties. Entry requirements such as education and experience are not a feature of the job evaluation system but are part of the separate selection process. Consolidation of classes has no bearing on the education, experience, or licensing requirements for individual positions. Qualifications have been, and will continue to be, based on the specific duty assignment of individual positions. Use of working titles can provide the sense of professional identity desired by employees and are common practices in this system.

Several comments concerned communication about system changes and employee access to information. Based on delegation agreements and personnel rule, agency human resource offices and appointing

authorities are responsible for distributing information to affected employees and employees are encouraged to work with their agencies to obtain information and offer improvements in the information distribution process. It should be noted that information has been available throughout the study so employees should have been aware of the study and are encouraged to take the initiative to request information.

A number of comments were made regarding performance-based pay, such as how employees will move through the pay range absent anniversary increases, how licensing/registration requirements are used to evaluate employees under the performance pay system. Performance pay is a process separate from system maintenance studies. The purpose of this study was to evaluate the class structure (consolidate and redefine classes and examine factor levels, pay grades, and internal and external pay alignment). Once the new class structure and pay grades are implemented, the performance pay system is the mechanism for moving an employee through the pay range. Details of the performance pay system are defined in state personnel board rule and director's administrative procedures and individual agency program. Reference should be made to these documents for information on the performance pay system.

One comment suggested including factor tradeoffs in the class descriptions. The purpose of the class description is to define the broad nature of work and the typical factor thresholds that describe each level in a series. Factor tradeoffs are a feature of the system and are allowed when a position has an atypical factor rating, i.e., one that does not match any of the classes described in series. Factor tradeoffs are not typically included in a class description because they are relatively rare and are dealt with on a case-by-case basis by trained job evaluations during the individual allocation process. Including all possible factor combinations in a given class description could cause confusion as to the typical factor thresholds. Depending on the construction of a class series, tradeoffs may not be possible because they would result in overlap among distinct levels. Therefore, adhering to system practice of using the threshold factor levels and allowing trained human resource professionals to apply tradeoffs in those instances where appropriate and possible is recommended.

One comment suggested the department should provide training to agency-level managers and employees on how to use broader classes and their flexibility to address recruiting, retention, and career development issues. Some guidance already exists, primarily on the web, and agency HR offices should provide the training. This issue is outside the scope of this study as it concerns overall administration of the personnel system, although it will be considered for future goals.

Several comments suggested that positions in small operations should not be required to meet the supervisory factor so that those positions can progress to the highest level in the series. The state's job evaluation system is based on factors which are common to all jobs and define the elements of jobs that the state values. When the job evaluation system was created in the early 1990s, it was decided that supervision was one factor that distinguished levels of work and remains compensable in the market. The others are decision-making, complexity, and purpose of contact. When classes are created or refined, the concept is defined in terms of all four factors, meaning each class has a degree of each factor assigned to it. For a position to be allocated to a class, it must meet the factor levels defined for the class. Because supervision

is one of the factors, there is a point in most occupations where promotional opportunity stops without supervisory responsibility. This is common in the market as well as the state system.

Explanation was given regarding implementation of system maintenance studies and the dollar-for-dollar provision in accordance with Director's Administrative Procedures. Numerous requests were made for the director to implement the study on July 1, 2002, without using the dollar-for-dollar provision. Director's Procedure P-3-13 directs system maintenance studies to be implemented on a dollar-for-dollar basis unless the director finds that severe and immediate recruitment and retention problems make it imperative to increase pay to maintain critical services. While it is understandable that employees want pay increases to be immediate, there is no indication that all agencies are experiencing severe recruiting or retention problems or that these problems exist in all classes recommended for pay grade adjustment. The dollar-for-dollar procedure allows the department to implement class changes and realign pay grades without incurring excessive cost to the system when there have been no changes to the job assignment and responsibilities themselves. As long as the salary rate of each individual employee is within the new pay range, pay is considered to be in alignment with the market and employees will benefit from the greater economic opportunity of the higher range. The department recommends that this study is implemented following the dollar-for-dollar provisions.

Numerous comments were received regarding minimum qualifications or entry requirements (social worker, clinical therapist, therapy assistant, medical technology) or that classes do not recognize required licensure or certification. Class series define the work performed at the various levels, not the educational preparation or qualifications of the employees in positions in the classes. The only exception is that when licensure is required by statute, it is noted in the nature of work section of the class description. The comments addressing the need for certification requirements or changes to entrance requirements have been forwarded to department staff responsible for the separate selection system, including minimum qualifications.

Comments directly related to specific HCS classes are grouped below by series.

Clinical Behavioral Specialist: Comments suggested consolidating this class series with the Psychologist class series. As discussed earlier, this class series was not addressed as part of this study due to pending litigation. The only change in the Clinical Behavioral Specialist series is a new class code.

Mental Health Clinician: There were numerous comments regarding the proposed consolidation of these classes with the new Social Work/Counselor class series. The primary concern was that these positions have a closer association with direct care and nursing positions than they do with social workers and counselors. Based on comments received, it appears that all direct care workers in the mental institute environment perform some degree of counseling from very basic to leading groups. It is the clinical coordination duties performed by the Mental Health Clinician that makes these positions different from nursing occupations, but there is a direct link with nursing. The study team discussed these comments along with use of these positions in other settings and decided to retain the Mental Health Clinician class series in

the direct care sub-group and not consolidate these classes with Social Work/Counselor. Market data supports retaining current pay grades for these classes.

Social Worker: The majority of comments received during the meet and confer sessions involved concern that broader classes do not recognize education or professional preparation in the field of social work and a perceived loss of professional identity in the system, both of which were addressed earlier in this report. Specifically, minimum requirements will still require licensure (mandated by statute) and the use of working titles is encouraged. Several written comments suggested allowing for a higher level of complexity (strategic) instead of supervision in the Social Work/Counselor IV level to describe those positions responsible for the oversight of clinical programs that span a division's client population and wards. The class description was revised to reflect this tradeoff. Since the Mental Health Clinician classes are being removed from this class series, the revised consolidation is below.

New	Current	
C39- Social Work/Cslr I	C37 Soc Wrk Assoc	
C44- Social Work/Cslr II	C44 Social Wrk I	C44 Subs Abs Cslr I
C48- Social Work/Cslr III	C48 Social Wrk II	C48 Subs Abs Cslr II
C50- Social Work/Cslr IV	C50 Social Wrk III	

Clinical Therapy: Comments were that the proposal did not recommend compensation changes and the Clinical Therapist V is not being converted into the new Health Professional series. The pay grades for this series are based on analysis of local survey data from published surveys that shows the current pay grades to be appropriate. The comment letter did identify a number of firms employing clinical therapists who work in comparable psychiatric and rehabilitation settings for further data collection. In the future, the department will look into collecting compensation information from these firms through a direct survey as follow-up to this study. As discussed earlier, class consolidation was considered for those classes with similar class concepts, factors, and pay grades. As discussed earlier in this report, the Clinical Therapist V is not being consolidated into the program administrator levels in the new Health Professional class series because, even though it is similar in concept and factors, its pay is substantially lower. There is no justification for increasing the pay differential between this class and the lower levels in the Clinical Therapist series.

Therapy Assistant: Several suggestions were made to clarify the class concepts for Therapy Assistant II and III that have been included in the class descriptions. Several requests were made to create a fourth level to retain the supervisor of licensed or certified therapy assistants. Feedback from the agencies is that this is an existing level in the current Occupational/Physical Therapy Assistant series and is needed to recognize supervision in the occupational and physical therapy fields. The proposed class structure was re-reviewed and this suggestion is reasonable. By creating the fourth level, the third level will describe positions with supervisory responsibility for the unlicensed or uncertified therapy assistant disciplines or full-operating assignments in the licensed/certified therapy assistant disciplines. The fourth level will then be limited to supervisors of licensed or certified therapy disciplines. Absent local market data for this level, the current pay grade (C38) from the Occupational/Physical Therapy Assistant III class is recommended. The revised consolidation is below.

New	Current	
C28- Therapy Assistant I	C28- Clin Therapy Asst I	
C32- Therapy Assistant II	C32- Clin Therapy Asst II	C32-Occ/Phys Thrpy Asst I
C36- Therapy Assistant III	C34- Clin Therapy Asst III	C36-Occ/Phys Thrpy Asst II
C38- Therapy Assistant IV		C38-Occ/Phys Thrpy Asst III

Dental Care: Suggestions were provided to clarify the description of occupational work and will be incorporated into the class description. It was also suggested that an expanded duty dental assistant class is needed. This issue will require further study including evaluating position description questionnaires to determine scope of assignments and whether factor differences exist between this type of assignment and the current Dental Assistant II.

Nurse: Comments suggested revising the factors so that more non-supervisory levels can be added to the class series. This series was studied during FY 99-00 to specifically address problems with the class concepts and factor levels. There is no indication that the factor levels currently assigned to these classes are inappropriate. However, to address concern that supervision is the primary means for advancement in this series and applying the advanced practice concept that has been added to other health care series to offer an alternative to supervision, a tradeoff of higher complexity for lead work will be added to the Nurse II class description. Comments also indicated that the pay grades for this series are too low. This was addressed under the pay grade section earlier in this report.

Special Education Technician: The human resources administrator from the agency that uses the current series commented that the Special Education Technician II level should convert to the Health Care Technician II rather than the Health Technician I based on the current class concept and its factor ratings. The study group reviewed the current and proposed class concepts and factors and found them to be consistent with the new Health Care Technician II class and the class conversion is revised accordingly.

New	Current			
C28- Health Tech I	C26- DD Tech I	C26- Special Ed Tech I	C26- Psych Tech I	C28- LPN I
C30- Health Tech II	C30- DD Tech II	C28- Special Ed Tech II	C30- Psych Tech II	
C34- Health Tech III		C32- Special Ed Tech III	C34- Psych Tech III	
C38- Health Tech IV	C36- DD Tech III	C40- Special Ed Tech IV		

Central Services Technician: Comments made during meet and confer were that these classes should not convert into the Laboratory Technology series because the positions are more skilled than laboratory support. Written information was provided describing the scope of the work. This information confirms that these positions are not involved in collecting and preparing tissues and samples for testing and evaluation, processing specimens, performing tests and analyzing and reporting test results as described by the Laboratory Technology series. Therefore, no change in the conversion is being made.

Dietitian: Dietitians object to the recommended downward movement of their class. They dispute salary survey data and matches which are the basis for the recommendation; claim the Dietitian I is a full-operating level; that security and forensic settings should be considered, and, recruiting and retention difficulty justifies higher pay. The survey match was re-verified and continues to be appropriate. There was no additional information provided to justify that the recommendation is inappropriate. The concept of the Dietitian I class is entry level so positions that are performing a full-operating assignment should be reviewed through individual allocation to determine the appropriate class. Hazardous work settings can be addressed through the use of existing discretionary hazard duty pay differentials but are not factors in the job evaluation system. Several comments disagree with the wording of the supervisory definition requiring that "at least one of the subordinate positions must be in the same series or at a comparable conceptual level" and request that the phrase be removed. This concept is part of the system-wide factor definition itself and cannot be altered by this system maintenance study. Such a change would require a study of the job evaluation system factor and the affect on other classes throughout the system. This is far beyond the scope of this study. Determination of conceptual comparability is based on the occupational group of both the supervisor and subordinate positions, the definition of occupational work and class concept of subordinate positions (class description), the nature of the supervision exercised, organizational structure of the work unit, span of control of the supervisor, etc. The individual allocation process should be used to address issues with appropriate class for positions with supervisory responsibility outside of the Dietitian class series. There is no data to support recruitment or retention difficulty. The last published workforce report (FY 99-00) shows no turnover in this class series. While turnover rates may have changed since the publication date in July 2000, there have been no previous reports from agencies of difficulty with this series.

Medical Technologist: The majority of comments concerned disagreement with consolidating medical, industrial, academic, and dental laboratory positions into the same class series. These comments have already been addressed in this report. Another issue was that medical technologists require a bachelor's degree where laboratory technicians only require minimal on-the-job experience. It should be noted that even though two related series are being consolidated, it is not guaranteed that all positions will promote through the series. Positions must have the duties assigned that meet the class concepts and factor definitions to move to higher levels in the series.

Veterinarian: Veterinarians disagree with the recommended pay grade reduction. Specific concerns were the selection of the Psychologist as the benchmark job for making the internal pay relationship comparison and that no findings were reported concerning the educational requirements for veterinarians. The analysis of pay relationships measures the correlation between classes in other organizations. This type of analysis is not linked to actual pay. The Central States survey was used because it is the only available survey source with comparable jobs as well as it reports data by state so that a specific relationship between classes within each organization can be measured. Based on the Central States survey and comparing the relationship between Veterinarians and Psychologists, Veterinarian pay is slightly higher than Psychologist (5.8% three year average) whereas Colorado's Veterinarian is significantly higher (21.7% before the pay adjustment recommendation).

Based on comments from meet and confer that Veterinarian is more comparable to Physicians; a similar analysis was done between Veterinarian and Physician, Dentist, and Psychiatrist. In the past the Veterinarian was in the Medical occupational group with the Dentist, Physician, and Psychiatrist. In 1993 the Veterinarian was removed from the Medical group and placed in the HCS occupational group because of technical issues stemming from the salary survey. Ultimately, the nature of work of Veterinarians was determined more closely related to professional classes in the HCS group than any other occupational group. This comparison is as follows (information does not include recommended downward adjustment):

Colorado mid-point comparison	Avg. Difference between Vet and Other Classes	Central States survey mid-point comparison	Avg. Difference between Vet and Other Classes
Psychologist $57,738 Veterinarian $73,698	-21.7% 3-yr avg.	Psychologist $47,585 Veterinarian $50,194	-5.8% 3-yr. avg.
Physician $110,994 Veterinarian $73,698	46.9% 3-yr avg.	Physician $103,401 Veterinarian $50,194	117.4% 3-yr. avg.
Psychiatrist $110,994 Veterinarian $73,698	46.9% 3-yr avg.	Psychiatrist $121,033 Veterinarian $50,194	148.5% 3-yr avg.
Dentist $93,336 Veterinarian $73,698	26.6% 3-yr avg.	Dentist $74,642 Veterinarian $50,194	47.4% 3-yr avg.

From this data, we see that those with a medical degree pay consistently higher than the Veterinarian. This pattern is consistent throughout all classes. Looking at the relationships between the Veterinarian and each specific class, the difference is significantly higher in the Central States survey. The relationship differences between Colorado's classes are significantly less, due to higher salaries paid to Colorado's Veterinarians. By lowering the pay grade for Veterinarian, the relationship difference between the Veterinarian and the Psychologist is less and more comparable to the Central States data. In turn, this action will increase the difference between Veterinarians and medical doctors, which is also consistent with Central States data. Based on this analysis of pay relationships, adjustment of the internal alignment of Veterinarian classes is warranted.

Another issue raised was that comparing Colorado to other mid-western states is not appropriate because these state's programs are not similar's to Colorado. This particular comment identified California and Florida as the two states where the livestock industry and salaries are comparable. Based on this comment, staff contacted other states. Fifteen states provided information. From this inquiry, Colorado's programs are comparable in terms of duties performed; however, Colorado salaries are higher than fourteen of the fifteen respondents, including California and Florida. No new information was collected to modify the original pay recommendations for the Veterinarian classes.

Veterinary Technologist: Comments received suggested language changes to clarify the concept of the Veterinary Technologist III class and will be incorporated into the class description.

FISCAL IMPACT FOR IMPLEMENTATION YEAR

This study has two implementation dates. On July 1, 2001, the conversion of current classes to new classes with no pay grade changes will be implemented because there is no fiscal impact. Based on the assumption that any change in grade will result in fiscal impact, those conversions that involve a change in grade will not be implemented until July 1, 2002.

CRS 24-50-104(4)(c) and (6)(a) require that any study involving increased costs must be included in the Annual Total Compensation Report for an effective date on the ensuing July 1. Although there are no increased costs associated with downward adjustments, CRS 24-50-104(4)(b) states that the Annual Total Compensation Report shall reflect all adjustments necessary to maintain the total compensation structure for the next fiscal year. For this reason, downward and upward grade adjustments resulting from this study will be reported in the Annual Total Compensation Report released in the fall of 2001 for implementation on July 1, 2002. This study proposes to adjust 45 classes upward, 18 classes downward (86 remain the same), impacting approximately 1804 positions (1659 up and 145 down) out of a total of 3652 positions. Result will be that 149 current classes in 58 series will be reduced to 92 classes in 28 class series.

The following information depicts the assumptions made in the calculation of increased costs. Although the actual dollars are not part of this report, these assumptions will be used when calculating and reporting fiscal impact in the Annual Total Compensation Report.

- Data will be taken from EMPL in August or September of 2001. EMPL data is assumed to be accurate as of the date extracted. It excludes the University of Colorado and Colorado State University due to the questionable accuracy of the data in EMPL.

- Only permanent filled positions are reported. Information on funded vacancies is excluded due to inaccuracies in EMPL data. Agencies will need to calculate the cost of valid vacancies. Temporary and substitute positions are excluded.

- The implementation date of July 1 coincides with the presumed implementation of the annual salary survey adjustments. In accordance with the Director's Administrative Procedures regarding the order of multiple actions on the same effective date, system maintenance studies are implemented first. For this reason, and to meet the reporting deadline, the recommended grades and these calculations do not include any annual salary survey adjustments that might take place on July 1.

- In accordance with the Director's Administrative Procedures, system maintenance studies are implemented on a "dollar-for-dollar" basis where an employee's current salary remains unchanged when a class is moved to the new grade. An exception is when a class moves upward and the employee's current salary falls below the minimum of the new grade. Such adjustments to base salary represent increased cost.

- Any change in PERA costs needs to be included in the calculations performed by affected agencies.

- For downward grade adjustments, the same Director's Administrative Procedure on "dollar-for-dollar" adjustments is applied. The employee's current salary remains unchanged when a class is moved to a new grade. If current salaries are above the maximum of the new grade, employees maintain their current salary for up to three years as authorized by CRS 24-50-104(1)(e). Indeterminate "cost avoidance" may result from any employees who are ineligible for base building performance awards after the study is implemented, those who may remain above the maximum after the three-year saved pay period, or vacancies that may be filled at the lower minimum.

RECOMMENDATIONS

I. Occupational Group

It is recommended that the following changes be made to the occupational group definition.

These occupations perform professional work CONCERNED ~~in veterinary science or professional work (as a direct extension of) directly related to the Medical professions and are concerned~~ with the creative and conceptual application of theoretical and practical aspects of HEALTH CARE PROFESSIONS RELATING TO HUMANS OR ANIMALS. WORK INVOLVES CARE AND TREATMENT, PREVENTION, INTERVENTION, OR CONSULTATION IN THE FIELDS OF NURSING, pharmacy, ~~rehabilitation~~, psychology, PUBLIC HEALTH, REHABILITATION, OR veterinary MEDICINE ~~science, or nursing by providing care and treatment of the physically or mentally ill, consultation, instruction at a teaching hospital, or the compounding and dispensing of prescribed drugs and medicines.~~ Decision-making is related to the subject matter area, duties, and consequence of action. Necessary knowledge and training is generally gained through completion of a college/university degree. Included are supervisors and operating managers. Licensure ~~is~~ MAY BE required as prescribed by statute.

OR

These occupations perform technical, specialized work ~~as a direct extension of the profession and~~ directly related to the diagnosis, ~~and~~ treatment, AND CARE of human or animal patients ~~by applying basic technical principles and manual skill in the operation of specialized equipment~~. The work requires THE APPLICATION OF ~~a combination of basic~~ technical PRINCIPLES ~~knowledge~~ and MANUAL skills obtained through specialized technical post-secondary education or on-the-job training. Licensure or certification may be required as prescribed by statute.

The current classes remain in the Health Care Services occupational group except for the Child Care Aide and Early Childhood Educator classes.

II. Class Descriptions

See attached.

III. Class Conversion

Class conversion is the movement from the former class title and grade to a new class title and grade for purposes of future reinstatement and retention. It is used for those studies that do not involve class placement. A conversion chart is part of the JEL. Several classes are recommended for abolishment because they are currently vacant and no longer needed.

STATE OF COLORADO

CLASS SERIES DESCRIPTION
July 1, 2001

CLINICAL BEHAVIORAL SPECIALIST

C4J1TX TO C4J3XX

DESCRIPTION OF OCCUPATIONAL WORK

This class series uses three levels in the Health Care Services Occupational Group and describes work in the psychology and mental health care fields. Positions in this class series apply the principles, theories, and practices of the fields of psychology and counseling. This class series is distinguished from the psychologist class series, in part, by the lack of licensure as a psychologist.

Clinical behavioral specialists investigate, identify, and measure the mental health and behavioral characteristics of clients; recommend treatment, rehabilitation, or habilitation procedures; and participate in or provide treatment delivery to clients. Duties include, but are not limited to, administering and scoring a variety of aptitude, achievement, intelligence, and personality tests to provide behavioral and mental evaluations of clients; using clinical interviews to assess clients; participating in the development of or developing treatment approaches to be applied to clients, often as a member of a multidisciplinary team; providing behavioral therapy and psychotherapy treatment to clients; and, preparing various evaluative reports on clients and the results of interpreted test scores or interviews. Some positions work in security settings where the positions follow policies and procedures to ensure the safety of themselves and others.

INDEX: Clinical Behavioral Specialist I begins on this page, Clinical Behavioral Specialist II begins on page 3, Clinical Behavioral Specialist III begins on page 4.

CLINICAL BEHAVIORAL SPECIALIST I C4J1TX

CONCEPT OF CLASS

This class describes the first-level clinical behavioral specialist. Duties include, but are not limited to, selecting and administering identification and measurement techniques to clients in a state facility; and

preparing evaluation, testing, and observation reports on clients based on an interpretation of test results. Positions also participate in the development of treatment or rehabilitation planning for clients and in the delivery of treatment to clients.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the operational level, as described here. Within limits set by the specific evaluation and measurement process, choices involve deciding what specific client test or measurement is required to carry out the process. This includes determining how the operation will be completed. For example, a position decides the ability of a client to participate in various testing situations and selects testing instruments accordingly. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within the established process. Choices are within a range of specified, acceptable standards, alternatives, and technical practices. For example, a position decides which information in a client's previous assessment records and histories is relevant to the current situation.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study client information to determine what it means and how it fits together in order to get practical solutions in the form of client measurements and evaluations. For example, a position uses agency guidelines and professional standards in deciding to hospitalize a client involuntarily. Measurement and testing guidelines in the form of agency protocols and procedures exist for most client situations. Judgment is needed in locating and selecting the most appropriate of these guidelines which may change for varying client circumstances as the evaluation or measurement task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the client or situation. For example, a bank of testing devices and clinical interview techniques are all appropriate for a client, but given the client's focus and attitude, one testing device or technique is the most appropriate to apply.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of either of the following:

Exchanging or collecting information with contacts. This involves giving learned information that is readily understandable by the recipient or collecting factual information in order to solve problems, errors, or complaints. For example, a position explains the basic nature of a testing procedure to a client or a client's family.

Advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions and behaviors. For example, a position guides clients in order to help them complete and understand a self-assessment procedure.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

CLINICAL BEHAVIORAL SPECIALIST II C4J2XX

CONCEPT OF CLASS

This class describes the second-level clinical behavioral specialist. In addition to the duties and responsibilities of a Clinical Behavioral Specialist I, positions in this class have increased responsibility for diagnosing a client's treatment needs through tests and clinical interviews, recommending specific treatment modalities, participating in a client's rehabilitation or treatment program, or acting as the primary provider of treatment. The Clinical Behavioral Specialist II differs from the Clinical Behavioral Specialist I on the Decision Making factor.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the process level, as described here. Within limits set by professional behavioral needs measurement and care standards, the agency's available technology and resources, and behavioral care program objectives and regulations established by a higher management level, choices involve determining the evaluation and measurement process and determining the treatment processes. For example, a position utilizes a clinical interview to establish a diagnosis and treatment plan for a client. The general pattern, program, or system exists but must be individualized. This individualization requires analysis of client data that is complicated. Analysis is breaking the client's problem or case into parts, examining these parts, and reaching conclusions that result in evaluative or treatment processes. This examination requires the application of known and established psychological theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. New protocols, processes, or objectives require approval of higher management. For example, a position applies general admission criteria to decide that a potential client would be suitable for treatment in a unit and then decides on a specific evaluation or measurement process for the client.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study client information to determine what it means and how it fits together in order to get practical solutions in the form of client measurements and evaluations. For example, a position uses agency guidelines and professional standards in deciding to hospitalize a client involuntarily. Measurement and testing guidelines in the form of agency protocols and procedures exist for most client situations. Judgment is needed in locating and selecting the most appropriate of these guidelines which may change for varying client circumstances as the evaluation or measurement task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the client or situation. For example, a bank of testing devices and clinical interview techniques are all appropriate for a client, but given the client's focus and attitude, one testing device or technique is the most appropriate to apply.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of either of the following:

Exchanging or collecting information with contacts. This involves giving learned information that is readily understandable by the recipient or collecting factual information in order to solve problems, errors, or complaints. For example, a position explains the results of a clinical interview to a client or a client's family.

Advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions and behaviors. For example, a position guides and treats clients in order to help them complete a rehabilitative process.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

CLINICAL BEHAVIORAL SPECIALIST III C4J3XX

CONCEPT OF CLASS

This class describes formal, first level, unit supervision over professional mental health positions, as described in the descriptions of occupational work. The Clinical Behavioral Specialist III differs from the Clinical Behavioral Specialist II on the Complexity, Line/Staff Authority, and possibly Purpose of Contact factors.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the process level. Within limits set by professional mental health standards, the agency's available technology and resources, client care program objectives and regulations established by a higher management level, choices involve determining the service delivery processes. Such processes include designing the set of specific operations involved in assessment, planning and delivering client care through counseling and therapeutic approaches. Within general guidelines, employees in this class determine client needs for services and decide, on an individual client basis, how those services may best be provided (e.g., through individual or group counseling). The general pattern, program or system exists but must be individualized for varying clients' needs. This individualization requires analysis of client data that are complicated. Analysis includes breaking the client's problem or case into parts, examining these parts and reaching conclusions that result in client treatment plans and the delivery of needed services and counseling to clients and families. This examination requires the application of known and established mental health theories, principles, conceptual models, professional standards and precedents to determine their relationship to the client's need for services.

Complexity -- The nature of, and need for, analysis and judgment is formulative. Employees in this class evaluate the relevance and importance of mental health theories, concepts and principles to tailor them to develop a different service delivery approach or tactical plan to fit specific client population or unit circumstances. While general agency policy, precedents or nonspecific practices exist, they are inadequate so they are relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, employees use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies. For example, employees alter processes to deliver client services to meet the needs of teaching or research functions of a facility. The mere application of theory and method is inadequate for rating at this level. Positions must have command of the full range of behavioral theories, methods, practices and principles such that they may evaluate and interpret the relevance of such constructs to varying assignments or programs.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of any of the following:

Detecting or discovering information or problems by interviewing or investigating where the issues or results of the contact are not known ahead of time. For example, positions interview welfare workers, family members and others to determine background and causes of client problems. Positions also perform discharge planning assessments for smooth transition of clients to community living.

Advising, counseling or guiding the direction taken to resolve complaints or problems and influence or correct actions and behaviors. For example, positions advise families who must make placement or transition decisions for clients unable to make such decisions on their own or are unable to make such decisions without family consultation.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a unit supervisor. The unit supervisor is accountable, including signature authority, for actions and decisions that directly impact the pay, status and tenure of three or more full-time equivalent positions. At least one of the subordinate positions must be in the Clinical Behavioral Specialist, Social Worker or Substance Abuse Counselor class series or at a comparable conceptual level. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion or transfer.

ENTRANCE REQUIREMENTS

Minimum entry requirements and general knowledge, skills, and abilities for classes in this series are contained in the class job profile.

For purposes of the Americans with Disabilities Act, the essential functions of specific positions are identified in the position description questionnaires and job analyses.

CLASS SERIES HISTORY

Effective 7/1/01 (LLB). Change in class code only. Draft published 2/21/01, proposed 5/10/01, and final 7/1/01.

Effective 9/15/96 (KLJ). Addition of supervisory level. Published as proposed 8/15/96.

Effective 9/1/93 (KAS). Job Evaluation System Revision project. Published as proposed 5/24/93.

Revised 7/1/82. Minimum qualifications changed.

Created 1/1/75.

CLASS SERIES DESCRIPTION (Cont'd.)
CLINICAL BEHAVIORAL SPECIALIST
July 1, 2001

SUMMARY OF FACTOR RATINGS

Class Level	Decision Making	Complexity	Purpose of Contact	Line/Staff Authority
Clinical Behavioral Specialist I	Operational	Patterned	Exchange or Advise	Indiv. Contributor
Clinical Behavioral Specialist II	Process	Patterned	Exchange or Advise	Indiv. Contributor
Clinical Behavioral Specialist III	Process	Formulative	Detect or Advise	Unit Supervisor

ISSUING AUTHORITY: Colorado Department of Personnel/General Support Services

STATE OF COLORADO

CLASS SERIES DESCRIPTION
July 1, 2001

GENETIC COUNSELOR

C4K1XX

DESCRIPTION OF OCCUPATIONAL WORK

This class series consists of a single class in the Health Care Services Occupational Group and describes positions responsible for interviewing patients and families and reviewing and evaluating medical, laboratory and family history data to educate and counsel them with regard to genetic conditions. Such counseling requires the understanding of medical genetics and nondirective counseling regarding the occurrence or risk of occurrence of genetic disorders in families. The process seeks to empathetically provide patients with scientific facts and the options available to them. Such assignments may include conducting case research and preparation; explaining technical information on testing processes and results; conducting preliminary dysmorphologic examinations, recognizing abnormal external physical features and obtaining anthropometric measurements; functioning as the liaison between the patient and genetic laboratories; preparing and maintaining detailed case documentation; researching literature for participation in lectures and workshops; educating the public, other health care professionals and students; and participating in genetic research. Genetic Counselors may specialize in areas such as prenatal, pediatric or adult counseling.

CONCEPT OF CLASS

This class describes the fully operational Genetic Counselor, as described in the description of occupational work. Positions in this class are assigned the decision-making authority for genetic counseling processes. Employees at this level apply the full range of professional practices in the field and perform ongoing assignments with varying degrees of supervision from a Geneticist (M.D. or Ph.D.).

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. The general pattern, program, or system exists but must be individualized. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

Complexity -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of theories, concepts, and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. While general policy, precedent, or non-specific practices exist, they are inadequate so hey are relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions or behaviors.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

ENTRANCE REQUIREMENTS

Minimum entry requirements and general knowledge, skills, and abilities for classes in this series are contained in the class job profile.

CLASS SERIES DESCRIPTION (Cont'd.)
GENETIC COUNSELOR
July 1, 2001

For purposes of the Americans with Disabilities Act, the essential functions of specific positions are identified in the position description questionnaires and job analyses.

CLASS SERIES HISTORY

Effective 7/1/01 (LLB). HCS Consolidation Study revised class description (C4K). Draft published 2/21/01, proposed 5/10/01, and final 7/1/01.

Created 12/1/96 (KLJ). Genetic Counselor (C2M). Published as proposed 10/31/96.

SUMMARY OF FACTOR RATINGS

Class Level	Decision Making	Complexity	Purpose of Contact	Line/Staff Authority
Genetic Counselor	Process	Formulative	Advise	Indiv. Contributor

ISSUING AUTHORITY: Colorado Department of Personnel/General Support Services

STATE OF COLORADO

CLASS SERIES DESCRIPTION
July 1, 2001

SOCIAL WORK/COUNSELOR

C4L1TX – C4L6XX

DESCRIPTION OF OCCUPATIONAL WORK

This class series uses five levels in the Health Care Services Occupational Group and describes professional level work in the fields of social work and counseling. By statutes CRS 12-43-401 et. seq. and CRS 12-43-601 et. seq., licensure is required for certain positions in this class series.

As a member of a multi-disciplinary treatment team, positions assess mental health and behavioral characteristics, assess treatment needs, develop treatment plans, educate and counsel individuals and groups based on professional theories and principles. The work involves interviewing and analyzing client history, providing advocacy and follow-up services to clients and families, making referrals to other health providers, and consulting with community resources. While assessment and treatment assigned to positions in this class series may focus on a single treatment area, it must also include evaluation of other aspects of the client's mental and physical health and therapy oriented to a broader range of behaviors. Some positions are assigned to security settings where they are also responsible for following policies and procedures to ensure the safety of themselves, clients and others.

INDEX: Social Work/Counselor I begins on this page, Social Work/Counselor II begins on page 2, Social Work/Counselor III begins on page 4, and Social Work/Counselor IV begins on page 5.

SOCIAL WORK/COUNSELOR I C4L1TX

CONCEPT OF CLASS

This class describes the entry level. Positions operate independently in performing assignments that are limited to phases of a fully operational assignment or which may be designed to provide continued training and experience. Work requires determining solutions to practical problems using specified professional

standards and established criteria. Judgment is used to select and apply existing guidelines to solve problems and accomplish the assignment. Some assignments do not move beyond this level.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the operational level, as described here. Within limits set by the specific process, choices involve deciding what operation is required to carry out the process. This includes determining how the operation will be completed. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within the established process. Choices are within a range of specified, acceptable standards, alternatives, and technical practices.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study information to determine what it means and how it fits together in order to get practical solutions to problems. Guidelines in the form of standard operating procedures, methods, and techniques exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines that may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions or behaviors.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

SOCIAL WORK/COUNSELOR II C4L2XX

CONCEPT OF CLASS

This class describes the fully operational level. Positions operate independently in performing the full range of professional tasks. Work requires the use of discretion and creativity within limits of theory and

principles of the profession; management's program objectives; law and regulations; and, general systems and guidelines. Judgment is used in the adaptation and skilled application of guidelines to solve the full range of problems related to the assignment. An employee in this class must anticipate and analyze the impact and consequences of decisions made. Positions may serve as a resource to others or a specialist in the professional field. This class differs from the Social Work/Counselor I on Decision Making. Some assignments do not move beyond this level.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. The general pattern, program, or system exists but must be individualized. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study information to determine what it means and how it fits together in order to get practical solutions to problems. Guidelines in the form of standard operating procedures, methods, and techniques exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines which may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions or behaviors.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a

system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

SOCIAL WORK/COUNSELOR III C4L3XX

CONCEPT OF CLASS

This level describes positions with advanced practice assignments. While the types of duties are similar to those performed by the Social Work/Counselor II, the complexity of the job is different. Positions are responsible for developing and implementing new techniques for a program area or are responsible for a specific client population. This class differs from Social Work/Counselor II on Complexity and possibly Line/Staff Authority.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. The general pattern, program, or system exists but must be individualized. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

Complexity -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of theories, concepts, and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. While general policy, precedent, or non-specific practices exist, they are inadequate so they are relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of advising, counseling, or guiding the direction taken to

resolve complaints or problems and influence or correct actions or behaviors.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

OR

The direct field of influence the work of a position has on the organization is as a work leader. The work leader is partially accountable for the work product of two or more full-time equivalent positions, including timeliness, correctness, and soundness. At least one of the subordinate positions must be at a comparable conceptual level. Typical elements of direct control over other positions by a work leader include assigning tasks, monitoring progress and work flow, checking the product, scheduling work, and establishing work standards. The work leader provides input into supervisory decisions made at higher levels, including signing leave requests and approving work hours. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

SOCIAL WORK/COUNSELOR IV C4L4XX

CONCEPT OF CLASS

This class describes the unit supervisor. The supervisor is responsible for a work unit including accountability for altering service delivery guidelines and the use of resources. Supervisors directly control the work of assigned staff and determine the operations for the unit. This class may include non-supervisory positions responsible for strategic program development and oversight. This class differs from the Social Work/Counselor III class on either Complexity or Line/Staff Authority.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. The general pattern, program, or system exists but must be individualized. This individualization requires analysis of data that is complicated. Analysis is breaking

the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

Complexity -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of theories, concepts, and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. While general policy, precedent, or non-specific practices exist, they are inadequate so they are relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies.

OR

The nature of, and need for, analysis and judgment is strategic, as described here. Positions develop guidelines to implement a program that maintains the agency's mission. Guidelines do not exist for most situations. In directive situations, positions use judgment and resourcefulness to interpret circumstances in a variety of situations and establish guidelines that direct how an agency program will be implemented.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions or behaviors.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a unit supervisor. The unit supervisor is accountable, including signature authority, for actions and decisions that directly impact pay, status, and tenure of three or more full-time equivalent positions. At least one of the subordinate positions must be at a professional level in this class series or at a comparable conceptual level. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

OR

The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may

serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor. **NOTE:** Individual contributors at this level must have Complexity at the Strategic level.

ENTRANCE REQUIREMENTS

Minimum entry requirements and general knowledge, skills, and abilities for classes in this series are contained in the class job profile.

For purposes of the Americans with Disabilities Act, the essential functions of specific positions are identified in the position description questionnaires and job analyses.

CLASS SERIES HISTORY

Effective 7/1/01 (LLB). HCS Consolidation Study consolidated Social Worker (C5H) and Substance Abuse Counselor (C5I). Draft published 2/21/01, proposed 5/10/01, and final 7/1/01.

Effective 7/1/96. Changed pay grade and class description for Substance Abuse Counselor (C5I).

Effective 9/1/93 (KAS). Job Evaluation System Revision project. Consolidated Medical Social Consultant (A8170), DD Staff Specialist (A8190-1) and Social Worker (A8180-4, 7-8). Converted Substance Abuse Counselor from A8411-3 to C5I. Published as proposed 5/10/93.

Effective 1/1/87. Converted Alcoholism Counselor (A8411-2) to Substance Abuse Counselor (A8411-2). Created Substance Abuse Counselor II (A8413).

Effective 7/1/82. Abolished Alcoholism Counselor (A8413).

Created 1/1/75. Created Medical Social Consultant (A8170), Social Worker (A8180-4, 7-8), DD Staff Specialist (A8190-1) and Alcoholism Counselor (A8411-3).

CLASS SERIES DESCRIPTION (Cont'd.)
SOCIAL WORK/COUNSELOR
July 1, 2001

SUMMARY OF FACTOR RATINGS

Class Level	Decision Making	Complexity	Purpose of Contact	Line/Staff Authority
Social Work/Counselor I	Operational	Patterned	Advise	Individual Contributor
Social Work/Counselor II	Process	Patterned	Advise	Individual Contributor
Social Work/Counselor III	Process	Formulative	Advise	Individual Contributor or Work Leader
Social Work/Counselor IV	Process	Formulative or Strategic	Advise	Individual Contributor* or Unit Supervisor

*In order for an individual contributor assignment to meet the concept of Social Work/Counselor IV, it must have strategic complexity.

ISSUING AUTHORITY: Colorado Department of Personnel/General Support Services

STATE OF COLORADO

CLASS SERIES DESCRIPTION
July 1, 2001

PSYCHOLOGIST

C4M1XX – C4M3XX

DESCRIPTION OF OCCUPATIONAL WORK

This class series uses three levels in the Health Care Services Occupational Group and describes professional work that requires the application of the principles, theories, and practices of psychology. By statutes CRS 12-43-301 et. seq., a license is required in this class series for the Psychologist I and above.

Psychologists test, assess, diagnose, and treat mental, neurological, physiological, and emotional disorder or disability. The work includes selecting, administering and interpreting intelligence, personality, interest, intelligence and other psychological tests to diagnose disorders and formulate treatment plans, determining the need for involuntary mental health treatment; providing treatment and therapeutic intervention; conducting individual, group, and family rehabilitation activities; and completing various clinical and legal documents to track cases. Included is pre- and post-doctoral supervision of candidates for licensure, providing consultative services to other health care disciplines, providing expert testimony in court, and conducting program evaluation to determine the effectiveness of treatments for patient populations. Some positions work in security settings that require following policies and procedures established to ensure the safety of themselves and others.

INDEX: Psychologist Candidate begins on page 2, Psychologist I begins on page 3, and Psychologist II begins on page 4.

PSYCHOLOGIST CANDIDATE C4M1XX

CONCEPT OF CLASS

This class describes the psychologist candidate for licensure. Under supervision, positions perform assessment, diagnostic, and treatment tasks that are structured and designed to provide training and experience in applying the theories and principles of the psychology field.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the operational level, as described here. Within limits set by the specific process, choices involve deciding what operation is required to carry out the process. This includes determining how the operation will be completed. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within the established process. Choices are within a range of specified, acceptable standards, alternatives, and technical practices.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study information to determine what it means and how it fits together in order to get practical solutions to problems. Guidelines in the form of standard operating procedures, methods, and techniques exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines that may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions or behaviors.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

PSYCHOLOGIST I C4M2XX

CONCEPT OF CLASS

This class describes the full operating psychologist. Positions operate independently in performing the full range of professional tasks. Work requires the use of discretion and creativity within limits of theory and principles of the profession, management's program objectives, law and regulations, and general systems and guidelines. Judgment is used in the adaptation and skilled application of guidelines to solve the full range

of problems related to the assignment. An employee in this class must anticipate and analyze the impact and consequences of decisions made. This class differs from the Psychologist Candidate on Decision Making and Complexity.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. The general pattern, program, or system exists but must be individualized. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

Complexity -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of theories, concepts, and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. While general policy, precedent, or non-specific practices exist, they are inadequate so they are relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions or behaviors.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

PSYCHOLOGIST II C4M3XX

CONCEPT OF CLASS

This class describes the project leader, work leader, or staff authority. Project leaders are responsible for a clinical, behavioral, educational, or research program or project on an ongoing basis where the projects are critical to the agency's mission and fundamental business operations. Work leaders exercise some control over the continual work product of others. Staff authorities possess a unique level of knowledge and expertise in a professional field that is needed by the agency to support its overall mission. Agency management routinely relies on the essential consultation of the authority before deciding broad, critical program and policy direction. The consultation provided is accepted as fact and not refuted on its technical merit, even if management does not act on it for political or budgetary reasons. Staff authorities are authorized to take action and issue expert opinions that provide direction for further action by others. Authorities design strategy, systems, processes, guidelines, rules, and standards that are mission critical and directly impact the agency's ongoing operation and broad program or policy. Staff authority is delegated by agency management, beyond the immediate supervisor, and has direct influence and impact agency-wide, including clients. This class differs from the Psychologist I on Complexity and possibly Line/Staff Authority.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. The general pattern, program, or system exists but must be individualized. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

Complexity -- The nature of, and need for, analysis and judgment is strategic as described here. Positions develop guidelines to implement a program that maintains the agency's mission. Guidelines do not exist for most situations. In directive situations, positions use judgment and resourcefulness to interpret circumstances in a variety of situations and establish guidelines that direct how an agency program will be implemented.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions or behaviors.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

OR

The direct field of influence the work of a position has on the organization is as a work leader. The work leader is partially accountable for the work product of two or more full-time equivalent positions, including timeliness, correctness, and soundness. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. Typical elements of direct control over other positions by a work leader include assigning tasks, monitoring progress and workflow, checking the product, scheduling work, and establishing work standards. The work leader provides input into supervisory decisions made at higher levels, including signing leave requests and approving work hours. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

OR

The staff authority is a pacesetter that has a unique level of technical expertise in a field or profession that, as part of the ongoing permanent assignment, is critical to the success of an agency. It is an essential component of the work assignment that has been delegated by management to the position. This authority directly influences management decisions within an agency. For example, management relies on such a position when making decisions regarding the direction that policy or a program should take in the staff authority's field of expertise. Managers and peers recognize and seek this level of technical guidance and direction regarding the application of a program or system within the agency or to its clients.

ENTRANCE REQUIREMENTS

Minimum entry requirements and general knowledge, skills, and abilities for classes in this series are contained in the class job profile.

CLASS SERIES DESCRIPTION (Cont'd.)
PSYCHOLOGIST
July 1, 2001

For purposes of the Americans with Disabilities Act, the essential functions of specific positions are identified in the position description questionnaires and job analyses.

CLASS SERIES HISTORY

Effective 7/1/01 (LLB). HCS Consolidation Study revised class description for Psychologist Candidate and Psychologist I-II (C5G1-3). Psychologist III (C5G4) converted to Health Professional VII (C7C7). Draft published 2/21/01, proposed 5/10/01, and final 7/1/01.
.
Effective 9/1/93 (KAS). Job Evaluation System Revision project. Published as proposed 5/24/93.

Revised 10/1/91. Nature of work and examples of work changed.

Revised 7/1/82. Title changed and multiple range established. Nature of work and distinguishing factors changed. KSAs modified.

Created 1/1/75.

SUMMARY OF FACTOR RATINGS

Class Level	Decision Making	Complexity	Purpose of Contact	Line/Staff Authority
Psychologist Candidate	Operational	Patterned	Advise	Indiv. Contributor
Psychologist I	Process	Formulative	Advise	Indiv. Contributor
Psychologist II	Process	Strategic	Advise	Indiv. Contributor or Work Leader or Staff Authority

ISSUING AUTHORITY: Colorado Department of Personnel/General Support Services

STATE OF COLORADO

CLASS SERIES DESCRIPTION
July 1, 2001

CLINICAL THERAPIST

C5J1IX – C5J5XX

DESCRIPTION OF OCCUPATIONAL WORK

This class series uses five levels within the Health Care Services Occupational Group and describes work in therapy disciplines not described by any other class series. Included are disciplines such as deaf/blind, music, recreational, and vocational therapy. Positions in this class series apply practices and techniques of the specified therapy discipline to improve or maintain client cognition, emotional development, educational development, communication, socialization and physical functioning level. Regardless of the discipline, positions conduct formal and informal assessments, interpret results, develop treatment plans, provide or supervise the delivery of treatment in individual and group settings, develop and conduct approved programs for clients, and provide skills training and work evaluation. Positions perform assessment and treatment services in accordance with the Standards of Practice and Ethical Guidelines of the specific therapy discipline. Some positions require certification. Some positions in this class series are assigned to security settings where they also follow policies and procedures to ensure the safety of themselves, clients and others

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CLINICAL THERAPIST I C5J1IX

CONCEPT OF CLASS

This class describes the working level. Positions operate independently in performing assignments that are limited to phases of a fully-operational professional assignment or which may be designed to provide continued training and experience. Work requires determining solutions to practical problems using

specified professional standards and established criteria. Judgment is used to select and apply existing guidelines to solve problems and accomplish the assignment. Some assignments will not move beyond this level.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the operational level, as described here. Within limits set by the specific process, choices involve deciding what operation is required to carry out the process. This includes determining how the operation will be completed. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within the established process. Choices are within a range of specified, acceptable standards, alternatives, and technical practices.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study information to determine what it means and how it fits together in order to get practical solutions to problems. Guidelines in the form of standard operating procedures, methods, and techniques exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines that may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions or behaviors.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

CLINICAL THERAPIST II C5J2TX

CONCEPT OF CLASS

This class describes the fully operational Clinical Therapist. Positions in this class are assigned decision-making authority for determining processes within the therapy discipline. At this level, the full range of generally accepted practices in the therapy discipline are applied as positions perform ongoing assignments independently. This class differs from the Clinical Therapist I on the Decision Making factor.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. The general pattern, program, or system exists but must be individualized. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study information to determine what it means and how it fits together in order to get practical solutions to problems. Guidelines in the form of standard operating procedures, methods, and techniques exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines that may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions or behaviors.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an

individual contributor. The individual contributor may explain work processes and train others about the therapy discipline. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or serve as a member of collaborative teams.

CLINICAL THERAPIST III C5J3XX

CONCEPT OF CLASS

This class describes the work leader or advanced practice assignments. The work leader is partially responsible for the work product of two or more full-time equivalent positions. For advanced practices assignments the types of duties are similar to those performed by the Clinical Therapist II, however, the complexity of the job is different. Positions are responsible for developing and implementing new therapy techniques in a program area or are responsible for a specific client population. This responsibility is on an ongoing basis and is critical to the agency's mission and fundamental business operations. This class differs from Clinical Therapist II on Complexity and possibly Line/Staff Authority.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. The general pattern, program, or system exists but must be individualized. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

Complexity -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of theories, concepts, and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. While general policy, precedent, or non-specific practices exist, they are inadequate so they are relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions or behaviors.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

OR

The direct field of influence the work of a position has on the organization is as a work leader. The work leader is partially accountable for the work product of two or more full-time equivalent positions, including timeliness, correctness, and soundness. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. Typical elements of direct control over other positions by a work leader include assigning tasks, monitoring progress and work flow, checking the product, scheduling work, and establishing work standards. The work leader provides input into supervisory decisions made at higher levels, including signing leave requests and approving work hours. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

CLINICAL THERAPIST IV C5CJ4XX

CONCEPT OF CLASS

This class describes the unit supervisor. Positions develop processes for a program area, serve on staff development and training committees, and develop master therapy plans used by others in the development of individual treatment plans. Supervisors directly control the work of assigned staff and determine the operations for the unit. This class differs from Clinical Therapist III on Line/Staff Authority.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the

process, including designing the set of operations. The general pattern, program, or system exists but must be individualized. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

Complexity -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of theories, concepts, and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. While general policy, precedent, or non-specific practices exist, they are inadequate and relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions or behaviors.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a unit supervisor. The unit supervisor is accountable, including signature authority, for actions and decisions that directly impact pay, status, and tenure of three or more full-time equivalent positions. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

CLINICAL THERAPIST V C5J5XX

CONCEPT OF CLASS

This class describes the program administrator. Positions are responsible for the management of a therapy discipline in a state agency. Work includes setting program objectives and processes, managing budgets and supervising staff and coordinating the therapy disciplines' processes with other disciplines, staffs and programs. Positions may supervise therapists in multiple disciplines. This class differs from Clinical Therapist IV on Decision Making and Purpose of Contact.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the interpretive level, as described here. Within limits of the strategic master plan and allocated human and fiscal resources, choices involve determining tactical plans to achieve the objectives established by the highest management level. This involves establishing what processes will be done, developing the budget, and developing the staffing patterns and work units in order to deploy staff. This level includes inventing and changing systems and guidelines that will be applied by others statewide. By nature, this is the first level where positions are not bound by processes and operations in their own programs as a framework for decision making and there are novel or unique situations which cause uncertainties that must be addressed at this level. Through deliberate analysis and experience with these unique situations, the manager determines the systems, guidelines, and programs for the future.

Complexity -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of theories, concepts, and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. While general policy, precedent, or non-specific practices exist, they are inadequate so hey are relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies.

Purpose of Contact -- The purpose of contacts with outside the supervisory chain, regardless of the method of communication, are for the purpose of clarifying underlying rationale, intent, and motive by educating others on unfamiliar concepts and theories. This goes beyond what has been learned in training or repeating information that is available in another format.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a unit supervisor. The unit supervisor is accountable, including signature authority, for actions and decisions that directly impact pay, status, and tenure of three or more full-time equivalent positions. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

ENTRANCE REQUIREMENTS

Minimum entry requirements and general knowledge, skills, and abilities for classes in this series are contained in the class job profile.

For purposes of the Americans with Disabilities Act, the essential functions of specific positions are identified in the position description questionnaires and job analyses.

CLASS SERIES HISTORY

Effective 7/1/01 (LLB). HCS Consolidation Study revised class description (C1A). Draft published 2/21/01, proposed 5/10/01, and final 7/1/01.

Effective 7/1/96 (KLJ). Converted Clinical Therapist IV (C1A4) to Clinical Therapist V (C1A5). Created new Clinical Therapist IV (C1A4). Changed pay grades for all levels. Published as proposed 11/17/95.

Effective 9/1/93 (KAS). Job Evaluation System Revision project. Converted Clinical Therapist IA and IB (A5621, 3) to Clinical Therapist I (C1A1). Published as proposed 6/1/93.

Revised 7/1/89. Changed options, KSAs, minimum qualifications.

Revised 1/1/89. Changed in-grade hire step.

Revised 7/1/83. Changed relationship summary.

Revised 7/1/79. Changed options, nature of work, KSAs, minimum qualifications, and title of Clinical Therapist IV (A5628).

Created 1/1/75.

CLASS SERIES DESCRIPTION (Cont'd.)
CLINICAL THERAPIST
July 1, 2001

SUMMARY OF FACTOR RATINGS

Class Level	Decision Making	Complexity	Purpose of Contact	Line/Staff Authority
Clinical Therapist I	Operational	Patterned	Advise	Indiv. Contributor
Clinical Therapist II	Process	Patterned	Advise	Indiv. Contributor
Clinical Therapist III	Process	Formulative	Advise	Indiv. Contributor or Work Leader
Clinical Therapist IV	Process	Formulative	Advise	Unit Supervisor
Clinical Therapist V	Interpretive	Formulative	Clarify	Unit Supervisor

ISSUING AUTHORITY: Colorado Department of Personnel/General Support

STATE OF COLORADO

CLASS SERIES DESCRIPTION
July 1, 2001

THERAPIST

C5K1IX-C5K4XX

DESCRIPTION OF OCCUPATIONAL WORK

This class series uses four levels within the Health Care Services Occupational Group and describes professional work in the fields of audiology, speech and language pathology, occupational therapy, or physical therapy. The purpose of these occupations is to provide therapy to restore physical and mental life functions, relieve pain, and mitigate the disabling effects of injury, disease and medical or surgical treatments. Positions in this class series apply the principles, theories, practices, and standards of the respective therapy discipline. Regardless of the discipline, therapists interview clients and review histories, test client and interpret results, assess client pathologies and rehabilitative potential, develop rehabilitation and/or treatment plans, provide treatment using a variety of techniques, assess treatment results, and prepare records and reports on patient progress. Some positions in this class series are assigned to security settings where they also follow policies and procedures to ensure the safety of themselves, clients and others. Depending on the therapy discipline, licensure or certification may be required.

INDEX: Therapist I begins on this page, Therapist II begins on page 2, Therapist III begins on page 4, and Therapist IV begins on page 5.

THERAPIST I C5K1IX

CONCEPT OF CLASS

This class describes the working level. Positions operate independently in performing assignments that are limited to phases of a fully-operational professional assignment or which may be designed to provide continued training and experience. Work requires determining solutions to practical problems using specified professional standards and established criteria. Judgment is used to select and apply existing guidelines to solve problems and accomplish the assignment. Some assignments will not move beyond this level.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the operational level, as described here. Within limits set by the specific process, choices involve deciding what operation is required to carry out the process. This includes determining how the operation will be completed. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within the established process. Choices are within a range of specified, acceptable standards, alternatives, and technical practices.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study information to determine what it means and how it fits together in order to get practical solutions to problems. Guidelines in the form of standard operating procedures, methods, and techniques exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines that may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions or behaviors.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

THERAPIST II C5K2XX

CONCEPT OF CLASS

This class describes the fully operational Therapist. Positions in this class are assigned decision-making authority for determining processes within the therapy discipline. At this level, the full range of generally accepted practices in the therapy discipline are applied as positions perform ongoing assignments independently. The Therapist II differs from the Therapist I on the Decision Making factor.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. The general pattern, program, or system exists but must be individualized. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study information to determine what it means and how it fits together in order to get practical solutions to problems. Guidelines in the form of standard operating procedures, methods, and techniques exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines that may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions or behaviors.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others about the therapy discipline. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or serve as a member of collaborative teams.

THERAPIST III C5K3XX

CONCEPT OF CLASS

This class describes the work leader or advanced practice assignments. The work leader is partially responsible for the work product of two or more full-time equivalent positions. For advanced practice assignments the types of duties are similar to those performed by the Clinical Therapist II, however, the complexity of the job is different. Positions are responsible for developing and implementing new therapy techniques in a program area or are responsible for a specific client population. This responsibility is on an ongoing basis and is critical to the agency's mission and fundamental business operations. This class differs from Clinical Therapist II on Complexity and possibly Line/Staff Authority.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. The general pattern, program, or system exists but must be individualized. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

Complexity -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of theories, concepts, and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. While general policy, precedent, or non-specific practices exist, they are inadequate so they are relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions or behaviors.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

OR

The direct field of influence the work of a position has on the organization is as a work leader. The work leader is partially accountable for the work product of two or more full-time equivalent positions, including timeliness, correctness, and soundness. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. Typical elements of direct control over other positions by a work leader include assigning tasks, monitoring progress and work flow, checking the product, scheduling work, and establishing work standards. The work leader provides input into supervisory decisions made at higher levels, including signing leave requests and approving work hours. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

THERAPIST IV C5K4XX

CONCEPT OF CLASS

This class describes the unit supervisor. Positions develop processes for a program area, serve on staff development and training committees, and develop master therapy plans used by others in the development of individual treatment plans. Supervisors directly control the work of assigned staff and determine the operations for the unit. The Clinical Therapist IV differs from the Clinical Therapist III on Line/Staff Authority.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the

process, including designing the set of operations. The general pattern, program, or system exists but must be individualized. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

Complexity -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of theories, concepts, and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. While general policy, precedent, or non-specific practices exist, they are inadequate so they are relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions or behaviors.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a unit supervisor. The unit supervisor is accountable, including signature authority, for actions and decisions that directly impact pay, status, and tenure of three or more full-time equivalent positions. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

ENTRANCE REQUIREMENTS

Minimum entry requirements and general knowledge, skills, and abilities for classes in this series are contained in the class job profile.

For purposes of the Americans with Disabilities Act, the essential functions of specific positions are identified in the position description questionnaires and job analyses.

CLASS SERIES HISTORY

CLASS SERIES DESCRIPTION (Cont'd.)
THERAPIST
July 1, 2001

Effective 7/1/01 (LLB). HCS Consolidation Study consolidated Occupational/Physical Therapist I-IV (C1E1-4) and Audiology-Speech Language Specialist 1-III (C2A1-3). Occupational/Physical Therapist V (C1E5) and Audiology-Speech Language Specialist IV (C2A4) converted to Health Professional VI (C7C6). Draft published 2/21/01, proposed 5/10/01, and final 7/1/01.

Effective 7/1/96 (KLJ). Changed concepts and relationships for Occ/Phys Therapist (C1E). Published as proposed 11/17/95.

Effective 9/1/93 (KAS). Job Evaluation System Revision project. Converted Occ/Phys Therapist (A5629-33) to Occ/Phys Therapist (C1E). Converted Speech/Language Pathologist (A5635-8) to Audiology-Speech Language Specialist (C2A). Converted Audiologist (A5660-3) to Audiology-Speech Language Specialist (C2A). Published as proposed 5/17/93.

Revised 7/1/91. Changed pay grade for Occupational/Physical Therapist (A5629-33).

Created 7/1/89. Occupational/Physical Therapist (A5629-33).

Revised 7/1/88. Changed Speech/Language Pathologist class code, relationship, grade and step, and minimum qualifications.

Revised 7/1/84. Changed Audiologist title and minimum qualifications.

Created 7/1/79. Speech/Language Pathologist (A5635-8).

Created 7/1/77. Audiologist (A5660-3).

SUMMARY OF FACTOR RATINGS

Class Level	Decision Making	Complexity	Purpose of Contact	Line/Staff Authority
Therapist I	Operational	Patterned	Advise	Indiv. Contributor
Therapist II	Process	Patterned	Advise	Indiv. Contributor
Therapist III	Process	Formulative	Advise	Indiv. Contributor or Work Leader
Therapist IV	Process	Formulative	Advise	Unit Supervisor

ISSUING AUTHORITY: Colorado Department of Personnel/General Support Services

STATE OF COLORADO

CLASS SERIES DESCRIPTION
July 1, 2001

THERAPY ASSISTANT

C5L1TX TO C5L3XX

DESCRIPTION OF OCCUPATIONAL WORK

This class series uses four levels in the Health Care Services Occupational Group and describes technical work in support of a therapy discipline. Technical work involves practical application of the practices and techniques of therapy but not the principles and theories which are applied by the therapist. Therapy assistants support the delivery of therapeutic treatment, habilitation, rehabilitation, and client instruction to an assigned client population under the supervision of a therapist. Some positions work in security settings where the positions follow policies and procedures to ensure the safety of themselves and others. Some positions may require registration, or certification.

INDEX: Therapy Assistant I begins on this page, Therapy Assistant II begins on page 2, Therapy Assistant III begins on page 4, and Therapy Assistant IV begins on page 5

THERAPY ASSISTANT I C5L1TX

CONCEPT OF CLASS

This class describes the clearly defined level where positions follow established work processes and procedures. Positions operate within standard operations and alternatives that are known and any deviation from such requires prior approval. Some assignments do not move beyond this level.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the defined level as described here. Within limits prescribed by the operation, choices involve selecting alternatives that affect the manner and speed with which tasks are carried out. These choices do not affect the standards or results of the operation itself because there is typically only one correct way to carry out the operation. These alternatives include independent choice of such things as priority and personal preference for organizing and processing the work, proper tools or equipment, speed, and appropriate steps in the operation to apply. By nature, the data needed to make decisions can be numerous but are clear and understandable so logic is needed to apply the prescribed alternative. Positions can be taught what to do to carry out assignments and any deviation in the manner in which the work is performed does not change the end result of the operation.

Complexity -- The nature of, and need for, analysis and judgment is prescribed as described here. Positions apply established, standard guidelines that cover work situations and alternatives. Action taken is based on learned, specific guidelines that permit little deviation or change as the task is repeated. Any alternatives to choose from are clearly right or wrong at each step.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication are for the purpose of exchanging or collecting information with contacts. This involves giving learned information that is readily understandable by the recipient or collecting factual information in order to solve factual problems, errors, or complaints.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

THERAPY ASSISTANT II C5L2XX

CONCEPT OF CLASS

This class describes full-operating therapy assistant. While the duties are similar to those performed at the lower level, the complexity of the job is different. The systems, operations, and processes are still established and defined but allow more flexibility and latitude in implementing treatment plans written by professional therapists. The work requires adapting practical approaches or routines for various situations. Not all circumstances are covered by established guidelines so positions must improvise solutions and alternatives. This class includes responsibility for training lower level assistants. Therapy Assistant II differs from Therapy Assistant I on the Complexity factor and may differ on the Line/Staff Authority factor.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the defined level as described here. Within limits prescribed by the operation, choices involve selecting alternatives that affect the manner and speed with which tasks are carried out. These choices do not affect the standards or results of the operation itself because there is typically only one correct way to carry out the operation. These alternatives include independent choice of such things as priority and personal preference for organizing and processing the work, proper tools or equipment, speed, and appropriate steps in the operation to apply. By nature, the data needed to make decisions can be numerous but are clear and understandable so logic is needed to apply the prescribed alternative. Positions can be taught what to do to carry out assignments and any deviation in the manner in which the work is performed does not change the end result of the operation.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study information to determine what it means and how it fits together in order to get practical solutions to problems. Guidelines in the form of standard operating procedures, methods, and techniques exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines which may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication are for the purpose of exchanging or collecting information with contacts. This involves giving learned information that is readily understandable by the recipient or collecting factual information in order to solve factual problems, errors, or complaints.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor or work leader. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

OR

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a work leader. The work leader is partially accountable for the work product of two or more full-time

equivalent positions, including timeliness, correctness, and soundness. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. Typical elements of direct control over other positions by a work leader include assigning tasks, monitoring progress and work flow, checking the product, scheduling work, and establishing work standards. The work leader provides input into supervisory decisions made at higher levels, including signing leave requests and approving work hours. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

THERAPY ASSISTANT III C5L3XX

CONCEPT OF CLASS

This class describes positions with responsibility for writing patient treatment plans that are reviewed by professional therapists or for supervising therapy assistants positions responsible for implementing patient treatment plans. At this level, positions design and implement operations to accomplish the work. Work includes, but is not limited to, deciding what operations will be performed and how processes will be implemented. Therapy Assistant III differs from Therapy Assistant II on the Decision Making, Purpose of Contact and possibly Line/Staff Authority.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the operational level, as described here. Within limits set by the specific process, choices involve deciding what operation is required to carry out the process. This includes determining how the operation will be completed. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within the established process. Choices are within a range of specified, acceptable standards, alternatives, and technical practices.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study information to determine what it means and how it fits together in order to get practical solutions to problems. Guidelines in the form of standard operating procedures, methods, and techniques exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines which may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions or behaviors.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a work leader or unit supervisor. The work leader is partially accountable for the work product of two or more full-time equivalent positions, including timeliness, correctness, and soundness. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. Typical elements of direct control over other positions by a work leader include assigning tasks, monitoring progress and work flow, checking the product, scheduling work, and establishing work standards. The work leader provides input into supervisory decisions made at higher levels, including signing leave requests and approving work hours. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

OR

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a unit supervisor. The unit supervisor is accountable, including signature authority, for actions and decisions that directly impact pay, status, and tenure of three or more full-time equivalent positions. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

THERAPY ASSISTANT IV C5L4XX

CONCEPT OF CLASS

This dass describes positions with unit supervisor that exercises direct, formal control over therapy assistants responsible for writing their own client treatment plans. Therapy Assistant IV differs from Therapy Assistant III on Line/Staff Authority.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the operational level, as described here. Within limits set by the specific process, choices involve deciding what operation is required to carry out the

process. This includes determining how the operation will be completed. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within the established process. Choices are within a range of specified, acceptable standards, alternatives, and technical practices.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study information to determine what it means and how it fits together in order to get practical solutions to problems. Guidelines in the form of standard operating procedures, methods, and techniques exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines, which may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions or behaviors.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a unit supervisor. The unit supervisor is accountable, including signature authority, for actions and decisions that directly impact pay, status, and tenure of three or more full-time equivalent positions. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

ENTRANCE REQUIREMENTS

Minimum entry requirements and general knowledge, skills, and abilities for classes in this series are contained in the class job profile.

For purposes of the Americans with Disabilities Act, the essential functions of specific positions are identified in the position description questionnaires and job analyses.

CLASS SERIES HISTORY

Effective 7/1/01 (LLB). HCS Consolidation Study consolidated Clinical Therapy Assistant (C1B) and Occupational/Physical Therapy Assistant (C1F). Draft published 2/21/01, proposed 5/10/01, and final 7/1/01.

Effective 9/1/93 (KAS). Job Evaluation System Revision project. Converted Therapy Assistant (A5601-6) to Clinical Therapy Assistant (C1B). Created Occupational/Physical Therapy Assistant (C1F). Published as proposed 6/1/93.

Revised 7/1/90. Changed pay differential for Supervising Therapy Assistant (A5606).

Revised 1/1/89. Changed in-grade hire step.

Revised 9/1/88. Changed minimum qualifications and KSAs for Therapy Assistant IA - Therapy Assistant II (A5601-5). Changed pay grade for Therapy Assistant II (A5605).

Created 9/1/88. Supervising Therapy Assistant (A5606).

Created 1/1/75. Therapy Assistant (A5601-5)

SUMMARY OF FACTOR RATINGS

Class Level	Decision Making	Complexity	Purpose of Contact	Line/Staff Authority
Therapy Assistant I	Defined	Prescribed	Exchange	Indiv. Contributor
Therapy Assistant II	Defined	Patterned	Exchange	Indiv. Contributor or Work Leader
Therapy Assistant III	Operational	Patterned	Advise	Indiv. Contributor, Unit Supervisor
Therapy Assistant IV	Operational	Patterned	Advise	Unit Supervisor

ISSUING AUTHORITY: Colorado Department of Personnel/General Support Services

STATE OF COLORADO

CLASS SERIES DESCRIPTION
July 1, 2001

CLIENT CARE AIDE

C6P1TX – C6P2XX

DESCRIPTION OF OCCUPATIONAL WORK

This class series uses two levels in the Health Care Services Occupational Group and describes attending to the physical comfort, personal appearance and safety of patients. The work includes assisting clients with personal hygiene; escorting, transporting, or accompanying clients; answering call lights and attending to routine health needs; assisting with routine nursing care; providing general health information; and observing and reporting client behavior. Positions work under the direction of nursing or medical staff. By statute CRS 12-38.1-101, certification is required for some positions in this class series.

INDEX: Client Care Aide I begins on this page and Client Care Aide II begins on page2.

CLIENT CARE AIDE I C6P1TX

CONCEPT OF CLASS

This class describes the clearly defined level where positions follow established work procedures. Positions operate within standard guidelines and alternatives that are known and any deviation from such requires prior approval. Some assignments do not move beyond this level.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making – The decisions regularly made are at the defined level as described here. Within limits prescribed by the operation, choices involve selecting alternatives that affect the manner and speed with which tasks are carried out. These choices do not affect the standards or results of the operation itself because there is typically only one correct way to carry out the operation. These alternatives include independent choice of such things as priority and personal preference for organizing and processing the work, proper tools or equipment, speed, and appropriate steps in the operation to apply. By nature, the data needed to make decisions can be numerous but are clear and understandable so logic is needed to apply the prescribed alternative. Positions can be taught what to do to carry out assignments and any deviation in the manner in which the work is performed does not change the end result of the operation.

Complexity -- The nature of, and need for, analysis and judgment is prescribed as described here. Positions apply established, standard guidelines that cover work situations and alternatives. Action taken is based on learned, specific guidelines that permit little deviation or change as the task is repeated. Any alternatives to choose from are clearly right or wrong at each step.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication are for the purpose of exchanging or collecting information with contacts. This involves giving learned information that is readily understandable by the recipient or collecting factual information in order to solve factual problems, errors, or complaints.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

CLIENT CARE AIDE II C6P2XX

CONCEPT OF CLASS

This class describes the fully operational level. Positions operate independently in performing the full range of client aide tasks and problem solving. Positions follow established work procedures and operate within standard guidelines and alternatives. This class differs from the Client Care Aide I on Purpose of Contact.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making-- The decisions regularly made are at the defined level as described here. Within limits prescribed by the operation, choices involve selecting alternatives that affect the manner and speed with which tasks are carried out. These choices do not affect the standards or results of the operation itself because there is typically only one correct way to carry out the operation. These alternatives include independent choice of such things as priority and personal preference for organizing and processing the work, proper tools or equipment, speed, and appropriate steps in the operation to apply. By nature, the data needed to make decisions can be numerous but are clear and understandable so logic is needed to apply the prescribed alternative. Positions can be taught what to do to carry out assignments and any deviation in the manner in which the work is performed does not change the end result of the operation.

Complexity-- The nature of, and need for, analysis and judgment is prescribed as described here. Positions apply established, standard guidelines that cover work situations and alternatives. Action taken is based on learned, specific guidelines that permit little deviation or change as the task is repeated. Any alternatives to choose from are clearly right or wrong at each step.

Purpose of Contact -- The purpose of contacts with outside the supervisory chain, regardless of the method of communication, are for the purpose of detecting or discovering information or problems by interviewing or investigating where the issues or results of the contact are not known ahead of time.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

ENTRANCE REQUIREMENTS

Minimum entry requirements and general knowledge, skills, and abilities for classes in this series are contained in the class job profile.

For purposes of the Americans with Disabilities Act, the essential functions of specific positions are identified in the position description questionnaires and job analyses.

CLASS SERIES HISTORY

Effective 7/1/01 (LLB). HCS Consolidation Study consolidated Developmental Disabilities Aide (C1D1), Psych Care Aide (C5F1) and Nurse Aide (C6C). Draft published 2/21/01, proposed 5/10/01, and final

7/1/01.

Effective 9/1/93 (KAS). Job Evaluation System Revision project. Converted DD Assistant (A5030) to DD Aide (C1D1). Converted Psych Care Aide A and B (A5020-1) to Psych Care Aide (C5F1). Converted Nursing Assistant (A5001, 3) to Nurse Aide (C6C). Published as proposed 5/10/93.

Effective 7/1/84. Created Psych Care Aide A (A5020). Converted Psych Care Aide (55021) to Psych Care Aide B (55021).

Effective 7/1/81. Created DD Assistant (55030).

Created 9/1/74. Nursing Assistant (55001,3) and Psych Care Aide (55021).

SUMMARY OF FACTOR RATINGS

Class Level	Decision Making	Complexity	Purpose of Contact	Line/Staff Authority
Client Care Aide I	Defined	Prescribed	Exchange	Indiv. Contributor
Client Care Aide II	Defined	Prescribed	Detect	Indiv. Contributor

ISSUING AUTHORITY: Colorado Department of Personnel/General Support Services

STATE OF COLORADO

CLASS SERIES DESCRIPTION
July 1, 2001

DENTAL CARE

C6Q1TX – C6Q5XX

DESCRIPTION OF OCCUPATIONAL WORK

This class series uses five levels in the Health Care Services Occupational Group and describes clinical assistance, chair side assistance, or dental hygiene work in the field of dentistry. The work in this series ranges from providing assistance in the general treatment of the oral pathology of patients in both routine and emergency settings to preventive, therapeutic, educational, or consultative hygiene work.

Dental assistance may be provided in areas of diagnostic, preventive, restorative, periodontal, endodontal, oral surgery, and prosthetic procedures. Duties include taking, developing, and mounting x-rays; placing sealants and fluoride; mixing, placing, carving, and finishing restorative materials; administering and monitoring of Nitrous Oxide/Oxygen Conscious Analgesia/sedation under the direct supervision of a licensed dentist; assisting dentist during procedures; preparing materials and clinical areas using sterile techniques; preparing and positioning patients; administering designated dental care and treatment; and, using and maintaining dental equipment, instrument, and supplies.

Dental Hygienists perform such duties as cleaning calcareous deposits, accretions, and stains from teeth and beneath margins of gums using dental instruments; providing supportive periodontal treatment; feeling lymph nodes to detect swelling or tenderness that could indicate the presence of oral cancer; examining gums for sores and signs of disease; working with dentists in oral surgery by administering anesthesia, assisting with surgical procedures, and removing sutures and dressings; developing and providing instruction, written materials and advice on dental hygiene for other health care personnel, patients, parents or others. Per statute CRS 12-35-101 et. seq., licensure is required for positions performing dental hygiene work. Some positions are assigned to security settings where they are also responsible for following policies and procedures to ensure the safety of themselves, patients and others.

INDEX: Dental Care I begins on page this page, Dental Care II begins on page 3, Dental Care III begins on page 4, Dental Care IV begins on page 5, and Dental Care V begins on page 6.

DENTAL CARE I C5Q1TX

CONCEPT OF CLASS

This class describes the full-operating level dental assistant. Positions operate independently in performing the full range of dental support and chair side assistance tasks and problem solving. Positions follow established work procedures and operate within standard guidelines and alternatives.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the defined level as described here. Within limits prescribed by the operation, choices involve selecting alternatives that affect the manner and speed with which tasks are carried out. These choices do not affect the standards or results of the operation itself because there is typically only one correct way to carry out the operation. These alternatives include independent choice of such things as priority and personal preference for organizing and processing the work, proper tools or equipment, speed, and appropriate steps in the operation to apply. By nature, the data needed to make decisions can be numerous but are clear and understandable so logic is needed to apply the prescribed alternative. Positions can be taught what to do to carry out assignments and any deviation in the manner in which the work is performed does not change the end result of the operation.

Complexity -- The nature of, and need for, analysis and judgment is prescribed as described here. Positions apply established, standard guidelines that cover work situations and alternatives. Action taken is based on learned, specific guidelines that permit little deviation or change as the task is repeated. Any alternatives to choose from are clearly right or wrong at each step.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication are for the purpose of exchanging or collecting information with contacts. This involves giving learned information that is readily understandable by the recipient or collecting factual information in order to solve factual problems, errors, or complaints.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The

individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

DENTAL CARE II C6Q2XX

CONCEPT OF CLASS

This class describes the second-level dental technician. While the type of duties are similar to those performed at the lower level, the complexity of the job is different. The systems, operations, and processes are still established and defined but allow more flexibility and latitude in adapting practical approaches or routines for various situations. Not all circumstances are covered by established guidelines so positions must improvise solutions and alternatives. This class includes responsibility for training lower level technicians. Dental Care II differs from Dental Care I on Complexity, Purpose of Contact, and may differ on Line/Staff Authority.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the defined level as described here. Within limits prescribed by the operation, choices involve selecting alternatives that affect the manner and speed with which tasks are carried out. These choices do not affect the standards or results of the operation itself because there is typically only one correct way to carry out the operation. These alternatives include independent choice of such things as priority and personal preference for organizing and processing the work, proper tools or equipment, speed, and appropriate steps in the operation to apply. By nature, the data needed to make decisions can be numerous but are clear and understandable so logic is needed to apply the prescribed alternative. Positions can be taught what to do to carry out assignments and any deviation in the manner in which the work is performed does not change the end result of the operation.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study information to determine what it means and how it fits together in order to get practical solutions to problems. Guidelines in the form of standard operating procedures, methods, and techniques exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines that may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation.

Purpose of Contact -- The purpose of contacts with outside the supervisory chain, regardless of the method of communication, are for the purpose of detecting or discovering information or problems by interviewing or investigating where the issues or results of the contact are not known ahead of time.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor or work leader. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

OR

The direct field of influence the work of a position has on the organization is as a work leader. The work leader is partially accountable for the work product of two or more full-time equivalent positions, including timeliness, correctness, and soundness. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. Typical elements of direct control over other positions by a work leader include assigning tasks, monitoring progress and workflow, checking the product, scheduling work, and establishing work standards. The work leader provides input into supervisory decisions made at higher levels, including signing leave requests and approving work hours. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

DENTAL CARE III C6Q3XX

CONCEPT OF CLASS

This class describes the unit supervisor. The unit supervisor is responsible for the work product of three of more full-time equivalent positions including developing the work procedures for the unit. Dental Care III level differs from Dental Care II on Decision Making, Purpose of Contact and Line/Staff Authority.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the operational level, as described here. Within limits set by the specific process, choices involve deciding what operation is required to carry out the process. This includes determining how the operation will be completed. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within

the established process. Choices are within a range of specified, acceptable standards, alternatives, and technical practices.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study information to determine what it means and how it fits together in order to get practical solutions to problems. Guidelines in the form of standard operating procedures, methods, and techniques exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines, which may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions or behaviors.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a unit supervisor. The unit supervisor is accountable, including signature authority, for actions and decisions that directly impact pay, status, and tenure of three or more full-time equivalent positions. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

DENTAL CARE IV C6Q4XX

CONCEPT OF CLASS

This level describes the full-operating dental hygienist. Positions operate independently in performing the full range of professional tasks. Work requires the use of discretion and creativity within limits of theory and principles of the profession; management's program objectives; law and regulations; and, general systems and guidelines. Judgment is used in the adaptation and skilled application of guidelines to solve the full range of problems related to the assignment. An employee in this class must anticipate and analyze the impact and consequences of decisions made. Positions may serve as a resource to others or a specialist in the professional field. This class differs from Dental Care III on Complexity and Line/Staff Authority. Some assignments will not move beyond this level.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the operational level, as described here. Within limits set by the specific process, choices involve deciding what operation is required to carry out the process. This includes determining how the operation will be completed. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within the established process. Choices are within a range of specified, acceptable standards, alternatives, and technical practices.

Complexity -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of theories, concepts, and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. While general policy, precedent, or non-specific practices exist, they are inadequate so they are relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions or behaviors.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

DENTAL CARE V C6Q5XX

CONCEPT OF CLASS

This class describes supervisory and administrative responsibility for the technical aspects of a dental clinic or lead work over dental hygienist positions. Dental Care V differs from the Dental Care IV on Decision Making and Line/Staff Authority.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. The general pattern, program, or system exists but must be individualized. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

Complexity -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of theories, concepts, and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. While general policy, precedent, or non-specific practices exist, they are inadequate so they are relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions or behaviors.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a work leader or unit supervisor. The work leader is partially accountable for the work product of two or more full-time equivalent positions, including timeliness, correctness, and soundness. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. Typical elements of direct control over other positions by a work leader include assigning tasks, monitoring progress and workflow, checking the product, scheduling work, and establishing work standards. The work leader provides input into supervisory decisions made at higher levels, including signing leave requests and approving work hours. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

OR

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a unit supervisor. The unit supervisor is accountable, including signature authority, for actions and decisions

that directly impact pay, status, and tenure of three or more full-time equivalent positions. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

ENTRANCE REQUIREMENTS

Minimum entry requirements and general knowledge, skills, and abilities for classes in this series are contained in the class job profile.

For purposes of the Americans with Disabilities Act, the essential functions of specific positions are identified in the position description questionnaires and job analyses.

CLASS SERIES HISTORY

Effective 7/1/01 (LLB). HCS Consolidation Study consolidated Dental Assistant (C3E) and Dental Hygienist (C3F). Draft published 2/21/01, proposed 5/10/01, and final 7/1/01.

Effective 3/1/96 (KLJ). Abolished Dental Hygienist III (C3F3). Published as proposed 11/17/95.

Effective 9/1/93 (KAS). Job Evaluation System Revision project. Converted Dental Assistant and Coordinator (A5201-4,7) to Dental Assistant (C3E). Converted Dental Hygienist (A5205) to Dental Hygienist I (C3F1). Created Dental Hygienist II (C3F2). Converted Dental Health Consultant (A5211) to Dental Hygienist III (C3F3).

Created 1/1/75. Dental Assistant (55201-4) and Dental Hygienist (55205).

CLASS SERIES DESCRIPTION (Cont'd.)
DENTAL CARE
July 1, 2001

SUMMARY OF FACTOR RATINGS

Class Level	Decision Making	Complexity	Purpose of Contact	Line/Staff Authority
Dental Care I	Defined	Prescribed	Exchange	Indiv. Contributor
Dental Care II	Defined	Patterned	Detect	Indiv. Contributor or Work Leader
Dental Care III	Operational	Patterned	Advise	Unit Supervisor
Dental Care IV	Operational	Formulative	Advise	Indiv. Contributor
Dental Care V	Process	Formulative	Advise	Work Leader or Unit Supervisor

ISSUING AUTHORITY: Colorado Department of Personnel/General Support Services

STATE OF COLORADO

CLASS SERIES DESCRIPTION
July 1, 2001

HEALTH CARE TECHNICIAN

C6R1TX TO C6R4XX

DESCRIPTION OF OCCUPATIONAL WORK

This class series uses four levels in the Health Care Services Occupational Group and describes technical health care work. Positions in this series provide support in delivering psychiatric, developmentally disabled, special education, or nursing care and therapeutic treatment to an assigned client population. Duties include supervising clients in a variety of settings; observing and reporting client behavior, physical condition, reactions to medications; participating as a team member in group therapy sessions; performing preventative and practical nursing procedures, such as taking and recording client's vital signs; teaching basic living skills, hygiene, living, and social skills and explaining various routines and expectations; providing immediate crisis intervention when required; and maintaining a safe, therapeutic environment. Those positions with required licensure may administer prescribed treatments and medications under the supervision of a registered nurse. Some positions work in security settings where the positions follow policies and procedures to ensure the safety of themselves and others. By CRS 12-42-101 et. seq., and CRS 12-38-101 et. seq., a license is required for some positions.

INDEX: Health Technician I begins on this page, Health Technician II begins on page 2, Health Technician III begins on page 3, and Health Technician IV begins on page 5.

HEALTH CARE TECHNICIAN I C6R1TX

CONCEPT OF CLASS

This class describes the fully operational level. Positions operate independently in performing the full range of technical health tasks and problem solving. Positions follow established work procedures and operate within standard guidelines and alternatives.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the defined level as described here. Within limits prescribed by the operation, choices involve selecting alternatives that affect the manner and speed with which tasks are carried out. These choices do not affect the standards or results of the operation itself because there is typically only one correct way to carry out the operation. These alternatives include independent choice of such things as priority and personal preference for organizing and processing the work, proper tools or equipment, speed, and appropriate steps in the operation to apply. By nature, the data needed to make decisions can be numerous but are clear and understandable so logic is needed to apply the prescribed alternative. Positions can be taught what to do to carry out assignments and any deviation in the manner in which the work is performed does not change the end result of the operation.

Complexity -- The nature of, and need for, analysis and judgment is prescribed as described here. Positions apply established, standard guidelines that cover work situations and alternatives. Action taken is based on learned, specific guidelines that permit little deviation or change as the task is repeated. Any alternatives to choose from are clearly right or wrong at each step.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication are for the purpose of exchanging or collecting information with contacts. This involves giving learned information that is readily understandable by the recipient or collecting factual information in order to solve factual problems, errors, or complaints.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

HEALTH CARE TECHNICIAN II C6R2XX

CONCEPT OF CLASS

This class describes the second-level health technician. While the type of duties is similar to those performed at the lower level, the complexity of the job is different. The systems, operations, and processes are still established and defined but allow more flexibility and latitude in adapting practical approaches or

routines for various situations. Not all circumstances are covered by established guidelines so positions must improvise solutions and alternatives. This class includes responsibility for training lower level technicians. Health Care Technician II differs from Health Care Technician I on Complexity and Purpose of Contact.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the defined level as described here. Within limits prescribed by the operation, choices involve selecting alternatives that affect the manner and speed with which tasks are carried out. These choices do not affect the standards or results of the operation itself because there is typically only one correct way to carry out the operation. These alternatives include independent choice of such things as priority and personal preference for organizing and processing the work, proper tools or equipment, speed, and appropriate steps in the operation to apply. By nature, the data needed to make decisions can be numerous but are clear and understandable so logic is needed to apply the prescribed alternative. Positions can be taught what to do to carry out assignments and any deviation in the manner in which the work is performed does not change the end result of the operation.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study information to determine what it means and how it fits together in order to get practical solutions to problems. Guidelines in the form of standard operating procedures, methods, and techniques exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines that may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions or behaviors.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

HEALTH CARE TECHNICIAN III C6R3XX

CONCEPT OF CLASS

This class describes the third level health care technician. Although positions follow established work processes, they have the authority to determine the procedures required to accomplish the work. Positions use judgment on an ongoing basis to select the most appropriate guidelines and adapt them to develop work procedures that accomplish the tasks. Some positions in this class function as a work leader. The work leader exercises some control over the continual work product of others. This class differs from the Health Care Technician II on Decision Making and may differ on Line/Staff Authority.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the operational level, as described here. Within limits set by the specific process, choices involve deciding what operation is required to carry out the process. This includes determining how the operation will be completed. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within the established process. Choices are within a range of specified, acceptable standards, alternatives, and technical practices.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study information to determine what it means and how it fits together in order to get practical solutions to problems. Guidelines in the form of standard operating procedures, methods, and techniques exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines that may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions or behaviors.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor or work leader. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use

processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

OR

The direct field of influence the work of a position has on the organization is as a work leader. The work leader is partially accountable for the work product of two or more full-time equivalent positions, including timeliness, correctness, and soundness. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. Typical elements of direct control over other positions by a work leader include assigning tasks, monitoring progress and work flow, checking the product, scheduling work, and establishing work standards. The work leader provides input into supervisory decisions made at higher levels, including signing leave requests and approving work hours. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

HEALTH CARE TECHNICIAN IV C6R4XX

CONCEPT OF CLASS

This class describes the unit supervisor that exercises direct, formal control over others. This class differs from the Health Care Technician III on Line/Staff Authority.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the operational level, as described here. Within limits set by the specific process, choices involve deciding what operation is required to carry out the process. This includes determining how the operation will be completed. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within the established process. Choices are within a range of specified, acceptable standards, alternatives, and technical practices.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study information to determine what it means and how it fits together in order to get practical solutions to problems. Guidelines in the form of standard operating procedures, methods, and techniques exist for most situations. Judgment is needed in locating and selecting the most appropriate of these

guidelines which may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions or behaviors.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a unit supervisor. The unit supervisor is accountable, including signature authority, for actions and decisions that directly impact pay, status, and tenure of three or more full-time equivalent positions. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

ENTRANCE REQUIREMENTS

Minimum entry requirements and general knowledge, skills, and abilities for classes in this series are contained in the class job profile.

For purposes of the Americans with Disabilities Act, the essential functions of specific positions are identified in the position description questionnaires and job analyses.

CLASS SERIES HISTORY

Effective 7/1/01 (LLB). HCS Consolidation Study consolidated DD Technician I, II, III (C1D3-5), Special Education Technician (C1G), Psych Care Technician I, II, III (C5F2-4) and LPN (C6A2). Draft published 2/21/01, proposed 5/10/01, and final 7/1/01.

Effective 9/1/93 (KAS). Job Evaluation System Revision project. Converted DD Tech (A5032,4,5,6,8) to DD Tech (C1D3,5). Created DD Tech II (C1D4). Converted Special Education Tech (A5015-9) to Special Education Tech (C1G). Converted Psych Services Worker/Security Specialist (A5023,4,6,8) to Psych Care Tech (C5F2-4). Converted LPN-B (A5013,69) to LPN (C6A2). Published as proposed 6/1/93.

Revised 7/1/84. Change in title, factors, and KSAs.

CLASS SERIES DESCRIPTION (Cont'd.)
HEALTH CARE TECHNICIAN
July 1, 2001

Effective 7/1/82. Converted Special Education Asst (88570-1) to Special Ed Tech (55015-6). Created Special Ed Tech (55017-9).

Effective 7/1/81. Converted Retardation Tech (55031,2,4,6,8) to DD Tech (55031,2,4,6,8). Created DD Tech II (55035). Abolished Retardation Tech IV (55039)

Created 9/1/74. Retardation Tech (55031,2,4,6,8,9) and LPN.

SUMMARY OF FACTOR RATINGS

Class Level	Decision Making	Complexity	Purpose of Contact	Line/Staff Authority
Health Care Technician I	Defined	Prescribed	Exchange	Indiv. Contributor
Health Care Technician II	Defined	Patterned	Advise	Indiv. Contributor
Health Care Technician III	Operational	Patterned	Advise	Indiv. Contributor Work Leader
Health Care Technician IV	Operational	Patterned	Advise	Unit Supervisor

ISSUING AUTHORITY: Colorado Department of Personnel/General Support Services

STATE OF COLORADO

CLASS SERIES DESCRIPTION
July 1, 2001

NURSING PROFESSIONAL/HEALTH PROVIDER

C6S1XX TO C6S6XX

DESCRIPTION OF OCCUPATIONAL WORK

This class series uses six levels in the Health Care Services Occupational Group and describes professional work in the field of nursing or medicine. Positions in this series provide treatment according to standards of nursing care or apply the principles, theories, and practices of medical science. This series includes all manner of assignments including general practice, advanced practice, preceptor, physician assistant, quality assurance, infection control, and utilization management. Nurses observe and report symptoms and conditions of patients; develop nursing treatment plans; take and record vital signs; educate patients on health issues; administer medications; and implement the nursing process. Physician Assistants perform professional assessment, diagnosis, and treatment in both emergency and routine settings. Positions in this series range from the staff nurse through the administrator levels. Some positions are assigned to security settings where they must follow procedures to ensure the safety of themselves and others. By CRS 12-38-101 et. seq., or CRS 12-36-101 licensure or certification is required in this class series.

INDEX: Nurse I begins on page 1, Nurse II begins on page 2, Nurse III begins on page 4, Mid-level Provider begins on page 5, Nurse V begins on page 7, and Nurse VI begins on page 8.

NURSE I C6S1XX

CONCEPT OF CLASS

This class describes the full-operating nurse. Positions operate independently in performing the full range of professional nursing tasks and problem solving. This class includes the preceptor who provides guidance to nurses being acclimated to the working environment.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making – The decisions regularly made are at the operational level, as described here. Within limits set by the specific process, choices involve deciding what operation is required to carry out the process. This includes determining how the operation will be completed. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within the established process. Choices are within a range of specified, acceptable standards, alternatives, and technical practices.

Complexity – The nature of, and need for, analysis and judgment is patterned, as described here. Positions study information to determine what it means and how it fits together in order to get practical solutions to problems. Guidelines in the form of standard operating procedures, methods, and techniques exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines that may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, is for the purpose of clarifying the underlying rationale, intent, motive by educating on unfamiliar concepts and theories or marketing a product or service. This goes beyond what has been learned in training or repeating information that is available in another format.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

NURSE II C6S2XX

CONCEPT OF CLASS

This class describes the workleader. Positions are responsible for implementing procedures, directing workflow, resolving nursing and general care issues, and leading staff on a shift. At this level, positions function as either a supervisor over technical health care staff or direct care workers, or as a workleader

over at least two FTE, one of which must be a professional nurse. Nurse II differs from Nurse I on Line/Staff Authority.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making – The decisions regularly made are at the operational level, as described here. Within limits set by the specific process, choices involve deciding what operation is required to carry out the process. This includes determining how the operation will be completed. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within the established process. Choices are within a range of specified, acceptable standards, alternatives, and technical practices.

Complexity – The nature of, and need for, analysis and judgment is patterned, as described here. Positions study information to determine what it means and how it fits together in order to get practical solutions to problems. Guidelines in the form of standard operating procedures, methods, and techniques exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines which may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation.

OR

The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of theories, concepts, and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. While general policy, precedent, or non-specific practices exist, they are inadequate so they are relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, is for the purpose of clarifying the underlying rationale, intent, motive by educating on unfamiliar concepts and theories or marketing a product or service. This goes beyond what has been learned in training or repeating information that is available in another format.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a work leader. The work leader is partially accountable for the work product of two or more full-time equivalent positions, including timeliness, correctness, and soundness. At least one of the subordinate positions must be in the Nurse series or at a comparable conceptual level. Typical elements of direct control over other positions by a work leader include assigning tasks, monitoring progress and workflow, checking the product, scheduling work, and establishing work standards. The work leader provides input into supervisory decisions made at higher levels, including signing leave requests and approving work hours.

OR

The unit supervisor is accountable, including signature authority, for actions and decisions that directly impact pay, status, and tenure of three or more full-time equivalent of direct care workers. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

OR

The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor. **NOTE:** Individual Contributor positions at this level must have Complexity at the Formulative level.

NURSE III C6S3XX

CONCEPT OF CLASS

This class describes the unit supervisor or the nurse with advanced, specialized, or non-traditional assignments. The supervisor is responsible for an infirmary, clinic, shift, or population of patients including accountability for the use of equipment, space, and resources. Positions directly control the work of assigned nursing staff, participate in development of nursing processes and policies, and determine the work procedures for the unit. Advanced, specialized, or non-traditional assignments are those where positions are developing processes and standards applied facility-wide. To meet this concept, positions must have a higher level of decision-making than the full operating level nurse. Nurse III differs from Nurse II on Decision Making and possibly Line/Staff Authority.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making – The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. The general pattern, program, or system exists but must be individualized. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

Complexity – The nature of, and need for, analysis and judgment is patterned, as described here. Positions study information to determine what it means and how it fits together in order to get practical solutions to problems. Guidelines in the form of standard operating procedures, methods, and techniques exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines that may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, is for the purpose of clarifying the underlying rationale, intent, motive by educating on unfamiliar concepts and theories or marketing a product or service. This goes beyond what has been learned in training or repeating information that is available in another format.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor, work leader, or unit supervisor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

OR

The work leader is partially accountable for the work product of two or more full-time equivalent positions, including timeliness, correctness, and soundness. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. Typical elements of direct control over other positions by a work leader include assigning tasks, monitoring progress and workflow, checking the product, scheduling work, and establishing work standards. The work leader provides input into supervisory decisions made at higher levels, including signing leave requests and approving work hours. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

OR

The unit supervisor is accountable, including signature authority, for actions and decisions that directly impact pay, status, and tenure of three or more full-time equivalent positions. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

MID-LEVEL PROVIDER C6S4XX

CONCEPT OF CLASS

This class describes the midlevel provider, clinical specialist, or the supervisory nurse that directs the nursing operations of multiple shifts. The midlevel provider applies delegated medical protocols and agency standards or the principles, theories, and advanced practices of nursing in order to obtain complete medical histories, perform physical exams to diagnose health care issues, order and review laboratory tests, treat conditions, and prescribe medications. The clinical specialist develops, presents, and evaluates formal education programs or implements nursing research in the area of specialization. The supervisory nurse has administrative and supervisory responsibilities that affect nursing care delivery. This class differs from Nurse III on Complexity and possibly Line/Staff Authority.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making--The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. The general pattern, program, or system exists but must be individualized. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

Complexity--The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of theories, concepts, and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. While general policy, precedent, or non-specific practices exist, they are inadequate so they are relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies.

Purposes of Contact--Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of clarifying the underlying rationale, intent, motive by educating on unfamiliar concepts and theories or marketing a product or service. This goes beyond what has been learned in training or repeating information that is available in another format.

Line/Staff Authority--The direct field of influence the work of a position has on the organization is as an individual contributor, unit supervisor, or second level supervisor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

OR

The unit supervisor is accountable, including signature authority, for actions and decisions that directly impact pay, status, and tenure of three or more full-time equivalent positions. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. The elements of formal supervision must include providing documentation to support recommended corrective and

disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

OR

The second-level supervisor must be accountable for multiple units through the direct supervision of at least two subordinate unit supervisors, and, have signature authority for actions and decisions that directly impacts pay, status, and tenure. Elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, second-level signature on performance plans and appraisals, and resolving informal grievances. Positions start the hiring process interview applicants, and recommend hire, promotion, or transfer.

NURSE V C6S5XX

CONCEPT OF CLASS

This class describes the first level administrator. The administrator directs nursing services to ensure use of designated nursing principles, standards, and practices in the care and treatment of patients. Positions establish nursing policies, procedures, and standards; coordinate nursing services with other health care disciplines in the delivery of patient care, assure the ongoing training and education of nursing staff, advise management on the development of nursing programs, treatment standards, and protocols, and supervise the work of professional and practical nursing staff involved in patient care and treatment. The Nurse V differs from the Nurse IV on Decision Making, Complexity, Purpose of Contact and possibly Line/Staff Authority.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the interpretive level, as described here. Within limits of the strategic master plan and allocated human and fiscal resources, choices involve determining tactical plans to achieve the objectives established by the highest management level. This involves establishing what processes will be done, developing the budget, and developing the staffing patterns and work units in order to deploy staff. This level includes inventing and changing systems and guidelines that will be applied by others statewide. By nature, this is the first level where positions are not bound by processes and operations in their own programs as a framework for decision making and there are novel or unique situations which cause uncertainties that must be addressed at this level. Through deliberate analysis

and experience with these unique situations, the manager determines the systems, guidelines, and programs for the future.

Complexity -- The nature of, and need for, analysis and judgment is strategic as described here. Positions develop guidelines to implement a program that maintains the agency's mission. Guidelines do not exist for most situations. In directive situations, positions use judgment and resourcefulness to interpret circumstances in a variety of situations and establish guidelines that direct how an agency program will be implemented.

Purpose of Contact -- The purpose of contacts with outside the supervisory chain, regardless of the method of communication, are for the purpose of authorizing medical treatment protocols followed by others in caring for patients.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a unit supervisor. The unit supervisor is accountable, including signature authority, for actions and decisions that directly impact pay, status, and tenure of three or more full-time equivalent positions. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

NURSE VI C6S6XX

CONCEPT OF CLASS

This class describes the second level administrator. In addition to the duties and responsibilities of a Nurse V, positions at this level administer nursing services through subordinate supervisors. The Nurse VI differs from the Nurse V on Line/Staff Authority.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the interpretive level, as described here. Within limits of the strategic master plan and allocated human and fiscal resources, choices involve determining tactical plans to achieve the objectives established by the highest management level. This involves establishing what processes will be done, developing the budget, and developing the staffing patterns and

work units in order to deploy staff. This level includes inventing and changing systems and guidelines that will be applied by others statewide. By nature, this is the first level where positions are not bound by processes and operations in their own programs as a framework for decision making and there are novel or unique situations which cause uncertainties that must be addressed at this level. Through deliberate analysis and experience with these unique situations, the manager determines the systems, guidelines, and programs for the future.

Complexity -- The nature of, and need for, analysis and judgment is strategic as described here. Positions develop guidelines to implement a program that maintains the agency's mission. Guidelines do not exist for most situations. In directive situations, positions use judgment and resourcefulness to interpret circumstances in a variety of situations and establish guidelines that direct how an agency program will be implemented.

Purpose of Contact -- The purpose of contacts with outside the supervisory chain, regardless of the method of communication, are for the purpose of authorizing medical treatment protocols followed by others in caring for patients.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a second level supervisor. The second-level supervisor must be accountable for multiple units through the direct supervision of at least two subordinate unit supervisors, and have signature authority for actions and decisions that directly impact pay, status, and tenure. Elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, second-level signature on performance plans and appraisals, and resolving informal grievances. Positions start the hiring process interview applicants, and recommend hire, promotion, or transfer.

ENTRANCE REQUIREMENTS

Minimum entry requirements and general knowledge, skill, and abilities of classes in this series are contained in the class job profile.

For purposes of the Americans with Disabilities Act, the essential functions of specific positions are identified in the position description questionnaires and job analyses.

CLASS SERIES HISTORY

Effective 7/1/01 (LLB). HCS Consolidation Study consolidated Physician Assistant (C2I), Primary Care Supervisor (C2L), Nurse (C6B), Nurse Practitioner (C6E), Nurse Specialist (C6F), Nursing Services

Administrator (C6G), and Clinical Nurse Specialist (C6J). Draft published 2/21/01, proposed 5/10/01, and final 7/1/01.

Effective 7/1/00 (LLB). Revised class concepts and factors for Nurse (C6B). Published as proposed 5/1/00.

Effective 12/1/97 (KLJ). Created new Nurse II (C6B2). Converted current Nurse II and Nurse Specialist II (C6F2) to Nurse III (C6B3). Converted current Nurse III to Nurse IV (C6B4). Converted current Nurse IV to Nursing Services Administrator I (C6G1). Published as proposed 9/5/97.

Created 1/1/96. Primary Care Supervisor (C2L).

Effective 9/1/93 (KAS). Job Evaluation System Revision project. Converted Physician Assistant (A5170-2) to Physician Assistant (C2I). Converted Nursing Services Administrator (A5117, 9) to Nursing Svs Admin (C6G). Converted UCHSC Clinical Nurse Specialist (A5165) to Clinical Nurse Spec (C6J). Converted Nurse Practitioner (A5115-6 and A5141,3) to Nurse Practitioner (C6E). Converted Nurse (A5100-2,4-7,33,35,37,39) to Nurse (C6B). Converted UCHSC Staff Development Instructor II (A5161) and UCHSC Clinical Coordinator (A5163) to Nurse (C6B1). Published as proposed 5/24/93.

Revised 1/1/88. Changed pay grades for Nurse.

Effective 7/1/85. Changed relationship for Nurses. Created Nurse Practitioner (A5115-6). Created Physician Asst (A5170-2). Converted Nursing Services Supervisor (A5108-9) to Nursing Services Administrator (A5117-8).

Effective 10/1/82. Changed title of UCHSC Psych Nurse Clinician (55165) to UCHSC Clinical Nurse Specialist (55165).

Created 7/1/81. UCHSC Staff Nurse (55133,5,7,9), UCHSC Nurse Practitioner (55141,3), UCHSC Staff Development Instructor (55159,61), UCHSC Clinical Coordinator (55163), UCHSC Psych Nurse Clinician (55165).

Revised 4/1/79. Changed minimum qualifications.

Created 9/1/74. Nurse series.

CLASS SERIES DESCRIPTION (Cont'd.)
NURSE/HEALTH PROVIDER
July 1, 2001

SUMMARY OF FACTOR RATINGS

Class Level	Decision Making	Complexity	Purpose of Contact	Line/Staff Authority
Nurse I	Operational	Patterned	Clarify	Individual Contributor
Nurse II	Operational	Patterned or Formulative	Clarify	Individual Contributor,* Workleader or Unit Supervisor
Nurse III	Process	Patterned	Clarify	Individual Contributor or Workleader or Unit Supervisor
Mid-Level Provider	Process	Formulative	Clarify	Individual Contributor or Unit Supervisor or Manager
Nurse V	Interpretive	Strategic	Authorize	Unit Supervisor
Nurse VI	Interpretive	Strategic	Authorize	Manager

*Individual contributor positions in the Nurse II level must have formulative complexity to be allocated to this level.

ISSUING AUTHORITY: Colorado Department of Personnel/General Support Services

STATE OF COLORADO

CLASS SERIES DESCRIPTION
July 1, 2001

NURSE ANESTHETIST

C6T1XX

DESCRIPTION OF OCCUPATIONAL WORK

This class series uses one level in the Health Care and Related Occupational Group and describes professional nursing work in the field of anesthesiology. By statutes CRS 12-38-101 et. seq., a license is required in this class.

Nurse anesthetists administer local, inhalation, intravenous, and other anesthetics to patients during surgery or medical procedures. The work includes assisting with or independently formulating and implementing anesthesia plans for patients; assessing patients in pre-operative and post-operative care; regulating equipment, preparing solutions, monitoring patients' vital signs and reactions, initiates remedial measures to prevent adverse conditions and assisting with care when unfavorable symptoms develop.

CONCEPT OF CLASS

This class describes the fully operational level. Positions operate independently in performing the full range of professional tasks. Judgment is used in the skilled application of guidelines to solve the full range of problems related to the assignment. An employee in this class must anticipate and analyze the impact and consequences of decisions made.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making – The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including

designing the set of operations. The general pattern, program, or system exists but must be individualized. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in work processes. This examination requires the application of known and established theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

Complexity -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of theories, concepts, and principles in order to tailor them to develop a different approach or plan to fit specific circumstances. While general policy, precedent, or non-specific practices exist, they are inadequate and are therefore relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of detecting, discovering, exposing information, problems, violations or failures by interviewing or investigating where the issues or results of the contact are not known ahead of time.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team.

ENTRANCE REQUIREMENTS

Minimum entry requirements and general knowledge, skills, and abilities for classes in this series are contained in the class job profile.

For purposes of the Americans with Disabilities Act, the essential functions of specific positions are identified in the position description questionnaires and job analyses.

CLASS SERIES HISTORY

Effective 7/1/01 (LLB). HCS Consolidation Study revised class description (C6D). Draft published

CLASS SERIES DESCRIPTION (Cont'd.)
NURSE ANESTHETIST
July 1, 2001

2/21/01, proposed 5/10/01, and final 7/1/01.

Effective 9/1/93 (KAS). Job Evaluation System Revision project. Converted Nurse Anesthetist (A5114) to Nurse Anesthetist (C6D1). Published as proposed 5/10/93.

Revised 7/1/85. Changed relationship and grade.

Created 7/1/78. Nurse Anesthetist (55114).

SUMMARY OF FACTOR RATINGS

Class Level	Decision Making	Complexity	Purpose of Contact	Line/Staff Authority
Nurse Anesthetist	Process	Formulative	Detect	Indiv. Contributor

ISSUING AUTHORITY: Colorado Department of Personnel/General Support Services

STATE OF COLORADO

CLASS SERIES DESCRIPTION
July 1, 2001

MENTAL HEALTH CLINICIAN

C6U1TX TO C6UC3XX

DESCRIPTION OF OCCUPATIONAL WORK

This class series uses three levels within the Health Care Services Occupational Group and describes direct client treatment work in psychiatric care settings. Positions in this class series provide client care by participating in individual and group therapy sessions, planning and implement client treatment from admission through discharge. The work includes clinical coordination duties such as scheduling treatment plan reviews, programming, and activities so that all patients on a ward or unit are able to attend sessions; providing in-service training and serving as a resource to nursing staff on clinical topics; coordinating contacts with clients' family and community agencies in order to evaluate client placement sites and aftercare services following discharge or during transition; and serving as a liaison with other units on the transfer and continuing treatment of patients.

INDEX: Mental Health Clinician I begins on this page, Mental Health Clinician II begins on page 2, and Mental Health Clinician III begins on page 3.

MENTAL HEALTH CLINICIAN I C6U1TX

CONCEPT OF CLASS

This class describes the clearly defined level. Positions follow established work processes and procedures and operate within standard guidelines and alternatives that are known and any deviation from such requires prior approval. Some assignments will not move beyond this level.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making – The decisions regularly made are at the defined level as described here. Within limits prescribed by the operation, choices involve selecting alternatives that affect the manner and speed with which tasks are carried out. These choices do not affect the standards or results of the operation itself because there is typically only one correct way to carry out the operation. These alternatives include independent choice of such things as priority and personal preference for organizing and processing the work, proper tools or equipment, speed, and appropriate steps in the operation to apply. By nature, the data needed to make decisions can be numerous but are clear and understandable so logic is needed to apply the prescribed alternative. Positions can be taught what to do to carry out assignments and any deviation in the manner in which the work is performed does not change the end result of the operation.

Complexity -- The nature of, and need for, analysis and judgment is prescribed as described here. Positions apply established, standard guidelines that cover work situations and alternatives. Action taken is based on learned, specific guidelines that permit little deviation or change as the task is repeated. Any alternatives to choose from are clearly right or wrong at each step.

Purpose of Contact – Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions or behaviors.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

MENTAL HEALTH CLINICIAN II C6U2XX

CONCEPT OF CLASS

This class describes the fully operational level. Positions operate independently in performing the full range of tasks and problem solving. Positions follow established work processes but have flexibility in deciding how operations will be completed and have latitude in adapting practical approaches for various situations. Not all circumstances are covered by established guidelines so positions must improvise solutions and alternatives. This class differs from Mental Health Clinician I on Decision Making and Complexity.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the operational level, as described here. Within limits set by the specific process, choices involve deciding what operation is required to carry out the process. This includes determining how the operation will be completed. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within the established process. Choices are within a range of specified, acceptable standards, alternatives, and technical practices.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study information to determine what it means and how it fits together in order to get practical solutions to problems. Guidelines in the form of standard operating procedures, methods, and techniques exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines that may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions or behaviors.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

MENTAL HEALTH CLINICIAN III C6U3XX

CONCEPT OF CLASS

This class describes the Mental Health Clinician with increased team, facility, program, case coordination, or supervisory responsibilities. Positions in this class are assigned decision-making authority for determining processes within a treatment team, ward, facility, or program. At this level, positions apply the full range of

accepted treatment practices independently. This class differs from the Mental Health Clinician II on the Decision Making factor and possibly on Line/Staff Authority.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. The general pattern, program, or system exists but must be individualized. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study information to determine what it means and how it fits together in order to get practical solutions to problems. Guidelines in the form of standard operating procedures, methods, and techniques exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines that may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions or behaviors.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

OR

The direct field of influence the work of a position has on the organization is as a work leader. The work leader is partially accountable for the work product of two or more full-time equivalent positions, including timeliness, correctness, and soundness. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. Typical elements of direct control over other positions by a work leader include assigning tasks, monitoring progress and workflow, checking the product, scheduling work, and establishing work standards. The work leader provides input into supervisory decisions made at higher levels, including signing leave requests and approving work hours. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

ENTRANCE REQUIREMENTS

Minimum entry requirements and general knowledge, skills, and abilities for classes in this series are contained in the class job profile.

For purposes of the Americans with Disabilities Act, the essential functions of specific positions are identified in the position description questionnaires and job analyses.

CLASS SERIES HISTORY

Effective 7/1/01 (LLB). HCS Consolidation Study revised class description (C5C). Draft published 2/21/01, proposed 5/10/01, and final 7/1/01.

Effective 9/1/93 (KLJ). Job Evaluation System Revision project. Published as proposed 6/1/93.

Revised 7/1/84. Changed relationship, KSAs, and in-grade hire step; deleted substitution for Mental Health Worker I-A, I-B, II.

Revised 3/1/79. Changed minimum qualifications for Mental Health Worker I-A, I-B, II.

Created 1/1/75.

CLASS SERIES DESCRIPTION (Cont'd.)
MENTAL HEALTH CLINICIAN
July 1, 2001

SUMMARY OF FACTOR RATINGS

Class Level	Decision Making	Complexity	Purpose of Contact	Line/Staff Authority
Mental Health Clinician I	Defined	Prescribed	Advise	Indiv. Contributor
Mental Health Clinician II	Operational	Patterned	Advise	Indiv. Contributor
Mental Health Clinician III	Process	Patterned	Advise	Indiv. Contributor or Work leader

ISSUING AUTHORITY: Colorado Department of Personnel/General Support Services

STATE OF COLORADO

CLASS SERIES DESCRIPTION
July 1, 2001

CLINICAL TEAM LEADER

C7A1XX

DESCRIPTION OF OCCUPATIONAL WORK

This class series uses one level in the Health Care Services Occupational Group and describes supervisory work in directing the activities of a multi-disciplinary psychiatric treatment team providing therapeutic care to a designated patient population. Clinical team leaders develop team procedures in accordance with overall agency policy, assure implementation of procedures by team members, and assure that clients receive treatment in accordance with team procedures and agency policies. Some positions work in security settings where they follow policies and procedures to ensure the safety of themselves and others.

CONCEPT OF CLASS

Clinical team leaders assure that the team's policies and procedures are in accordance with those of the agency and psychiatric division; assure that the clients receive well-balanced treatment programs with an appropriate variety of therapeutic approaches provided by various team members; approve all clinical decisions by the team, with the exception of medical decisions; and, assure that the daily operation of the team is coordinated and meeting the needs of clients and team members. Positions also coordinate team activities with other teams, participate in division or agency-wide policy making groups, and establish team policies and procedures.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and program

objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. The general pattern, program, or system exists but must be individualized. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

Complexity -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of theories, concepts, and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. While general policy, precedent, or non-specific practices exist, they are inadequate so they are relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions or behaviors.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a unit supervisor. The unit supervisor is accountable, including signature authority, for actions and decisions that directly impact the pay, status, and tenure of three or more full-time equivalent positions. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

ENTRANCE REQUIREMENTS

Minimum entry requirements and general knowledge, skills, and abilities for classes in this series are contained in the class job profile.

For purposes of the Americans with Disabilities Act, the essential functions of specific positions are identified in the position description questionnaires and job analyses.

CLASS SERIES DESCRIPTION (Cont'd.)
CLINICAL TEAM LEADER
July 1, 2001

CLASS SERIES HISTORY

Effective 7/1/01 (LLB). HCS Consolidation Study revised class description (C5B). Draft published 2/21/01, proposed 5/10/01, and final 7/1/01.

Effective 9/1/93 (KAS). Job Evaluation System Revision project. Converted Clinical Administrator I (A8561) to Clinical Team Leader (C5B1). Published as proposed 5/20/93.

Created 1/1/75. Clinical Administrator I (A8561).

SUMMARY OF FACTOR RATINGS

Class Level	Decision Making	Complexity	Purpose of Contact	Line/Staff Authority
Clinical Team Leader	Process	Formulative	Advise	Unit Supervisor

ISSUING AUTHORITY: Colorado Department of Personnel/General Support Services

STATE OF COLORADO

CLASS SERIES DESCRIPTION
July 1, 2001

COMMUNITY WORKER

C7B1TX TO C7B2XX

DESCRIPTION OF OCCUPATIONAL WORK

This class series uses two levels in the Health Care Services Occupational Group and describes positions that provide information and support services in various health care and human service agencies. The work involves seeking out persons in need of services and helping those clients to obtain appropriate information concerning programs, eligibility, and application processes. Positions provide information directly or refer clients to specific programs, create and lead discussion groups, teach health-related topics to individuals and groups, schedule appointments and transportation, and arrange for foreign language translation services. Areas of assistance include education and training, housing, financial assistance, rehabilitation, alcohol and drug services, civil rights, social services, health services, nutrition, legal services, etc.

INDEX: Community Worker I begins on this page and Community Worker II begins on page 2.

COMMUNITY WORKER I C7B1TX

CONCEPT OF CLASS

This class describes the clearly defined level. Positions follow established work procedures and operate within standard guidelines and alternatives that are known and any deviation from such requires prior approval. Some assignments do not move beyond this level.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the defined level as described here. Within limits prescribed by the operation, choices involve selecting alternatives that affect the manner and speed with which tasks are carried out. These choices do not affect the standards or results of the operation itself because there is typically only one correct way to carry out the operation. These alternatives include independent choice of such things as priority and personal preference for organizing and processing the work, proper tools or equipment, speed, and appropriate steps in the operation to apply. By nature, the data needed to make decisions can be numerous but are clear and understandable so logic is needed to apply the prescribed alternative. Positions can be taught what to do to carry out assignments and any deviation in the manner in which the work is performed does not change the end result of the operation.

Complexity -- The nature of, and need for, analysis and judgment is prescribed as described here. Positions apply established, standard guidelines that cover work situations and alternatives. Action taken is based on learned, specific guidelines that permit little deviation or change as the task is repeated. Any alternatives to choose from are clearly right or wrong at each step.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication are for the purpose of exchanging or collecting information with contacts. This involves giving learned information that is readily understandable by the recipient or collecting factual information in order to solve factual problems, errors, or complaints.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

COMMUNITY WORKER II C7B2XX

CONCEPT OF CLASS

This class describes the fully operational level. Positions operate independently to perform the full range of tasks and problem solving. Judgment is used to select the most appropriate guidelines and adapt them to accomplish the work. Positions continually determine practical solutions to problems and apply specific processes, techniques, and methods. Positions serve as a resource to other staff. The Community Worker II differs from the Community Worker I on the Decision Making, Complexity, and possibly Purpose of Contact.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the operational level, as described here. Within limits set by the specific process, choices involve deciding what operation is required to carry out the process. This includes determining how the operation will be completed. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within the established process. Choices are within a range of specified, acceptable standards, alternatives, and technical practices.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study information to determine what it means and how it fits together in order to get practical solutions to problems. Guidelines in the form of standard operating procedures, methods, and techniques exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines that may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of any of the following:

Exchanging or collecting information with contacts. This involves giving learned information that is readily understandable by the recipient or collecting factual information in order to solve factual problems, errors, or complaints.

Detecting or discovering information or problems by interviewing or investigating where the issues or results of the contact are not known ahead of time.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

CLASS SERIES DESCRIPTION (Cont'd.)
COMMUNITY WORKER
July 1, 2001

ENTRANCE REQUIREMENTS

Minimum entry requirements and general knowledge, skills, and abilities for classes in this series are contained in the class job profile.

For purposes of the Americans with Disabilities Act, the essential functions of specific positions are identified in the position description questionnaires and job analyses.

CLASS SERIES HISTORY

Effective 7/1/01 (LLB). HCS Consolidation Study revised class description (C3C). Draft published 2/21/01, proposed 5/10/01, and final 7/1/01.

Effective 9/1/93 (KAS). Job Evaluation System Revision project. Converted Community Worker A (A8480) to Community Worker I (C3C1). Converted Community Worker B (A8481) to Community Worker II (C3C2). Published as proposed 05/10/93.

Created 1/1/75. Community Worker A and B (A8480-1).

SUMMARY OF FACTOR RATINGS

Class Level	Decision Making	Complexity	Purpose of Contact	Line/Staff Authority
Community Worker I	Defined	Prescribed	Exchange	Indiv. Contributor
Community Worker II	Operational	Patterned	Exchange or Detect	Indiv. Contributor

ISSUING AUTHORITY: Colorado Department of Personnel/General Support Services

STATE OF COLORADO

CLASS SERIES DESCRIPTION
July 1, 2001

HEALTH PROFESSIONAL

C7C1IX – C7C7XX

DESCRIPTION OF OCCUPATIONAL WORK

This class series uses seven levels in the Health Care Services Occupational Group and describes professional assignments in health related programs. The work involves consultation, education, training, compliance, research and data analysis, and professional level program assistance to various public and community agencies and health professionals. Professional work is analytical and evaluative in nature. Decisions require the creative and conceptual application of theory and principles of a professional occupational field. A professional field is one in which knowledge is gained by completion of an advanced course of study resulting in a college degree or equivalent specialized experience. The professional nature of the work and the factors determine the level within this series. Typically, positions responsible for direct client care or treatment work are to be allocated to the specific class series describing the field of work.

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HEALTH PROFESSIONAL I C7C1IX

CONCEPT OF CLASS

This class describes the entry or clearly defined level. Positions perform tasks that are structured and designed to provide training and experience. Tasks are performed under direct supervision and detailed

instruction and guidance is received. Employees in this class learn to apply theories and principles of the professional field. Positions used for training purposes do not remain at this level indefinitely.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the defined level, as described here. Within limits prescribed by the operation, choices involve selecting alternatives that affect the manner and speed with which tasks are carried out. These choices do not affect the standards or results of the operation itself because there is typically only one correct way to carry out the operation. Alternatives include independent choice of such things as priority and personal preference for organizing and processing the work, proper tools or equipment, speed, and appropriate steps in the operation to apply. By nature, the data needed to make decisions can be numerous but are clear and understandable so logic is needed to apply the prescribed alternative. Positions can be taught what to do to carry out assignments and any deviation in the manner in which the work is performed does not change the end result of the operation.

Complexity -- The nature of, and need for, analysis and judgment is prescribed, as described here. Positions apply established, standard guidelines that cover work situations and alternatives. Action taken is based on learned, specific guidelines that permit little deviation or change as the task is repeated. Any alternatives from which to choose are clearly right or wrong at each step.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of any of the following:

Exchanging or collecting information with contacts. This involves giving learned information that is readily understandable by the recipient or collecting factual information in order to solve factual problems, errors, or complaints.

Detecting, discovering, exposing information, problems, violations or failures by interviewing or investigating where the issues or results of the contact are not known ahead of time.

Advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions or behaviors.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a

system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor. Note: some positions may lead or supervise others; however, those subordinate positions are not professionals so the position does not meet all the criteria for a higher level of Line/Staff Authority in this class series.

HEALTH PROFESSIONAL II C7C2TX

CONCEPT OF CLASS

This class describes the intermediate level. Positions operate independently in performing assignments that are limited to phases of a fully operational professional assignment or which may be designed to provide continued training and experience. Work requires determining solutions to practical problems using specified professional standards and established criteria. Judgment is used to select and apply existing guidelines to solve problems and accomplish the assignment. This class differs from the Health Professional I on Decision Making, Complexity and possibly Purpose of Contact. Some assignments will not move beyond this level.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the operational level, as described here. Within limits set by the specific process, choices involve deciding what operation is required to carry out the process. This includes determining how the operation will be completed. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within the established process. Choices are within a range of specified, acceptable standards, alternatives, and technical practices.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study technical information to determine what it means and how it fits together in order to get practical solutions to problems and tasks. Guidelines in the form of specified processes, techniques, and methods exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines that may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of any of the following:

Detecting, discovering, exposing information, problems, violations or failures by interviewing or investigating where the issues or results of the contact are not known ahead of time.

Advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions or behaviors.

Clarifying underlying rationale, intent, and motive by educating others on unfamiliar concepts and theories or marketing a product or service. This goes beyond what has been learned in training or repeating information that is available in another format.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor. Note: some positions may lead or supervise others; however, those subordinate positions are not professionals so the position does not meet all the criteria for a higher level of Line/Staff Authority in this class series.

HEALTH PROFESSIONAL III C7C3XX

CONCEPT OF CLASS

This class describes the fully operational professional. Positions operate independently in performing the full range of professional tasks. Work requires the use of discretion and creativity within limits of theory and principles of the profession; management's program objectives; law and regulations; and, general systems and guidelines. Judgment is used in the adaptation and skilled application of guidelines to solve the full range of problems related to the assignment. An employee in this class must anticipate and analyze the impact and consequences of decisions made. Positions may serve as a resource to others or a specialist in the professional field. This class differs from the Health Professional II on Decision Making, Complexity and possibly Purpose of Contact. Some assignments will not move beyond this level.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and program

objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. The general pattern, program, or system exists but must be individualized. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in work processes. This examination requires the application of known and established theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

Complexity -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of theories, concepts, and principles in order to tailor them to develop a different approach or plan to fit specific circumstances. While general policy, precedent, or non-specific practices exist, they are inadequate and are therefore relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of any of the following:

Detecting, discovering, exposing information, problems, violations or failures by interviewing or investigating where the issues or results of the contact are not known ahead of time.

Advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions or behaviors.

Clarifying underlying rationale, intent, and motive by educating others on unfamiliar concepts and theories or marketing a product or service. This goes beyond what has been learned in training or repeating information that is available in another format.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor. For example, some positions may lead or supervise others; however, those subordinate positions are not professionals so the position does not meet all the criteria for a higher level of Line/Staff Authority in this class series.

HEALTH PROFESSIONAL IV C7C4XX

CONCEPT OF CLASS

This class describes the work or project leader or the staff authority. Work leaders exercise some control over the continual work product of others. Project leaders do so on an ongoing project basis where the projects are critical to the agency's mission and fundamental business operations. Staff authorities possess a unique level of knowledge and expertise in a professional field that is needed by the agency to support its overall mission. Agency management routinely relies on the essential consultation of the authority before deciding broad, critical program and policy direction. The consultation provided is accepted as fact and not refuted on its technical merit, even if management does not act on it for political or budgetary reasons. Staff authorities are authorized to take action and issue expert opinions that provide direction for further action by others. Authorities design strategy, systems, processes, guidelines, rules, and standards that are mission critical and directly impact the agency's ongoing operation and broad program or policy. Staff authority is delegated by agency management, beyond the immediate supervisor, and has direct influence and impact agency-wide, including clients. This class differs from the Health Professional III on Line/Staff Authority.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. The general pattern, program, or system exists but must be individualized. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in work processes. This examination requires the application of known and established theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

Complexity -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of theories, concepts, and principles in order to tailor them to develop a different approach or plan to fit specific circumstances. While general policy, precedent, or non-specific practices exist, they are inadequate and are therefore relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness

in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of any of the following:

Detecting, discovering, exposing information, problems, violations or failures by interviewing or investigating where the issues or results of the contact are not known ahead of time.

Advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions or behaviors.

Clarifying underlying rationale, intent, and motive by educating others on unfamiliar concepts and theories or marketing a product or service. This goes beyond what has been learned in training or repeating information that is available in another format.

Negotiating as an official representative of one party in order to obtain support or cooperation where there is no formal rule or law to fall back on in requiring such action or change from the other party. Such negotiation has fiscal or programmatic impact on an agency. In reaching settlements or compromises, the position does not have a rule or regulation to enforce but is accountable for the function.

Defending, arguing, or justifying an agency's position in formal hearings or court where the position is an official representative of one party.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a work/project leader or staff authority. The work/project leader is partially accountable for the work product of two or more full-time equivalent positions, including timeliness, correctness, and soundness. At least one of the subordinate positions must be a professional level in the same series or at a comparable conceptual level. Typical elements of direct control over other positions by a work/project leader include assigning tasks, monitoring progress and work flow, checking the product, scheduling work, and establishing work standards. The work/project leader provides input into supervisory decisions made at higher levels, including signing leave requests and approving work hours. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

OR

The staff authority is a pacesetter who has a unique level of technical expertise in a field or profession that, as part of the ongoing permanent assignment, is critical to the success of an agency. It is an essential

component of the work assignment that has been delegated by management to the position. This authority directly influences management decisions within an agency. For example, management relies on such a position when making decisions regarding the direction that policy or a program should take in the staff authority's field of expertise. Managers and peers recognize and seek this level of technical guidance and direction regarding the application of a program or system within the agency or to its clients.

HEALTH PROFESSIONAL V C7C5XX

CONCEPT OF CLASS

This class describes the unit supervisor or senior authority. Supervisors exercise direct, formal control over others. Senior authorities possess a unique level of knowledge and expertise in a professional field that is needed by the agency to support its overall mission. Agency management routinely relies on the essential consultation of the authority before deciding broad, critical program and policy direction. The consultation provided is accepted as fact and not refuted on its technical merit, even if management does not act on it for political or budgetary reasons. Senior authorities are authorized to take action and issue expert opinions that provide direction for further action by others. Authorities design strategy, systems, processes, guidelines, rules, and standards that are mission critical and directly impact the agency's ongoing operation and broad program or policy. Senior authority is delegated by agency management, beyond the immediate supervisor, and has direct influence and impact outside the agency to others in state government. This class differs from the Health Professional IV on Line/Staff Authority.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. The general pattern, program, or system exists but must be individualized. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in work processes. This examination requires the application of known and established theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

Complexity -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of theories, concepts, and principles in order to tailor them to develop a different approach or plan to fit specific circumstances. While general policy, precedent, or non-specific practices exist, they are inadequate and are therefore relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of any of the following:

Detecting, discovering, exposing information, problems, violations or failures by interviewing or investigating where the issues or results of the contact are not known ahead of time.

Advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions or behaviors.

Clarifying underlying rationale, intent, and motive by educating others on unfamiliar concepts and theories or marketing a product or service. This goes beyond what has been learned in training or repeating information that is available in another format.

Negotiating as an official representative of one party in order to obtain support or cooperation where there is no formal rule or law to fall back on in requiring such action or change from the other party. Such negotiation has fiscal or programmatic impact on an agency. In reaching settlements or compromises, the position does not have a rule or regulation to enforce but is accountable for the function.

Defending, arguing, or justifying an agency's position in formal hearings or court where the position is an official representative of one party.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a unit supervisor or senior authority. The unit supervisor is accountable, including signature authority, for actions and decisions that directly impact pay, status, and tenure of three or more full-time equivalent positions. At least one of the subordinate positions must be a professional level in the same series or at a comparable conceptual level. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

OR

The senior authority is a pacesetter who has a unique level of technical expertise in a field or profession that, as part of the ongoing permanent assignment, is critical to the success of an agency. It is an essential component of the work assignment that has been delegated by management to the position. This authority directly influences management decisions beyond the agency. Managers and peers seek this level of technical guidance and direction as the designer of a statewide system or in a subject area for other areas of state government. Managers and peers, both internally and externally to the agency, rely on this pacesetter when making decisions regarding the direction that policy, programs, and systems should take in the pacesetter's field of expertise.

HEALTH PROFESSIONAL VI C7C6XX

CONCEPT OF CLASS

This class describes the first-level of program supervision, including the unit supervisor or any one of the three levels of staff authority who meets the factors identified below for this class. Program supervisors manage the daily operation of a work unit. Positions determine the annual business plans that integrate with the agency's mission and goals, determine implementation policies and guidelines, develop budgets, establish staffing and directly control the work of others. Work involves directing the implementation of policies, rules, and regulations. Staff, senior, and leading authorities possess a unique level of knowledge and expertise in a professional field that is needed by the agency to support its overall mission. Management, inside and/or outside of the agency, routinely relies on the essential consultation of the authority before deciding broad, critical program and policy direction. The consultation provided is accepted as fact and not refuted on its technical merit, even if management does not act on it for political or budgetary reasons. Authorities are authorized to take action and issue expert opinions that provide direction for further action by others. Authorities design strategy, systems, processes, guidelines, rules, and standards that are mission critical and directly impact the agency's ongoing operation and broad program or policy. Staff, senior, and leading authority is delegated by agency management, beyond the immediate supervisor, and has direct influence and impact within or beyond the agency depending on the level of authority delegated to a position. This class differs from the Health Professional V on Decision Making.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the interpretive level, as described here. Within limits of the strategic master plan and allocated human and fiscal resources, choices involve determining

tactical plans to achieve the objectives established by the highest management level. This involves establishing what processes will be done, developing the budget, and developing the staffing patterns and work units in order to deploy staff. This level includes inventing and changing systems and guidelines that will be applied by others statewide. For example, authorities design the strategy, system, process, guidelines, rules and standards that are used by others in state government. While an authority may not directly supervise staff or a budget, such a position is often involved in formulation of budgets and staffing patterns as part of the design of a system. By nature, this is the first level where positions are not bound by processes and operations in their own programs as a framework for decision making and there are novel or unique situations which cause uncertainties that must be addressed at this level. Through deliberate analysis and experience with these unique situations, the manager or expert determines the systems, guidelines, and programs for the future.

Complexity -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of theories, concepts, and principles in order to tailor them to develop a different approach or plan to fit specific circumstances. While general policy, precedent, or non-specific practices exist, they are inadequate and are therefore relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of any of the following:

Clarifying underlying rationale, intent, and motive by educating others on unfamiliar concepts and theories or marketing a product or service. This goes beyond what has been learned in training or repeating information that is available in another format.

Negotiating as an official representative of one party in order to obtain support or cooperation where there is no formal rule or law to fall back on in requiring such action or change from the other party. Such negotiation has fiscal or programmatic impact on an agency. In reaching settlements or compromises, the position does not have a rule or regulation to enforce but is accountable for the function.

Defending, arguing, or justifying an agency's position in formal hearings or court where the position is an official representative of one party.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a unit supervisor or one of the levels of staff authority. The unit supervisor is accountable, including signature authority, for actions and decisions that directly impact pay, status, and tenure of three or more full-time

equivalent positions. At least one of the subordinate positions must be a professional level in the same series or at a comparable conceptual level. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

OR

The staff, senior, or leading authority is a pacesetter who has a unique level of technical expertise in a field or profession that, as part of the ongoing permanent assignment, is critical to the success of an agency. It is an essential component of the work assignment that has been delegated by management to the position. This authority directly influences management decisions within the agency (staff), within state government agencies (senior), or in the profession itself outside of state government (leading). Management relies on such a position when making decisions regarding the direction that policy or a program should take in the staff authority's field of expertise. Managers and peers recognize and seek this level of technical guidance and direction regarding the application of a program or system within the agency or to its clients, as the designer of a statewide system or in a subject area for other areas of state government, or as a consultant to management regionally or nationally. Managers and peers, internally (staff) or externally to the agency (senior) or state (leading) rely on this pacesetter when making decisions regarding the direction that policy, programs, and systems should take in the pacesetter's field of expertise.

HEALTH PROFESSIONAL VII C7C7XX

CONCEPT OF CLASS

This class describes the second-level program supervisor. Positions manage the daily operation of a program or multiple work units through subordinate professional program supervisors. Positions determine the annual business plans that integrate with the agency's mission and goals, determine implementation policies and guidelines, develop budgets, establish staffing and directly control the work of others as a second-level supervisor. Work involves directing the implementation of policies, rules, and regulations. This class differs from the Health Professional VI on Complexity and possibly on Line/Staff Authority.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the interpretive level, as described here. Within limits of the strategic master plan and allocated human and fiscal resources, choices involve determining

tactical plans to achieve the objectives established by the highest management level. This involves establishing what processes will be done, developing the budget, and developing the staffing patterns and work units in order to deploy staff. This level includes inventing and changing systems and guidelines that will be applied by others statewide. For example, senior authorities design the strategy, system, process, guidelines, rules and standards that are used by others in state government. While an authority may not directly supervise staff or a budget, such a position is often involved in formulation of budgets and staffing patterns as part of the design of a system. By nature, this is the first level where positions are not bound by processes and operations in their own programs as a framework for decision making and there are novel or unique situations which cause uncertainties that must be addressed at this level. Through deliberate analysis and experience with these unique situations, the manager or expert determines the systems, guidelines, and programs for the future.

Complexity -- The nature of, and need for, analysis and judgment is strategic, as described here. Positions develop guidelines to implement a program that maintains the agency's mission. Guidelines do not exist for most situations. In directive situations, positions use judgment and resourcefulness to interpret circumstances in a variety of situations and establish guidelines that direct how a departmental/agency program will be implemented.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of any of the following:

Advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions or behaviors.

Clarifying underlying rationale, intent, and motive by educating others on unfamiliar concepts and theories or marketing a product or service. This goes beyond what has been learned in training or repeating information that is available in another format.

Negotiating as an official representative of one party in order to obtain support or cooperation where there is no formal rule or law to fall back on in requiring such action or change from the other party. Such negotiation has fiscal or programmatic impact on an agency. In reaching settlements or compromises, the position does not have a rule or regulation to enforce but is accountable for the function.

Defending, arguing, or justifying an agency's position in formal hearings or court where the position is an official representative of one party.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a unit supervisor, second-level supervisor, or senior authority. The unit supervisor is accountable, including

signature authority, for actions and decisions that directly impact pay, status, and tenure of three or more full-time equivalent positions. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

OR

The direct field of influence the work of a position has on the organization is as a second-level supervisor. The second-level supervisor must be accountable for multiple units through the direct supervision of at least two subordinate professional Unit Supervisors; and, have signature authority for actions and decisions that directly impact pay, status, and tenure. Elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, second-level signature on performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

OR

The senior authority is a pacesetter who has a unique level of technical expertise in a field or profession that, as part of the ongoing permanent assignment, is critical to the success of an agency. It is an essential component of the work assignment that has been delegated by management to the position. This authority directly influences management decisions throughout state government agencies. Management relies on such a position when making decisions regarding the direction that policy or a program should take in the staff authority's field of expertise. Managers and peers recognize and seek this level of technical guidance and direction as the designer of a statewide system or in a subject area for other areas of state government. Managers and peers externally to the agency rely on this pacesetter when making decisions regarding the direction that policy, programs, and systems should take in the pacesetter's field of expertise.

ENTRANCE REQUIREMENTS

Minimum entry requirements and general knowledge, skills, and abilities for classes in this series are contained in the class job profile.

For purposes of the Americans with Disabilities Act, the essential functions of specific positions are identified in the position description questionnaires and job analyses.

CLASS SERIES DESCRIPTION (Cont'd.)
HEALTH PROFESSIONAL
July 1, 2001

Note: In accordance with C.R.S. 18-1-901, supporting agency statutes, and appointing authority delegation, some positions in this class series may be commissioned peace officers.

CLASS SERIES HISTORY

Effective 7/1/01 (LLB). HCS Consolidation Study consolidated DD Program Services (C1C), Occ/Physical Therapist V (C1E5), Aud/Speech Language IV (C2A4), Epidemiologist (C2D), Health Facilities Compliance Surveyor (C2E), Public Health Nutritionist (C2J2), Mental Health Program Specialist (C5D), Psychologist III (C5G4), Social Work Program Director (C5H5). Abolished Public Health Nutritionist (C2J3). Draft published 2/21/01, proposed 5/10/01, and final 7/1/01.

Effective 7/1/99. Abolished Public Health Nutritionist I (C2J1).

Effective 7/1/96. Converted Occ/Physical Therapist IV (C1E4) to Occ/Physical Therapist V (C1E5).

Effective 9/1/93 (KAS). Job Evaluation System Revision project. Converted Psychologist from A8305-7,9 to C5G. Converted Speech/Language Pathologist IV (A5638) and Audiologist III (A5663) to Aud/Speech Language Specialist IV (C2A4). Converted Social Work Program Director from A8189 to C5H5. Converted Mental Health Program Specialist from A5703 to C5D1. Created Mental Health Specialist II (C5D2). Converted Occ/Physical Therapist IV from A5633 to C1E4. Converted Public Health Nutritionist from A5805-7,8151 to C2J. Converted Health Facilities Compliance Administrator from A5749 to C2E3. Created Health Facilities Compliance Surveyor I and II (C2E1-2). Converted DD Program Spec/Manager from A5088-93 to C1C. Converted Public Health Disease Control Specialist (A5741-3,52) to Epidemiologist (C2D1-3,5). Created Epidemiologist III (C2D4).

Revised 10/1/91. Psychologist: changed nature of work.

Revised 7/1/91.Occupational/Physical Therapist: changed pay grade.

Created 7/1/89.Occupational/Physical Therapist.

Revised 7/1/88. Speech/Language Pathologist: changed class code, relationship, grade and step, and minimum qualifications.

Revised 9/1/86. Social Work Program Director: changed nature of work.

Effective 7/1/84. Audiologist: changed title and minimum qualifications. Created DD Program Spec.

CLASS SERIES DESCRIPTION (Cont'd.)
HEALTH PROFESSIONAL
July 1, 2001

Effective 7/1/82. Psychologist: changed title, distinguishing factors, KSAs, and nature of work; established multiple range. Public Health Disease Control Spec (A5745-7): changed titles, nature of work, and entrance requirements. Social Worker I-IV: changed relationship summary. Created Sr. Public Health Disease Control Spec (A5752).

Created 7/1/79. Speech/Language Pathologist.

Created 7/1/77. Audiologist.

Effective 3/1/76. Public Health Disease Control Spec: changed class codes and titles (A5745-47). Created Mental Health Program Specialist.

Created 1/1/75. Public Health Disease Control Spec (A5745-47), Psychologist, Public Health Nutritionist, Social Worker.

Created 12/1/75. Health Facilities Compliance Administrator.

SUMMARY OF FACTOR RATINGS

Class Level	Decision Making	Complexity	Purpose of Contact	Line/Staff Authority
Health Professional I	Defined	Prescribed	Exchange, Detect, or Advise	Indiv. Contributor
Health Professional II	Operational	Patterned	Exchange, Detect, Advise, or Clarify	Indiv. Contributor
Health Professional III	Process	Formulative	Detect, Advise, or Clarify	Indiv. Contributor
Health Professional IV	Process	Formulative	Detect, Advise, Clarify, Negotiate or Defend	Work Leader or Staff Authority
Health Professional V	Process	Formulative	Detect, Advise, Clarify, Negotiate or Defend	Unit Supervisor or Senior Authority
Health Professional VI	Interpretive	Formulative,	Clarify, Negotiate or Defend	Individual Contributor; Workleader; Staff, Senior or Leading Authority
Health Professional VII	Interpretive	Strategic	Clarify, Negotiate or Defend	Supervisor, Manager, Senior Authority

STATE OF COLORADO

CLASS SERIES DESCRIPTION
July 1, 2001

HCS TRAINEE I - III

C7D1IX TO C7D3IX

DESCRIPTION OF OCCUPATIONAL WORK

This class series uses three levels in the Health Care Services Occupational Group and describes work preparing for entry into a specific class series. Positions perform tasks that are structured and designed to provide training and experience in the appropriate HCS occupation. Tasks are performed under direct supervision and detailed instruction and guidance is received. Employees in these classes learn to apply established practices and methods directly related to the assignment. At the time a position is originally allocated to this series, the training program and target class are to be specified, including subjects and time frames, and the class(es) to which the position will be allocated after successful completion of each stage and the entire training program must be identified. Positions do not remain in this class series indefinitely

ENTRANCE REQUIREMENTS

Minimum entry requirements and general knowledge, skills, and abilities for classes in this series are contained in the class job profile.

For purposes of the Americans with Disabilities Act, the essential functions of specific positions are identified in the position description questionnaires and job analyses.

CLASS SERIES HISTORY

Effective 7/1/01 (LLB). HCS Consolidation Study consolidated DD Tech Intern (C1D2), Vet Tech Intern (C3Q1), Lab Assistant Intern (C4B1) and Lab Tech Intern (C4B4), and LPN Intern (C6A1). Draft published 2/21/01, proposed 5/10/01, and final 7/1/01.

Effective 9/1/93 (KAS). Job Evaluation system Revision project. Converted DD Tech Intern from A5031 to C1D2. Converted Vet Tech from A5520 to C3Q1. Created Lab Assistant Intern (C4B1) and Lab Tech Intern (C4B4). Converted LPN-A (A5011,68) to LPN Intern (C6A1).

Revised 7/1/86. Minimum requirements revised for LPN.

Revised 7/1/84. Changed in-grade hire step for DD Tech class.

Created 7/1/82. UCHSC LPN.

Revised 9/1/81. Changed minimum requirements for Vet Tech.

Revised 7/1/81. Changed relationship, KSAs and minimum qualifications for DD Tech Intern (A5031). Changed in-grade hire for Vet Tech.

Created 7/1/80. Vet Tech.

Revised 1/1/80. Changed KSAs and minimum qualifications for DD Tech Intern (A5031).

Created 1/1/75. DD Tech, LPN.

SUMMARY OF FACTOR RATINGS -- Not applicable.

ISSUING AUTHORITY: Colorado Department of Personnel/General Support Services

STATE OF COLORADO

CLASS SERIES DESCRIPTION
July 1, 2001

NURSE CONSULTANT

C7E1XX

DESCRIPTION OF OCCUPATIONAL WORK

This class uses one level in the Health Care Services Occupational Group and describes professional consulting, educational, and regulatory work in the field of nursing. Positions in this class series apply the principles, theories, and practices of nursing. By statutes CRS 12-38-101 et. seq., a license is required in this class series.

Nurse consultants provide clinical nursing expertise and technical program assistance to public health nurses, the state nursing board, community health clinics, and allied health professionals in various agencies or settings. Duties involve providing training and educational programs; evaluating nursing practices for conformance to ethical, legal, and safety standards; consulting on planning, implementing, and evaluating public health nursing programs by local government agencies and school districts; overseeing state licensure procedures; auditing nurse education and training programs; overseeing disciplinary actions and procedures; and interpreting Board rules and regulations as they relate to nurse education and practice.

CONCEPT OF CLASS

This class describes the fully-operational nurse consultant. Positions operate independently in performing the full range of professional tasks. Work requires the use of discretion and creativity within limits of theory and principles of the profession; management's program objectives; law and regulations; and, general systems and guidelines. Judgment is used in the adaptation and skilled application of guidelines to solve the full range of problems related to the assignment. An employee in this class must anticipate and analyze the impact and consequences of decisions made. Positions serve as a resource to others in the field of nursing and provide advice to program directors, supervisors, local health and government officials, and school and community agency management and staff for the development of statewide nursing programs, policies, procedures, and treatment standards.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. The general pattern, program, or system exists but must be individualized. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

Complexity -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of theories, concepts, and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. While general policy, precedent, or non-specific practices exist, they are inadequate so they are relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions or behaviors.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor or work leader. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

OR

The direct field of influence the work of a position has on the organization is as a work leader. The work leader is partially accountable for the work product of two or more full-time equivalent positions, including

timeliness, correctness, and soundness. Typical elements of direct control over other positions by a work leader include assigning tasks, monitoring progress and work flow, checking the product, scheduling work, and establishing work standards. The work leader provides input into supervisory decisions made at higher levels, including signing leave requests and approving work hours. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

ENTRANCE REQUIREMENTS

Minimum entry requirements and general knowledge, skills, and abilities for classes in this series are contained in the class job profile.

For purposes of the Americans with Disabilities Act, the essential functions of specific positions are identified in the position description questionnaires and job analyses.

CLASS SERIES HISTORY

Effective 7/1/01 (LLB). HCS Consolidation Study consolidated Public Health Nurse (C6H) and State Board Nurse (C6I) and revised class description. Draft published 2/21/01, proposed 5/10/01, and final 7/1/01.

Effective 9/1/93 (KAS). Job Evaluation System Revision project. Published Public Health Nurse Consultant (C6H) as proposed 5/17/93. Created State Board Nurse (C6I).

Revised 7/1/86. Class description for Public Health Nursing Consultant I and II (A5121–24).

Revised 7/1/85. Changed relationship for Public Health Nursing Consultant I and II (A5121–24).

Revised 7/1/82. Changed relationship for Public Health Nursing Consultant I and II (55121–24).

Revised 5/1/75. Class description for Public Health Nursing Consultant I and II (55121–24).

Created 12/1/71. Public Health Nursing Consultant I and II (55121–24).

CLASS SERIES DESCRIPTION (Cont'd.)
NURSE CONSULTANT
July 1, 2001

SUMMARY OF FACTOR RATINGS

Class Level	Decision Making	Complexity	Purpose of Contact	Line/Staff Authority
Nurse Consultant	Process	Formulative	Advise	Indiv. Contributor or Work Leader

ISSUING AUTHORITY: Colorado Department of Personnel/General Support Services

STATE OF COLORADO

CLASS SERIES DESCRIPTION
July 1, 2001

DIAGNOSTIC PROCEDURES TECHNOLOGY

C8A1IX – C8A4XX

DESCRIPTION OF OCCUPATIONAL WORK

This class uses four levels in the Health Care Services Occupational Group and describes technical diagnostic and technical support to medical care providers. The work involves operating a variety of equipment to run diagnostic medical tests, perform therapeutic and radiopharmaceutical medical procedures and treatment, and produce electroencephalographs, radiographic images, and ultrasound images.

Positions in this class also provide support services to physicians, neurologists, and other health care professionals that may include surgical assistance, providing classroom and/or on-unit instruction and in-service training, scheduling patients, maintaining patients records, and managing patient charges; and, maintaining equipment and supply inventories.

INDEX: Diagnostic Procedures Technology I begins on this page, Diagnostic Procedures Technology II begins on page 2, Diagnostic Procedures Technology III begins on page 3, Diagnostic Procedures Technology IV begins on page 4.

DIAGNOSTIC PROCEDURES TECHNOLOGY I C8A1IX

CONCEPT OF CLASS

This class describes the diagnostic support level. Positions perform clearly defined assignments and follow established work processes and procedures. Positions operate within standard processes and alternatives that are known and any deviation from such requires prior approval. Some assignments do not move beyond this level.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the defined level as described here. Within limits prescribed by the operation, choices involve selecting alternatives that affect the manner and speed with which tasks are carried out. These choices do not affect the standards or results of the operation itself because there is typically only one correct way to carry out the operation. These alternatives include independent choice of such things as priority and personal preference for organizing and processing the work, proper tools or equipment, speed, and appropriate steps in the operation to apply. By nature, the data needed to make decisions can be numerous but are clear and understandable so logic is needed to apply the prescribed alternative. Positions can be taught what to do to carry out assignments and any deviation in the manner in which the work is performed does not change the end result of the operation.

Complexity -- The nature of, and need for, analysis and judgment is prescribed as described here. Positions apply established, standard guidelines that cover work situations and alternatives. Action taken is based on learned, specific guidelines that permit little deviation or change as the task is repeated. Any alternatives to choose from are clearly right or wrong at each step.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication are for the purpose of exchanging or collecting information with contacts. This involves giving learned information that is readily understandable by the recipient or collecting factual information in order to solve factual problems, errors, or complaints.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

DIAGNOSTIC PROCEDURES TECHNOLOGY II C8A2XX

CONCEPT OF CLASS

This class describes the full-operating technologist responsible for performing standardized tests and procedures. Positions operate independently in performing the full scope of standardized tests and procedures. Work requires determining solutions to practical problems using specified professional

standards and established criteria. Judgment is used to select and apply existing guidelines to solve problems and accomplish the assignment. Some assignments do not move beyond this level. Diagnostic Procedures Technology II differs from Diagnostic Procedures Technology I on Complexity and Purpose of Contact.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the defined level as described here. Within limits prescribed by the operation, choices involve selecting alternatives that affect the manner and speed with which tasks are carried out. These choices do not affect the standards or results of the operation itself because there is typically only one correct way to carry out the operation. These alternatives include independent choice of such things as priority and personal preference for organizing and processing the work, proper tools or equipment, speed, and appropriate steps in the operation to apply. By nature, the data needed to make decisions can be numerous but are clear and understandable so logic is needed to apply the prescribed alternative. Positions can be taught what to do to carry out assignments and any deviation in the manner in which the work is performed does not change the end result of the operation.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study information to determine what it means and how it fits together in order to get practical solutions to problems. Guidelines in the form of standard operating procedures, methods, and techniques exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines that may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions or behaviors.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

DIAGNOSTIC PROCEDURES TECHNOLOGY III C8A3XX

CONCEPT OF CLASS

This class describes the full-operating technologist responsible for performing non-standardized tests and procedures. Positions operate independently in performing the full scope of non-standardized tests and procedures. Work requires establishing technical procedures and determining solutions to practical problems using specified professional standards and established criteria. Judgment is used to select and apply existing guidelines to solve problems and accomplish the assignment. Diagnostic Procedures Technology III differs from Diagnostic Procedures Technology II on Decision Making.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the operational level, as described here. Within limits set by the specific process, choices involve deciding what operation is required to carry out the process. This includes determining how the operation will be completed. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within the established process. Choices are within a range of specified, acceptable standards, alternatives, and technical practices.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study information to determine what it means and how it fits together in order to get practical solutions to problems. Guidelines in the form of standard operating procedures, methods, and techniques exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines that may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions or behaviors.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The

individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

DIAGNOSTIC PROCEDURES TECHNOLOGY IV C8A4XX

CONCEPT OF CLASS

This class describes the unit supervisor that exercises direct, formal control over others. The supervisor is responsible for a work unit including accountability for the use of equipment and resources. Positions directly control the work of assigned technology staff, participate in development of processes and policies, and determine the work procedures for the unit. Diagnostic Procedures Technology IV differs from Diagnostic Procedures Technology III on Line/Staff Authority.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the operational level, as described here. Within limits set by the specific process, choices involve deciding what operation is required to carry out the process. This includes determining how the operation will be completed. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within the established process. Choices are within a range of specified, acceptable standards, alternatives, and technical practices.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study information to determine what it means and how it fits together in order to get practical solutions to problems. Guidelines in the form of standard operating procedures, methods, and techniques exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines that may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions or behaviors.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a unit supervisor. The unit supervisor is accountable, including signature authority, for actions and decisions that directly impact pay, status, and tenure of three or more full-time equivalent positions. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

ENTRANCE REQUIREMENTS

Minimum entry requirements and general knowledge, skills, and abilities for classes in this series are contained in the class job profile.

For purposes of the Americans with Disabilities Act, the essential functions of specific positions are identified in the position description questionnaires and job analyses.

CLASS SERIES HISTORY

Effective 7/1/01 (LLB). HCS Consolidation Study consolidated Cardiovascular Tech (C3A), EEG Tech (C3I), Nuclear Med Tech (C3J), Radiologic Tech (C3L), Respiratory Therapy Tech (C3M), Surgical Tech (C3N), and Ultrasound Tech (C3R). Published as proposed 5/8/01.

Effective 9/5/97. Recreated Nuclear Med Tech (C3J1).

Effective 1/1/96. Abolished Nuclear Med Tech (C3J1).

Effective 9/1/93 (KAS). Job Evaluation System Revision project. Converted Cardiovascular Tech from A5083 to C3A. Converted EEG Tech from A5456 to C3I. Converted Nuclear Med Tech from A5497,9 to C3J1-2. Converted Radiologic Tech from A5460,1,4,6,8 to C3L. Converted Respiratory Therapy Tech from A5445 to C3M. Converted Surgical/Operating Room Tech from A5051,53,75 to C3N. Converted Ultrasound Tech from A5479 to C3R. Published as proposed 5/10/93.

Effective 6/1/92. Abolished Radiologic Tech IV (55467) and Ultrasound Tech (55480).

Revised 7/1/88. Changed pay grade, class description for Radiologic Tech (5460,1,4,6-8). Converted Ultrasound Tech from 55478 to 55479.

Revised 7/1/85. Changed title, pay grade, nature of work, KSAs, special requirements for EEG Tech (55456).

Effective 7/1/82. Created UCHSC Operating Room Tech (A5075) and UCHSC Respiratory Therapy Tech (55080). Converted Respiratory Therapy Tech from 55444 to 55079.

Created 1/1/82. Created UCHSC Cardiovascular Tech (55083).

Created 7/1/79. Radiologic Tech (A5467,80).

Created 4/1/77. Ultrasound Tech (55478-80).

Created 1/1/75. EEG Tech (55456), Nuclear Med Tech (55496,7,9), Respiratory Therapy Tech (55444-5), Radiologic Tech (55460-1,4,6,8).

Created 9/1/74. Surgical Tech (A5051,3).

SUMMARY OF FACTOR RATINGS

Class Level	Decision Making	Complexity	Purpose of Contact	Line/Staff Authority
Diagnostic Proc. Tech. I	Defined	Prescribed	Exchange	Indiv. Contributor
Diagnostic Proc. Tech. II	Defined	Patterned	Advise	Indiv. Contributor
Diagnostic Proc. Tech. III	Operational	Patterned	Advise	Indiv. Contributor
Diagnostic Proc. Tech. IV	Operational	Patterned	Advise	Unit Supervisor

ISSUING AUTHORITY: Colorado Department of Personnel/General Support Services

STATE OF COLORADO

CLASS SERIES DESCRIPTION
July 1, 2001

DIETITIAN

C8B1IX TO C8B4XX

DESCRIPTION OF OCCUPATIONAL WORK

This class series uses four levels in the Health Care Services Occupational Group and describes professional work in the field of dietetics. Positions in this class series apply the principles, theories, and practices of dietetics, which encompasses the fields of food science and nutrition.

Dietitians provide nutritional services to patients, inmates, and students in state facilities' nutrition service operations. Duties include filling physician-ordered diet prescriptions or chart orders, assessing client nutritional needs; developing and implementing dietary or nutrition care plans; implementing and maintaining quality assurance and infection control standards; advising management on the development of nutrition service programs, policies, procedures, and nutritional standards for a nutrition services unit; purchasing and distributing both food and food service supplies; providing drug and nutrition information to others; serving on agency committees and interdisciplinary health care teams; and maintaining records and preparing reports. Positions may supervise food service personnel in the procurement, storage, production, and distribution of foodstuffs and in maintaining sanitation standards. Some dietitians work in security settings where the positions follow policies and procedures to ensure the safety of themselves and others.

INDEX: Dietitian I begins on page 2, Dietitian II begins on page 3, Dietitian III begins on page 4, Dietitian IV begins on page 5.

DIETITIAN I C8B1IX

CONCEPT OF CLASS

This class describes the entry level. Work is designed to train positions for a higher level in the class series. Although tasks are similar to those of the fully operational level, assignments are structured and performed

with direction and assistance from others. Positions carry out established work processes and operations by learning to apply and follow procedures, techniques, rules, and regulations. Once training has been completed, the position is to be moved to the next level. Positions should not remain in this class indefinitely.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the operational level, as described here. Within limits set by the specific process, choices involve deciding what operation is required to carry out the process. This includes determining how the operation will be completed. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within the established process. Choices are within a range of specified, acceptable standards, alternatives, and technical practices.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study information to determine what it means and how it fits together in order to get practical solutions to problems. Guidelines in the form of standard operating procedures, methods, and techniques exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines, which may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions or behaviors.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

DIETITIAN II C8B2TX

CONCEPT OF CLASS

This class describes the fully operational dietitian. Positions operate independently in performing the full range of professional tasks. Work requires the use of discretion and creativity within limits of theory and principles of the profession, management's program objectives, law and regulations, and, general systems and guidelines. Judgment is used in the adaptation and skilled application of guidelines to solve the full range of problems related to the assignment. An employee in this class must anticipate and analyze the impact and consequences of decisions made. Positions may serve as a resource to others or a specialist in the professional field. Dietitian II differs from Dietitian I on the Decision Making factor.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. The general pattern, program, or system exists but must be individualized. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study information to determine what it means and how it fits together in order to get practical solutions to problems. Guidelines in the form of standard operating procedures, methods, and techniques exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines that may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of advising, counseling, or guiding the direction taken to

resolve complaints or problems and influence or correct actions or behaviors.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

DIETITIAN III C8B3XX

CONCEPT OF CLASS

This class describes the work leader or staff authority. The work leader is partially responsible for the work product of two or more full-time equivalent positions. Staff authorities possess a unique level of knowledge and expertise in a professional field that is needed by the agency to support its overall mission. Agency management routinely relies on the essential consultation of the authority before deciding broad, critical program and policy direction. The consultation provided is accepted as fact and not refuted on its technical merit, even if management does not act on it for political or budgetary reasons. Staff authorities are authorized to take action and issue expert opinions that provide direction for further action by others. Authorities design strategy, systems, processes, guidelines, rules, and standards that are mission critical and directly impact the agency's ongoing operation and broad program or policy. Staff authority is delegated by agency management, beyond the immediate supervisor, and has direct influence and impact agency-wide, including clients. Dietitian III differs from the Dietitian II on the Line/Staff Authority factor.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. The general pattern, program, or system exists but must be individualized. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. New processes or objectives require approval of higher management or the agency with authority and accountability for the

program or system.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study information to determine what it means and how it fits together in order to get practical solutions to problems. Guidelines in the form of standard operating procedures, methods, and techniques exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines that may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions or behaviors.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a work leader or staff authority. The work leader is partially accountable for the work product of two or more full-time equivalent positions, including timeliness, correctness, and soundness. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. Typical elements of direct control over other positions by a work leader include assigning tasks, monitoring progress and workflow, checking the product, scheduling work, and establishing work standards. The work leader provides input into supervisory decisions made at higher levels, including signing leave requests and approving work hours. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

OR

The staff authority is a pacesetter who has a unique level of technical expertise in a field or profession that, as part of the ongoing permanent assignment, is critical to the success of an agency. It is an essential component of the work assignment that has been delegated by management to the position. This authority directly influences management decisions within an agency. For example, management relies on such a position when making decisions regarding the direction that policy or a program should take in the staff authority's field of expertise. Managers and peers recognize and seek this level of technical guidance and direction regarding the application of a program or system within the agency or to its clients.

DIETITIAN IV C8B4XX

CONCEPT OF CLASS

This class describes the unit supervisor. The supervisor is responsible for a work unit including accountability for altering service delivery guidelines and the use of resources. Supervisors directly control the work of assigned staff and determine the operations for the unit. Dietitian IV differs from Dietitian III on all factors.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the interpretive level, as described here. Within limits of the strategic master plan and allocated human and fiscal resources, choices involve determining tactical plans to achieve the objectives established by the highest management level. This involves establishing what processes will be done, developing the budget, and developing the staffing patterns and work units in order to deploy staff. This level includes inventing and changing systems and guidelines that will be applied by others statewide. By nature, this is the first level where positions are not bound by processes and operations in their own programs as a framework for decision making and there are novel or unique situations which cause uncertainties that must be addressed at this level. Through deliberate analysis and experience with these unique situations, the manager determines the systems, guidelines, and programs for the future.

Complexity -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of theories, concepts, and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. While general policy, precedent, or non-specific practices exist, they are inadequate so they are relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies.

Purpose of Contact -- The purpose of contacts with outside the supervisory chain, regardless of the method of communication, are for the purpose of clarifying underlying rationale, intent, and motive by educating others on unfamiliar concepts and theories. This goes beyond what has been learned in training or

repeating information that is available in another format.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a unit supervisor. The unit supervisor is accountable, including signature authority, for actions and decisions that directly impact pay, status, and tenure of three or more full-time equivalent positions. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

ENTRANCE REQUIREMENTS

Minimum entry requirements and general knowledge, skills, and abilities for classes in this series are contained in the class job profile.

For purposes of the Americans with Disabilities Act, the essential functions of specific positions are identified in the position description questionnaires and job analysis.

CLASS SERIES HISTORY

Effective 7/1/01 (LLB). HCS Consolidation Study revised class description (C2B). Draft published 2/21/01, proposed 5/10/01, and final 7/1/01.

Effective 9/1/93 (KAS). Job Evaluation System Revision project. Converted Registered Dietitian A (A5801) to Dietitian I (C2B1), converted Dietitian B (A5802) to Dietitian II (C2B2), and converted Supervising Therapeutic Dietitian (A5803) to Dietitian IV (C2B4). Created Dietitian III (C2B3). Published as proposed 5/17/93.

Created 7/1/87. Supervising Therapeutic Dietitian (A5803).

Created 1/1/75. Registered Dietitian A and B (A5801-2).

CLASS SERIES DESCRIPTION (Cont'd.)
DIETITIAN
July 1, 2001

SUMMARY OF FACTOR RATINGS

Class Level	Decision Making	Complexity	Purpose of Contact	Line/Staff Authority
Dietitian I	Operational	Patterned	Advise	Indiv. Contributor
Dietitian II	Process	Patterned	Advise	Indiv. Contributor
Dietitian III	Process	Patterned	Advise	Work Leader or Staff Authority
Dietitian IV	Interpretive	Formulative	Clarify	Unit Supervisor

ISSUING AUTHORITY: Colorado Department of Personnel/General Support Services

STATE OF COLORADO

CLASS SERIES DESCRIPTION
July 1, 2001

LABORATORY SUPPORT

C8C1TX – C8C3XX

DESCRIPTION OF OCCUPATIONAL WORK

This class series uses three levels in the Health Care Services Occupational Group and describes laboratory-related support work. The work is concerned with receiving, storing, preserving, preparing, dispensing, and disposing of supplies, equipment, and materials in health care, education, and research laboratories. Positions sterilize supplies and equipment; assemble sterile and non-sterile supplies, trays, and packages; receive, store, and dispose of human anatomical materials; order, store, and mix chemicals; keep records; maintain supply and equipment inventories; provide materials for college courses; and maintain a clean, sanitary environment.

INDEX: Laboratory Support I begins on this page. Laboratory Support II begins on page 2. Laboratory Support III begins on page 3.

LABORATORY SUPPORT I C8C1TX

CONCEPT OF CLASS

This class describes the full-operating level. Positions operate independently in performing the full range of support tasks and problem solving. Positions follow established work procedures and operate within standard guidelines and alternatives.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the defined level as described here. Within limits prescribed by the operation, choices involve selecting alternatives that affect the manner and speed with which tasks are carried out. These choices do not affect the standards or results of the operation itself because there is typically only one correct way to carry out the operation. These alternatives include independent choice of such things as priority and personal preference for organizing and processing the work, proper tools or equipment, speed, and appropriate steps in the operation to apply. By nature, the data needed to make decisions can be numerous but are clear and understandable so logic is needed to apply the prescribed alternative. Positions can be taught what to do to carry out assignments and any deviation in the manner in which the work is performed does not change the end result of the operation.

Complexity -- The nature of, and need for, analysis and judgment is prescribed as described here. Positions apply established, standard guidelines that cover work situations and alternatives. Action taken is based on learned, specific guidelines that permit little deviation or change as the task is repeated. Any alternatives to choose from are clearly right or wrong at each step.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication are for the purpose of exchanging or collecting information with contacts. This involves giving learned information that is readily understandable by the recipient or collecting factual information in order to solve factual problems, errors, or complaints.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

LABORATORY SUPPORT II C8C2XX

CONCEPT OF CLASS

This class describes the work leader. In addition to the duties performed at the Laboratory Support I level, work leaders are partially accountable for the work product of two or more full-time equivalent positions. Laboratory Support II differs from Laboratory Support I on Line/Staff Authority.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the defined level as described here. Within limits prescribed by the operation, choices involve selecting alternatives that affect the manner and speed with which tasks are carried out. These choices do not affect the standards or results of the operation itself because there is typically only one correct way to carry out the operation. These alternatives include independent choice of such things as priority and personal preference for organizing and processing the work, proper tools or equipment, speed, and appropriate steps in the operation to apply. By nature, the data needed to make decisions can be numerous but are clear and understandable so logic is needed to apply the prescribed alternative. Positions can be taught what to do to carry out assignments and any deviation in the manner in which the work is performed does not change the end result of the operation.

Complexity -- The nature of, and need for, analysis and judgment is prescribed as described here. Positions apply established, standard guidelines that cover work situations and alternatives. Action taken is based on learned, specific guidelines that permit little deviation or change as the task is repeated. Any alternatives to choose from are clearly right or wrong at each step.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication are for the purpose of exchanging or collecting information with contacts. This involves giving learned information that is readily understandable by the recipient or collecting factual information in order to solve factual problems, errors, or complaints.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a work leader. The work leader is partially accountable for the work product of two or more full-time equivalent positions, including timeliness, correctness, and soundness. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. Typical elements of direct control over other positions by a work leader include assigning tasks, monitoring progress and workflow, checking the product, scheduling work, and establishing work standards. The work leader provides input into supervisory decisions made at higher levels, including signing leave requests and approving work hours. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

LABORATORY SUPPORT III C8C3XX

CONCEPT OF CLASS

This class describes the highest level in laboratory support. Positions in this level have the authority to design and implement, without prior approval, the general operations to accomplish the unit's work. Work includes, but is not limited to, deciding what operations will be performed and how processes will be implemented; creating and revising procedures; establishing general record keeping systems. There is more

flexibility and latitude in adapting practical approaches or routines for various situations. Not all circumstances are covered by established guidelines so positions must improvise solutions and alternatives. Laboratory Support III differs from Laboratory Support II on Decision Making, Complexity and Line/Staff Authority.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the operational level, as described here. Within limits set by the specific process, choices involve deciding what operation is required to carry out the process. This includes determining how the operation will be completed. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within the established process. Choices are within a range of specified, acceptable standards, alternatives, and technical practices.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study information to determine what it means and how it fits together in order to get practical solutions to problems. Guidelines in the form of standard operating procedures, methods, and techniques exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines that may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication are for the purpose of exchanging or collecting information with contacts. This involves giving learned information that is readily understandable by the recipient or collecting factual information in order to solve factual problems, errors, or complaints.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

CLASS SERIES DESCRIPTION (Cont'd.)
LABORATORY SUPPORT
July 1, 2001

ENTRANCE REQUIREMENTS

Minimum entry requirements and general knowledge, skills, and abilities for classes in this series are contained in the class job profile.

For purposes of the Americans with Disabilities Act, the essential functions of specific positions are identified in the position description questionnaires and job analyses.

CLASS SERIES HISTORY

Effective 7/1/01 (LLB). HCS Consolidation Study consolidated Central Services Tech I (C3B1), Lab Assistant I and II (C4B2-3) and Morgue Tech (C4D). Abolished Central Svs Tech II and III (C3B2-3). Draft published 2/21/01, proposed 5/10/01, and final 7/1/01.

Effective 9/1/93 (KAS). Job Evaluation System Revision project. Converted Central Service Tech A and B (A5060-1) to Central Services Tech I (C3B1). Converted Lab Assistant from A5401,3,5 to C4B2-3. Converted Morgue Tech from A5488 to C4D. Published as proposed 5/10/93.

Revised 1/1/89. Changed in-grade hire step for Central Services Tech.

Revised 9/1/86. Changed relationship for Lab Assistant IA and IB. Changed nature of work, KSAs and pay grade for Central Services Tech (A5060-1).

Revised 7/1/84. Changed in-grade hire step for Lab Assistant.

Created 1/1/75. Central Service Tech, Lab Assistant and Morgue Tech.

SUMMARY OF FACTOR RATINGS

Class Level	Decision Making	Complexity	Purpose of Contact	Line/Staff Authority
Laboratory Support I	Defined	Prescribed	Exchange	Indiv. Contributor
Laboratory Support II	Defined	Prescribed	Exchange	Work Leader
Laboratory Support III	Operational	Patterned	Exchange	Indiv. Contributor

ISSUING AUTHORITY: Colorado Department of Personnel/General Support Services

STATE OF COLORADO

CLASS SERIES DESCRIPTION
July 1, 2001

LABORATORY TECHNOLOGY

C8D1TX – C8D4XX

DESCRIPTION OF OCCUPATIONAL WORK

This class series uses four levels in the Health Care Services Occupational Group and describes technical and professional laboratory duties in support of medical, dental, academic, and research staff. The work involves collecting and preparing tissues and samples for testing and evaluation, processing specimens, performing tests, analyzing and reporting test results, calibrating and maintaining precision laboratory equipment, preparing standard and non-standard culture media and reagents, and maintaining quality assurance standards. This series includes positions that design, fabricate, maintain, and repair specialized medical equipment or fixed and removable dental appliances and prosthodontics. The work may include classroom and laboratory instruction and demonstration. Some positions pay require certification.

INDEX: Laboratory Technology I begins on this page, Laboratory Technology II begins on page 2, Laboratory Technology III begins on page 4, Laboratory Technology IV begins on page 5.

LABORATORY TECHNOLOGY I C8D1TX

CONCEPT OF CLASS

This class describes the full-operating technician responsible for performing routine tests and procedures and/or preparing specimens and tissue for testing. Positions operate independently in performing the full scope of routine, standardized tests, procedures and problem solving. Positions follow established work procedures and operate within standard guidelines and alternatives. Some assignments will not move beyond this level.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the defined level as described here. Within limits prescribed by the operation, choices involve selecting alternatives that affect the manner and speed with which tasks are carried out. These choices do not affect the standards or results of the operation itself because there is typically only one correct way to carry out the operation. These alternatives include independent choice of such things as priority and personal preference for organizing and processing the work, proper tools or equipment, speed, and appropriate steps in the operation to apply. By nature, the data needed to make decisions can be numerous but are clear and understandable so logic is needed to apply the prescribed alternative. Positions can be taught what to do to carry out assignments and any deviation in the manner in which the work is performed does not change the end result of the operation.

Complexity -- The nature of, and need for, analysis and judgment is prescribed as described here. Positions apply established, standard guidelines that cover work situations and alternatives. Action taken is based on learned, specific guidelines that permit little deviation or change as the task is repeated. Any alternatives to choose from are clearly right or wrong at each step.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication are for the purpose of exchanging or collecting information with contacts. This involves giving learned information that is readily understandable by the recipient or collecting factual information in order to solve factual problems, errors, or complaints.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

LABORATORY TECHNOLOGY II C8D2XX

CONCEPT OF CLASS

This class describes the full-operating technician responsible for performing non-routine tests and procedures. Positions operate independently in performing the full scope of non-routine tests and procedures. Work requires determining solutions to practical problems using specified professional standards and established criteria. Judgment is used to select and apply existing guidelines to solve

problems and accomplish the assignment. Some assignments do not move beyond this level. Laboratory Technology II differs from Laboratory Technology I on Decision Making, Complexity, Purpose of Contact and possibly on Line/Staff Authority.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the operational level, as described here. Within limits set by the specific process, choices involve deciding what operation is required to carry out the process. This includes determining how the operation will be completed. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within the established process. Choices are within a range of specified, acceptable standards, alternatives, and technical practices.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study information to determine what it means and how it fits together in order to get practical solutions to problems. Guidelines in the form of standard operating procedures, methods, and techniques exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines that may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation.

Purpose of Contact -- The purpose of contacts with outside the supervisory chain, regardless of the method of communication, are for the purpose of detecting or discovering information or problems by interviewing or investigating where the issues or results of the contact are not known ahead of time.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor or work leader. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

OR

The work leader is partially accountable for the work product of two or more full-time equivalent positions, including timeliness, correctness, and soundness. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. Typical elements of direct control over other positions by a

work leader include assigning tasks, monitoring progress and workflow, checking the product, scheduling work, and establishing work standards. The work leader provides input into supervisory decisions made at higher levels, including signing leave requests and approving work hours. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

LABORATORY TECHNOLOGY III C8D3XX

CONCEPT OF CLASS

This class describes the fully operational professional technologist level. At this level, positions perform non-routine analytical techniques that require the modification of laboratory or testing procedures in order to accomplish the work. Judgment is used in the adaptation and skilled application of guidelines to solve the full range of problems related to the assignment. Laboratory Technology III differs from Laboratory Technology II on Complexity and possibly Line/Staff Authority.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the operational level, as described here. Within limits set by the specific process, choices involve deciding what operation is required to carry out the process. This includes determining how the operation will be completed. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within the established process. Choices are within a range of specified, acceptable standards, alternatives, and technical practices.

Complexity -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of theories, concepts, and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. While general policy, precedent, or non-specific practices exist, they are inadequate so they are relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies.

Purpose of Contact -- The purpose of contacts with outside the supervisory chain, regardless of the method of communication, are for the purpose of detecting or discovering information or problems by interviewing or investigating where the issues or results of the contact are not known ahead of time.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor or work leader. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

OR

The work leader is partially accountable for the work product of two or more full-time equivalent positions, including timeliness, correctness, and soundness. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. Typical elements of direct control over other positions by a work leader include assigning tasks, monitoring progress and workflow, checking the product, scheduling work, and establishing work standards. The work leader provides input into supervisory decisions made at higher levels, including signing leave requests and approving work hours. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

LABORATORY TECHNOLOGY IV C8D4XX

CONCEPT OF CLASS

This class describes the unit supervisor. Positions have responsibility for administering a laboratory including staffing, training, quality control, and developing and implementing laboratory processes, operations and standards. Laboratory Technology IV differs from Laboratory Technology on Decision Making and Line/Staff Authority.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. The general pattern, program, or system exists but must be individualized. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. New

processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

Complexity -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of theories, concepts, and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. While general policy, precedent, or non-specific practices exist, they are inadequate so they are relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies.

Purpose of Contact -- The purpose of contacts with outside the supervisory chain, regardless of the method of communication, are for the purpose of detecting or discovering information or problems by interviewing or investigating where the issues or results of the contact are not known ahead of time.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a unit supervisor. The unit supervisor is accountable, including signature authority, for actions and decisions that directly impact pay, status, and tenure of three or more full-time equivalent positions. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

DEFINITIONS

Technician – A person who is trained in specific process or technique.

Technologist – A person who applies the entire body of methods, materials, processes, and techniques of an applied science.

ENTRANCE REQUIREMENTS

Minimum entry requirements and general knowledge, skills, and abilities for classes in this series are contained in the class job profile.

For purposes of the Americans with Disabilities Act, the essential functions of specific positions are identified in the position description questionnaires and job analyses.

CLASS SERIES DESCRIPTION (Cont'd.)
LABORATORY TECHNOLOGY
July 1, 2001

CLASS SERIES HISTORY

Effective 7/1/01 (LLB). HCS Consolidation Study consolidated Dental Lab Tech (C3G), Histology Tech (C4A), Lab Tech (C4B5-6) and Med Tech (C4C). Draft published 2/21/01, proposed 5/10/01, and final 7/1/01.

Effective 9/1/93 (KAS). Job Evaluation System Revision project. Created Dental Lab Tech (C3G1). Converted Dental Lab Tech/Instructor from A5206 to C3G2. Converted Histology Tech from A5413-5 to C4A. Converted Lab Tech from A5427-8,11 to C4B5-6. Converted Med Tech A5421-4,6 to C4C. Published as proposed 5/10/93.

Revised 9/1/86. Converted Lab Tech from A5410 to A5428.

Created 7/1/83. Med Tech (A5423).

Created 7/1/77. Dental Lab Tech (55206).

Created 7/1/75. Med Tech (55421,2,4,6). Lab Tech (55411, 27-8), Histology Tech (55413-5).

SUMMARY OF FACTOR RATINGS

Class Level	Decision Making	Complexity	Purpose of Contact	Line/Staff Authority
Laboratory Technology I	Defined	Prescribed	Exchange	Indiv. Contributor
Laboratory Technology II	Operational	Patterned	Detect	Indiv. Contributor or Work Leader
Laboratory Technology III	Operational	Formulative	Detect	Indiv. Contributor or Work Leader
Laboratory Technology IV	Process	Formulative	Detect	Unit Supervisor

ISSUING AUTHORITY: Colorado Department of Personnel/General Support Services

STATE OF COLORADO

CLASS SERIES DESCRIPTION
July 1, 2001

PHARMACY

C8E1XX-C8E3XX

DESCRIPTION OF OCCUPATIONAL WORK

This class series uses three levels in the Health Care Services Occupational Group and describes the field of pharmacy. Positions in this class series apply the principles, theories, and practices of pharmacy and may also apply auditing, inspection, and investigatory practices and techniques. By statutes CRS 12-22-101 et. seq., a license is required in this class series.

Pharmacists provide pharmaceutical services in state agencies' pharmacy operations or conduct pharmaceutical compliance and performance audits, inspections, and investigations. Pharmaceutical services include filling prescriptions or chart orders and dispensing drugs and pharmaceutical supplies; implementing and maintaining quality assurance standards and controlled substance security; providing drug/medication information to others; serving on health care and pharmacy committees; and, providing advice to supervisors and/or management for the development of pharmacy policies and procedures, drug protocols, and a drug formulary.

Pharmaceutical inspectors conduct pharmaceutical compliance and performance audits; inspect registered pharmaceutical outlets for compliance with relevant legal standards; investigate complaints and possible fraud; and conduct drug accountability audits of registered outlets. Compliance work includes recommending administrative disciplinary proceedings, reporting suspected criminal violations to law enforcement agencies, and testifying in legal proceedings.

Some pharmacists may work in security settings where the positions follow policies and procedures to ensure the safety of themselves and others.

INDEX: Pharmacy I begins on page 2, Pharmacy II begins on page 3, Pharmacy III begins on page 5.

PHARMACY I

C8E1XX

CONCEPT OF CLASS

This class describes the fully operational level. Positions operate independently in performing the full range of professional tasks. Work requires the use of discretion and creativity within limits of theory and principles of the profession; management's program objectives; law and regulations; and, general systems and guidelines. Judgment is used in the adaptation and skilled application of guidelines to solve the full range of problems related to the assignment. An employee in this class must anticipate and analyze the impact and consequences of decisions made. Positions may serve as a resource to others or as a specialist in the professional field. Some assignments will not move beyond this level.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the operational level, as described here. Within limits set by the specific process, choices involve deciding what operation is required to carry out the process. This includes determining how the operation will be completed. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within the established process. Choices are within a range of specified, acceptable standards, alternatives, and technical practices.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study information to determine what it means and how it fits together in order to get practical solutions to problems. Guidelines in the form of standard operating procedures, methods, and techniques exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines that may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation.

Purpose of Contact -- The purpose of contact with others outside the supervisory chain, regardless of the method of communication, is for the purpose of either of the following:

Advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions or behaviors.

Securing regulatory compliance by issuing/revoking licensees and persuading/training to correct problems where there is a formal law to rely on. Regardless of methods used to attempt to obtain compliance, legal authority to impose sanctions and penalties can ultimately be relied on.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

PHARMACY II C8E2XX

CONCEPT OF CLASS

This class describes the work leader, project leader, or staff authority. Work leaders exercise some control over the continual work product of others. Project leaders do so on an ongoing project basis where the projects are critical to the agency's mission and fundamental business operations. Staff authorities possess a unique level of knowledge and expertise in a professional field that is needed by the agency to support its overall mission. Agency management routinely relies on the essential consultation of the authority before deciding broad, critical program and policy direction. The consultation provided is accepted as fact and not refuted on its technical merit, even if management does not act on it for political or budgetary reasons. Staff authorities are authorized to take action and issue expert opinions that provide direction for further action by others. Authorities design strategy, systems, processes, guidelines, rules, and standards that are mission critical and directly impact the agency's ongoing operation and broad program or policy. Staff authority is delegated by agency management, beyond the immediate supervisor, and has direct influence and impact agency-wide, including clients. This class differs from Pharmacy I on Decision Making, Complexity and possibly on Line/Staff Authority.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. The general pattern, program, or system exists but must be individualized. This individualization requires analysis of data that is complicated. Analysis is breaking

the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

Complexity -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of theories, concepts, and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. While general policy, precedent, or non-specific practices exist, they are inadequate so they are relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies.

Purpose of Contact -- The purpose of contact with others outside the supervisory chain, regardless of the method of communication, is for the purpose of either of the following:

Advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions or behaviors.

Securing regulatory compliance by issuing/revoking licensees and persuading/training to correct problems where there is a formal law to rely on. Regardless of methods used to attempt to obtain compliance, legal authority to impose sanctions and penalties can ultimately be relied on.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor, work leader, or staff authority. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

OR

The work leader is partially accountable for the work product of two or more full-time equivalent positions, including timeliness, correctness, and soundness. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. Typical elements of direct control over other positions by a work leader include assigning tasks, monitoring progress and work flow, checking the product, scheduling work, and establishing work standards. The work leader provides input into supervisory decisions made at

higher levels, including signing leave requests and approving work hours. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

OR

The staff authority is a pacesetter who has a unique level of technical expertise in a field or profession that, as part of the ongoing permanent assignment, is critical to the success of an agency. It is an essential component of the work assignment that has been delegated by management to the position. This authority directly influences management decisions within an agency. For example, management relies on such a position when making decisions regarding the direction that policy or a program should take in the staff authority's field of expertise. Managers and peers recognize and seek this level of technical guidance and direction regarding the application of a program or system within the agency or to its clients.

PHARMACY III C83EXX

CONCEPT OF CLASS

This class describes program supervision. Program supervisors manage the daily operation of a work unit. Positions determine the annual business plans that integrate with the agency's mission and goals, determine implementation policies and guidelines, develop budgets, establish staffing and directly control the work of others. Work involves directing the implementation of policies, rules, and regulations. This class differs from Pharmacy II on Decision Making and Line/Staff Authority, and possibly Purpose of Contact.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the interpretive level, as described here. Within limits of the strategic master plan and allocated human and fiscal resources, choices involve determining tactical plans to achieve the objectives established by the highest management level. This involves establishing what processes will be done, developing the budget, and developing the staffing patterns and work units in order to deploy staff. This level includes inventing and changing systems and guidelines that will be applied by others statewide. By nature, this is the first level where positions are not bound by processes and operations in their own programs as a framework for decision making and there are novel or unique situations which cause uncertainties that must be addressed at this level. Through deliberate analysis and experience with these unique situations, the manager determines the systems, guidelines, and programs for the future.

Complexity -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of theories, concepts, and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. While general policy, precedent, or non-specific practices exist, they are inadequate so they are relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies.

Purpose of Contact -- The purpose of contact with others outside the supervisory chain, regardless of the method of communication, is are for the purpose of either of the following:

Securing regulatory compliance by issuing/revoking licensees and persuading/training to correct problems where there is a formal law to rely on. Regardless of methods used to attempt to obtain compliance, legal authority to impose sanctions and penalties can ultimately be relied on.

Authorizing medical treatment protocols followed by others in caring for patients.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a unit supervisor. The unit supervisor is accountable, including signature authority, for actions and decisions that directly impact pay, status, and tenure of three or more full-time equivalent positions. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

ENTRANCE REQUIREMENTS

Minimum entry requirements and general knowledge, skills, and abilities for classes in this series are contained in the class job profile.

For purposes of the Americans with Disabilities Act, the essential functions of specific positions are identified in the position description questionnaires and job analyses.

CLASS SERIES HISTORY

Effective 7/1/01 (LLB). HCS Consolidation Study consolidated Pharmacy Inspector (C2G) and Pharmacist (C2H). Draft published 2/21/01, proposed 5/10/01, and final 7/1/01.

Effective 9/1/93 (KAS). Job Evaluation System Revision project. Converted Pharmacy Compliance Auditor (A8129) and Pharmaceutical Inspector (A7044-6) to (C2G). Converted Pharmacist (A5471,3,4) to Pharmacist (C2H). Abolished Pharmacist IV (A5476). Published as proposed 5/10/93.

Revised 7/1/89. Changed education and experience requirements for Pharmacist (A5471,3,4,6).

Created 7/1/86. Pharmaceutical Inspector (A7045-6).

Created 7/1/81. Created Pharmacy Compliance Auditor (A8129).

Created 1/1/75. Pharmacist (5547-6) and Pharmaceutical Inspector (A7044).

SUMMARY OF FACTOR RATINGS

Class Level	Decision Making	Complexity	Purpose of Contact	Line/Staff Authority
Pharmacist I	Operational	Patterned	Advise, Secure	Indiv. Contributor
Pharmacist II	Process	Formulative	Advise, Secure	Indiv. Contributor, Work Leader, Staff Authority
Pharmacist III	Interpretive	Formulative	Secure, Authorize	Unit Supervisor

ISSUING AUTHORITY: Colorado Department of Personnel/General Support Services

STATE OF COLORADO

CLASS SERIES DESCRIPTION
July 1, 2001

PHARMACY TECHNICIAN

C8F1TX TO C8F2XX

DESCRIPTION OF OCCUPATIONAL WORK

This class series uses two levels in the Health Care Services Occupational Group and describes technical work in the field of pharmacy. Positions in this class series provide assistance to pharmacists in the handling of drugs and supplies in the pharmacies of state agencies.

Pharmacy technicians provide assistance and support in the compounding, dispensing, labeling, distribution, and storage of drugs and medications. Duties may also include calculating dosages, maintaining quality assurance standards and meeting sterile aseptic requirements; maintaining patient medication/prescription profiles; filling and pricing prescriptions; processing patient billings; and inventorying, ordering, receiving, and storing drugs and supplies. Some pharmacy technicians work in security settings where the positions follow policies and procedures to ensure the safety of themselves and others.

INDEX: Pharmacy Technician I begins on this page and Pharmacy Technician II begins on page 2.

PHARMACY TECHNICIAN I C8F1TX

CONCEPT OF CLASS

This class describes the fully operational pharmacy technician. Positions in this level provide technical pharmacy support duties that may be limited to one activity or include a variety of activities. Tasks are performed within established and known systems, processes, and operations.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the defined level as described here. Within limits prescribed by the operation, choices involve selecting alternatives that affect the manner and speed with which tasks are carried out. These choices do not affect the standards or results of the operation itself because there is typically only one correct way to carry out the operation. These alternatives include independent choice of such things as priority and personal preference for organizing and processing the work, proper tools or equipment, speed, and appropriate steps in the operation to apply. By nature, the data needed to make decisions can be numerous but are clear and understandable so logic is needed to apply the prescribed alternative. Positions can be taught what to do to carry out assignments and any deviation in the manner in which the work is performed does not change the end result of the operation.

Complexity -- The nature of, and need for, analysis and judgment is prescribed as described here. Positions apply established, standard guidelines that cover work situations and alternatives. Action taken is based on learned, specific guidelines that permit little deviation or change as the task is repeated. Any alternatives to choose from are clearly right or wrong at each step.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication are for the purpose of exchanging or collecting information with contacts. This involves giving learned information that is readily understandable by the recipient or collecting factual information in order to solve factual problems, errors, or complaints.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

PHARMACY TECHNICIAN II C8F2XX

CONCEPT OF CLASS

This class describes the second level pharmacy technician. While the type of duties is similar to those performed at the lower level, the complexity of the job is different. The systems, operations, and processes are still established and defined but allow more flexibility and latitude in adapting practical approaches or routines for various situations. Not all circumstances are covered by established guidelines or so positions

must improvise solutions and alternatives. This class includes responsibility for training lower level technicians. The Pharmacy Technician II differs from the Pharmacy Technician I on the Complexity factor and may differ on the Purpose of Contact and Line/Staff Authority factors.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the defined level as described here. Within limits prescribed by the operation, choices involve selecting alternatives that affect the manner and speed with which tasks are carried out. These choices do not affect the standards or results of the operation itself because there is typically only one correct way to carry out the operation. These alternatives include independent choice of such things as priority and personal preference for organizing and processing the work, proper tools or equipment, speed, and appropriate steps in the operation to apply. By nature, the data needed to make decisions can be numerous but are clear and understandable so logic is needed to apply the prescribed alternative. Positions can be taught what to do to carry out assignments and any deviation in the manner in which the work is performed does not change the end result of the operation.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study information to determine what it means and how it fits together in order to get practical solutions to problems. Guidelines in the form of standard operating procedures, methods, and techniques exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines that may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of either of the following:

Exchanging or collecting information with contacts. This involves giving learned information that is readily understandable by the recipient or collecting factual information in order to solve factual problems, errors, or complaints. For example, a position collects data through various sources, which impacts pharmacy operations.

Detecting or discovering information, problems, or failures by interviewing or investigating where the issues or results of the contact are not known ahead of time. For example, conducting inspections of drugs and medications held on wards.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor or work leader. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team.

OR

The work leader is partially accountable for the work product of two or more full-time equivalent positions, including timeliness, correctness, and soundness. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. Typical elements of direct control over other positions by a work leader include assigning tasks, monitoring progress and workflow, checking the product, scheduling work, and establishing work standards. The work leader provides input into supervisory decisions made at higher levels, including signing leave requests and approving work hours. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

DEFINITIONS

Technical/Technological - Work in support of professional levels by applying basic technical practices to solve practical problems not involving the application of theories; having to do with the practical or applied sciences.

ENTRANCE REQUIREMENTS

Minimum entry requirements and general knowledge, skills, and abilities for classes in this series are contained in the class job profile.

For purposes of the Americans with Disabilities Act, the essential functions of specific positions are identified in the position description questionnaires and job analyses.

CLASS SERIES HISTORY

Effective 7/1/01 (LLB). HCS Consolidation Study revised class description (C3K). Draft published 2/21/01, proposed 5/10/01, and final 7/1/01.

Effective 9/1/93 (KAS). Job Evaluation System Revision project. Converted Pharmacy Technician (A2413-4) to Pharmacy Technician I and II (C3K). Published as proposed 5/14/93.

Revised 7/1/93. Changed grade, relationship, and entrance requirements.

CLASS SERIES DESCRIPTION (Cont'd.)
PHARMACY TECHNICIAN
July 1, 2001

Created 3/1/77. Pharmacy Technician A and B (A2413-4).

SUMMARY OF FACTOR RATINGS

Class Level	Decision Making	Complexity	Purpose of Contact	Line/Staff Authority
Pharmacy Technician I	Defined	Prescribed	Exchange	Indiv. Contributor
Pharmacy Technician II	Defined	Patterned	Exchange or Detect	Indiv. Contributor or Work Leader

ISSUING AUTHORITY: Colorado Department of Personnel/General Support Services

STATE OF COLORADO

CLASS SERIES DESCRIPTION
July 1, 2001

ANIMAL CARE

C9A1XX – C9A3XX

DESCRIPTION OF OCCUPATIONAL WORK

This class series uses three levels in the Health Care Services Occupational Group and describes support work to professional veterinarians or researchers in the care of large and small animals. Positions perform work in animal care or laboratory units in teaching, research, or health care settings and are concerned with maintaining health and sanitary standards. The work involves feeding and watering animals; cleaning cages; administering routine medications; checking animals for illness or abnormal behavior; weighing, measuring, breeding, and euthanizing animals; maintaining records and animal or animal strain histories; and buying, selling, or disposing of animals.

Some positions are assigned to the racing industry and responsible for assisting veterinarians with monitoring racing animals. Typical duties in this setting include collecting or witnessing the collection of tissue and fluid samples for testing or drug analysis, labeling samples and preparing them for shipment, assuring that samples are properly secured and transported to the laboratory, monitoring access to paddock and test barn areas, assisting veterinarians with kennel or stable inspections, maintaining records of medication usage, injuries and physical defects of animals. Positions testify at administrative hearings regarding the procedures for collecting and securing samples.

INDEX: Animal Care I begins on page 2, Animal Care II begins on page 3, Animal Care III begins on page 4.

ANIMAL CARE I C9A1TX

CONCEPT OF CLASS

This class describes the clearly defined level where positions follow established work procedures. Positions operate within standard guidelines and alternatives that are known and any deviation from such requires

prior approval. Some assignments do not move beyond this level.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the defined level as described here. Within limits prescribed by the operation, choices involve selecting alternatives that affect the manner and speed with which tasks are carried out. These choices do not affect the standards or results of the operation itself because there is typically only one correct way to carry out the operation. These alternatives include independent choice of such things as priority and personal preference for organizing and processing the work, proper tools or equipment, speed, and appropriate steps in the operation to apply. By nature, the data needed to make decisions can be numerous but are clear and understandable so logic is needed to apply the prescribed alternative. Positions can be taught what to do to carry out assignments and any deviation in the manner in which the work is performed does not change the end result of the operation.

Complexity -- The nature of, and need for, analysis and judgment is prescribed as described here. Positions apply established, standard guidelines that cover work situations and alternatives. Action taken is based on learned, specific guidelines that permit little deviation or change as the task is repeated. Any alternatives to choose from are clearly right or wrong at each step.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication are for the purpose of exchanging or collecting information with contacts. This involves giving learned information that is readily understandable by the recipient or collecting factual information in order to solve factual problems, errors, or complaints.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

ANIMAL CARE II C9A2XX

CONCEPT OF CLASS

This class describes the fully operational level. Positions operate independently in performing the full range of animal care tasks and problem solving. While the type of duties is similar to those performed at the lower

level, the complexity of the job is different. The systems, operations, and processes are still established and defined but allow more flexibility and latitude in adapting practical approaches or routines for various situations. Not all circumstances are covered by established guidelines so positions must improvise solutions and alternatives. This class includes responsibility for training lower levels. This class differs from Animal Care I on Complexity and possibly on Line/Staff Authority.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the defined level as described here. Within limits prescribed by the operation, choices involve selecting alternatives that affect the manner and speed with which tasks are carried out. These choices do not affect the standards or results of the operation itself because there is typically only one correct way to carry out the operation. These alternatives include independent choice of such things as priority and personal preference for organizing and processing the work, proper tools or equipment, speed, and appropriate steps in the operation to apply. By nature, the data needed to make decisions can be numerous but are clear and understandable so logic is needed to apply the prescribed alternative. Positions can be taught what to do to carry out assignments and any deviation in the manner in which the work is performed does not change the end result of the operation.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study information to determine what it means and how it fits together in order to get practical solutions to problems. Guidelines in the form of standard operating procedures, methods, and techniques exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines that may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation.

Purpose of Contact -- The purpose of contacts with outside the supervisory chain, regardless of the method of communication, are for the purpose of detecting or discovering information or problems by interviewing or investigating where the issues or results of the contact are not known ahead of time.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor or work leader. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

OR

The direct field of influence the work of a position has on the organization is as a work leader. The work leader is partially accountable for the work product of two or more full-time equivalent positions, including timeliness, correctness, and soundness. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. Typical elements of direct control over other positions by a work leader include assigning tasks, monitoring progress and work flow, checking the product, scheduling work, and establishing work standards. The work leader provides input into supervisory decisions made at higher levels, including signing leave requests and approving work hours. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

ANIMAL CARE III C9A3XX

CONCEPT OF CLASS

This class describes the unit supervisor. Supervisors directly control the work of assigned staff and determine the operations for the unit. The work includes providing input into planning research activities, developing and implementing quality assurance standards, operating procedures and animal care manuals, coordinating the training of staff, and overseeing the daily operations of the unit. This class differs from Animal Care II on Decision Making, Purpose of Contact and Line/Staff Authority.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. The general pattern, program, or system exists but must be individualized. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study information to determine what it means and how it fits together in order to get practical

solutions to problems. Guidelines in the form of standard operating procedures, methods, and techniques exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines that may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions or behaviors.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a unit supervisor. The unit supervisor is accountable, including signature authority, for actions and decisions that directly impact pay, status, and tenure of three or more full-time equivalent positions. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

ENTRANCE REQUIREMENTS

Minimum entry requirements and general knowledge, skills, and abilities for classes in this series are contained in the class job profile.

For purposes of the Americans with Disabilities Act, the essential functions of specific positions are identified in the position description questionnaires and job analyses.

CLASS SERIES HISTORY

Effective 7/1/01 (LLB). HCS Consolidation Study consolidated Veterinary Assistant (C3O) and Research Animal Attendant (C4E). Draft published 2/21/01, proposed 5/10/01, and final 7/1/01.

Revised 7/1/95. Changed pay differential for Vet Asst (C3O).

Effective 9/1/93 (KAS). Job Evaluation System Revision project. Converted Vet Asst from A5523 to C3O. Converted Research Animal Attendant from A5390-4 to C4E. Published as proposed 5/10/93.

Created 6/1/93. Created Vet Asst (A5523)

CLASS SERIES DESCRIPTION (Cont'd.)
ANIMAL CARE
July 1, 2001

Created 9/1/75. Research Animal Attendant (55390-4).

SUMMARY OF FACTOR RATINGS

Class Level	Decision Making	Complexity	Purpose of Contact	Line/Staff Authority
Animal Care I	Defined	Prescribed	Exchange	Indiv. Contributor
Animal Care II	Defined	Patterned	Detect	Indiv. Contributor or Work leader
Animal Care III	Process	Patterned	Advise	Unit Supervisor

ISSUING AUTHORITY: Colorado Department of Personnel/General Support Services

STATE OF COLORADO

CLASS SERIES DESCRIPTION
July 1, 2001

VETERINARY TECHNOLOGY

C9C1TX – C9C5XX

DESCRIPTION OF OCCUPATIONAL WORK

This class series uses five levels in the Health Care Services Occupational Group and describes technical support work in the field of veterinary medicine. Positions in the class series provide patient care and treatment involving the application of the technical practices of veterinary medicine.
Technical duties typically include preparing patients and operating rooms for procedures; positioning patients and assisting during surgery; administering anesthetic agents to large and small animal patients in both routine and emergency settings; performing technical aspects of diagnostic, treatment, rehabilitation and surgical techniques; monitoring health and treatment of assigned patients and intervening or providing emergency treatment as patient conditions warrant; providing critical care nursing; and/or providing health services through a specialized unit or program. The work often involves providing instruction and demonstration to veterinary care professionals, technicians and students; and, collecting and maintaining patient, clinic, research, and program data and records.

INDEX: Veterinary Technology I begins on page 2, Veterinary Technology II begins on page 3, Veterinary Technology III begins on page 4, and Veterinary Technology IV begins on page 5.

VETERINARY TECHNOLOGY I C9C1TX

CONCEPT OF CLASS

This class describes the clearly defined level where positions follow established work procedures. Positions operate within standard guidelines and alternatives that are known and any deviation from such requires prior approval. Some assignments do not move beyond this level.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the defined level as described here. Within limits prescribed by the operation, choices involve selecting alternatives that affect the manner and speed with which tasks are carried out. These choices do not affect the standards or results of the operation itself because there is typically only one correct way to carry out the operation. These alternatives include independent choice of such things as priority and personal preference for organizing and processing the work, proper tools or equipment, speed, and appropriate steps in the operation to apply. By nature, the data needed to make decisions can be numerous but are clear and understandable so logic is needed to apply the prescribed alternative. Positions can be taught what to do to carry out assignments and any deviation in the manner in which the work is performed does not change the end result of the operation.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study information to determine what it means and how it fits together in order to get practical solutions to problems. Guidelines in the form of standard operating procedures, methods, and techniques exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines that may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication are for the purpose of exchanging or collecting information with contacts. This involves giving learned information that is readily understandable by the recipient or collecting factual information in order to solve factual problems, errors, or complaints.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

VETERINARY TECHNOLOGY II C9C2XX

CONCEPT OF CLASS

This class describes the full-operating technologist responsible for performing specialized patient care. Positions operate independently in performing the full scope of clinical care. Work requires determining solutions to practical problems using specified professional standards and established criteria. Judgment is used to select and apply existing guidelines to solve problems and accomplish the assignment. Some assignments do not move beyond this level. Veterinary Technology II differs from Veterinary Technology I on Decision Making and Purpose of Contact.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the operational level, as described here. Within limits set by the specific process, choices involve deciding what operation is required to carry out the process. This includes determining how the operation will be completed. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within the established process. Choices are within a range of specified, acceptable standards, alternatives, and technical practices.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study information to determine what it means and how it fits together in order to get practical solutions to problems. Guidelines in the form of standard operating procedures, methods, and techniques exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines that may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation.

Purpose of Contact -- The purpose of contacts with outside the supervisory chain, regardless of the method of communication, are for the purpose of detecting or discovering information or problems by interviewing or investigating where the issues or results of the contact are not known ahead of time.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a

system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

VETERINARY TECHNOLOGY III C9C3XX

CONCEPT OF CLASS

This class describes the second level specialized care provider, work leader, or staff authority level. This level of specialized care provider works in areas such as cardiac care, anesthesia, or intensive care where the work requires the use of discretion and creativity within limits of theory and principles of the field, program objectives, and, general systems and guidelines. Judgment is used in the adaptation and skilled application of guidelines to solve the full range of problems related to the assignment and must anticipate and analyze the impact and consequences of decisions made. Work leaders exercise some control over the continual work product of others. Staff authorities possess a unique level of knowledge and expertise in a professional field that is needed by the agency to support its overall mission. Agency management routinely relies on the essential consultation of the authority before deciding broad, critical program and policy direction. The consultation provided is accepted as fact and not refuted on its technical merit, even if management does not act on it for political or budgetary reasons. Staff authorities are authorized to take action and issue expert opinions that provide direction for further action by others. Authorities design strategy, systems, processes, guidelines, rules, and standards that are mission critical and directly impact the agency's ongoing operation and broad program or policy. Staff authority is delegated by agency management, beyond the immediate supervisor, and has direct influence and impact agency-wide, including clients. Veterinary Technology II differs from Veterinary Technology III on Decision Making and Complexity.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. The general pattern, program, or system exists but must be individualized. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. New processes or objectives require approval of higher management or the agency with authority and

accountability for the program or system.

Complexity -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of theories, concepts, and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. While general policy, precedent, or non-specific practices exist, they are inadequate so they are relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies.

Purpose of Contact -- The purpose of contacts with outside the supervisory chain, regardless of the method of communication, are for the purpose of detecting or discovering information or problems by interviewing or investigating where the issues or results of the contact are not known ahead of time.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

VETERINARY TECHNOLOGY IV C9C4XX

CONCEPT OF CLASS

This class describes the unit supervisor. Supervisors directly control the work of assigned staff and determine the operations for the unit. Veterinary Technology V differs from Veterinary Technology IV on Line/Staff Authority.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. The general pattern, program, or system exists but must be individualized. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes.

This examination requires the application of known and established theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

Complexity -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of theories, concepts, and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. While general policy, precedent, or non-specific practices exist, they are inadequate so they are relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies.

Purpose of Contact -- The purpose of contacts with outside the supervisory chain, regardless of the method of communication, are for the purpose of detecting or discovering information or problems by interviewing or investigating where the issues or results of the contact are not known ahead of time.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a unit supervisor. The unit supervisor is accountable, including signature authority, for actions and decisions that directly impact pay, status, and tenure of three or more full-time equivalent positions. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

ENTRANCE REQUIREMENTS

Minimum entry requirements and general knowledge, skills, and abilities for classes in this series are contained in the class job profile.

For purposes of the Americans with Disabilities Act, the essential functions of specific positions are identified in the position description questionnaires and job analyses.

CLASS SERIES HISTORY

Effective 7/1/01 (LLB). HCS Consolidation Study consolidated Veterinary Specialist (C3P) and Veterinary Tech I (C3Q2). Draft published 2/21/01, proposed 5/10/01, and final 7/1/01.

CLASS SERIES DESCRIPTION (Cont'd.)
VETERINARY TECHNOLOGY
July 1, 2001

Effective 7/1/00. Abolished Vet Tech II (C3Q3).

Effective 9/1/93 (KAS). Job Evaluation System Revision project. Converted Vet Specialist I from A5525 to C3P1. Converted Vet Specialist II from A5526 to C3P3. Created Vet Specialist II (C3P2). Converted Vet Tech A from A5520 to C3Q1. Converted Vet Tech B from A5521 to C3Q2. Created Vet Tech II (C3Q3). Published as proposed 5/10/93.

Created 7/1/80. Vet Tech (A5520-1) and Vet Specialist (A5525-6).

SUMMARY OF FACTOR RATINGS

Class Level	Decision Making	Complexity	Purpose of Contact	Line/Staff Authority
Veterinary Technology I	Defined	Patterned	Exchange	Indiv. Contributor
Veterinary Technology II	Operational	Patterned	Detect	Indiv. Contributor
Veterinary Technology III	Process	Formulative	Detect	Indiv. Contributor Work Leader or Staff Authority
Veterinary Technology V	Process	Formulative	Detect	Unit Supervisor

ISSUING AUTHORITY: Colorado Department of Personnel/General Support Services

SYSTEM MAINTENANCE STUDY

NARRATIVE REPORT -- FINAL CHANGES

Elimination of Vacant Classes

Conducted Fiscal Year 2000-2001

BACKGROUND AND PURPOSE OF STUDY

This system-wide study is part of the Department of Personnel/General Support Services' (hereafter "the department") statutory responsibility, CRS 24-50-104(1)(b), for maintaining and revising the system of classes covering all positions in the state personnel system. Such maintenance may include the assignment of appropriate pay grades that reflect prevailing wage as mandated by CRS 24-50-104(1)(a).

This specific study is conducted each year to eliminate those classes that are vacant and no longer used. The procedure maintains a current, accurate class plan for all users. This relatively simply housekeeping procedure also reduces the number of classes, which contributes to the goal of fewer, broader classes.

METHODOLOGY

A list of vacant classes from the Employee database (EMPL) was obtained. Each occupational specialist examined the list of classes and selected those being proposed for abolishment. In the case of agency-specific classes, the specialist often contacted the personnel administrator in the agency before proposing the class for abolishment. A list of six potential classes was e-mailed to all personnel administrators on March 8, 2001, and broadcast faxed on March 9. The personnel administrators were asked to reply only if they wished to request retention of a class and to provide rationale. Such responses were due by March 25, 2001. One of the classes was in the process of being filled. The five classes proposed for abolishment were compiled using this information. No comments were received regarding these five classes.

Two of the classes are intern levels. The agencies using the Administrative Law Judge series agreed that intern level is not needed. Essentially, the Biomedical Equipment Technician Intern is also unnecessary because other general-use intern or first-level classes are available, such as the five levels of State Services Trainee or the Engineering/Physical Sciences Technician I. There are also two levels of State Services Professional Trainee.

It should be noted that any class being eliminated might be recreated if the need should arise in the future.

No formal "meet and confer" meetings were scheduled or requested because there are no affected employees. No comments were received.

RECOMMENDATION

The following five classes will be abolished on July 1, 2001. Revised class descriptions will be available on that date.

CODE	CLASS TITLE
A9A4XX	ANG Patrol Officer IV
H3B3XX	Broadcast Specialist III
H3B4XX	Broadcast Specialist IV
H5A1IX	Administrative Law Judge Intern
I5B1IX	Biomedical Equipment Technician Intern

FISCAL IMPACT FOR IMPLEMENTATION YEAR

There is no fiscal impact from this study. These classes are vacant and no current employee is affected.

STATE OF COLORADO

CLASS SERIES DESCRIPTION
July 1, 2001

GENERAL PROFESSIONAL

H6G1IX TO H6G8XX

DESCRIPTION OF OCCUPATIONAL WORK

This class series uses eight levels in the Professional Services Occupational Group and describes professional assignments. Professional work is analytical and evaluative in nature. Decisions require the creative and conceptual application of theory and principles of a professional occupational field. A professional field is one in which knowledge is gained by completion of an advanced course of study resulting in a college degree or equivalent specialized experience. The professional nature of the work and the factors determine the level within this series.

INDEX: General Professional I begins on this page, General Professional II begins on page 3, General Professional III begins on page 4, General Professional IV begins on page 5, General Professional V begins on page 8, General Professional VI begins on page 10, General Professional VII begins on page 12, and Management begins on page 13.

GENERAL PROFESSIONAL I H6G1IX

CONCEPT OF CLASS

This class describes the entry or clearly defined level. Entry-level positions perform tasks that are structured and designed to provide training and experience. Tasks are performed under direct supervision and detailed instruction and guidance is received. Employees in this class learn to apply theories and principles of the professional field. Positions used for training purposes do not remain at this level indefinitely.

Clearly defined assignments are where the position follows established work processes and procedures. Positions operate within standard processes and alternatives that are known and any deviation from such requires prior approval. These assignments will not move beyond this level.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the defined level, as described here. Within limits prescribed by the operation, choices involve selecting alternatives that affect the manner and speed with which tasks are carried out. These choices do not affect the standards or results of the operation itself because there is typically only one correct way to carry out the operation. Alternatives include independent choice of such things as priority and personal preference for organizing and processing the work, proper tools or equipment, speed, and appropriate steps in the operation to apply. By nature, the data needed to make decisions can be numerous but are clear and understandable so logic is needed to apply the prescribed alternative. Positions can be taught what to do to carry out assignments and any deviation in the manner in which the work is performed does not change the end result of the operation.

Complexity -- The nature of, and need for, analysis and judgment is prescribed, as described here. Positions apply established, standard guidelines that cover work situations and alternatives. Action taken is based on learned, specific guidelines that permit little deviation or change as the task is repeated. Any alternatives from which to choose are clearly right or wrong at each step.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of any of the following:

Exchanging or collecting information with contacts. This involves giving learned information that is readily understandable by the recipient or collecting factual information in order to solve factual problems, errors, or complaints.

Detecting, discovering, exposing information, problems, violations or failures by interviewing or investigating where the issues or results of the contact are not known ahead of time.

Advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions or behaviors.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor. Note: some positions may lead or supervise others; however, those subordinate positions are not professionals so the position does not meet all the criteria for a higher level of Line/Staff Authority in this class series.

GENERAL PROFESSIONAL II H6G2TX

CONCEPT OF CLASS

This class describes the intermediate level. Positions operate independently in performing assignments that are limited to phases of a fully-operational professional assignment or which may be designed to provide continued training and experience. Work requires determining solutions to practical problems using specified professional standards and established criteria. Judgment is used to select and apply existing guidelines to solve problems and accomplish the assignment. This class differs from the General Professional I on Decision Making and Complexity. Some assignments will not move beyond this level.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the operational level, as described here. Within limits set by the specific process, choices involve deciding what operation is required to carry out the process. This includes determining how the operation will be completed. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within the established process. Choices are within a range of specified, acceptable standards, alternatives, and technical practices.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study technical information to determine what it means and how it fits together in order to get practical solutions to problems and tasks. Guidelines in the form of specified processes, techniques, and methods exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines which may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of any of the following:

Detecting, discovering, exposing information, problems, violations or failures by interviewing or investigating where the issues or results of the contact are not known ahead of time.

Advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions or behaviors.

Clarifying underlying rationale, intent, and motive by educating others on unfamiliar concepts and theories or marketing a product or service. This goes beyond what has been learned in training or repeating information that is available in another format.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor. Note: some positions may lead or supervise others; however, those subordinate positions are not professionals so the position does not meet all the criteria for a higher level of Line/Staff Authority in this class series.

GENERAL PROFESSIONAL III H6G3XX

CONCEPT OF CLASS

This class describes the fully-operational professional. Positions operate independently in performing the full range of professional tasks. Work requires the use of discretion and creativity within limits of theory and principles of the profession; management's program objectives; law and regulations; and, general systems and guidelines. Judgment is used in the adaptation and skilled application of guidelines to solve the full range of problems related to the assignment. An employee in this class must anticipate and analyze the impact and consequences of decisions made. Positions may serve as a resource to others or a specialist in the professional field. This class differs from the General Professional II on Decision Making, Complexity and possibly Purpose of Contact. Some assignments will not move beyond this level.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. The general pattern, program, or system exists but must be individualized. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in work processes. This examination requires the application of known and established theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

Complexity -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of theories, concepts, and principles in order to tailor the to develop them to develop a different approach or plan to fit specific circumstances. While general policy, precedent, or non-specific practices exist, they are inadequate and are therefore relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of any of the following:

Detecting, discovering, exposing information, problems, violations or failures by interviewing or investigating where the issues or results of the contact are not known ahead of time.

Advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions or behaviors.

Clarifying underlying rationale, intent, and motive by educating others on unfamiliar concepts and theories or marketing a product or service. This goes beyond what has been learned in training or repeating information that is available in another format.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor. For example, some positions may lead or supervise others; however, those subordinate positions are not professionals so the position does not meet all the criteria for a higher level of Line/Staff Authority in this class series.

GENERAL PROFESSIONAL IV H6G4XX

CONCEPT OF CLASS

This class describes the work or project leader or the staff authority. Work leaders exercise some control over the continual work product of others. Project leaders do so on an ongoing project basis where the projects are critical to the agency's mission and fundamental business operations. Staff authorities possess a unique level of knowledge and expertise in a professional field that is needed by the agency to support its overall mission. Agency management routinely relies on the essential consultation of the authority before deciding broad, critical program and policy direction. The consultation provided is accepted as fact and not refuted on its technical merit, even if management does not act on it for political or budgetary reasons. Staff authorities are authorized to take action and issue expert opinions that provide direction for further action by others. Authorities design strategy, systems, processes, guidelines, rules, and standards that are mission critical and directly impact the agency's ongoing operation and broad program or policy. Staff authority is delegated by agency management, beyond the immediate supervisor, and has direct influence and impact agency-wide, including clients. This class differs from the General Professional III on Line/Staff Authority and possibly Complexity and Purpose of Contact.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. The general pattern, program, or system exists but must be individualized. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in work

processes. This examination requires the application of known and established theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

Complexity -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of theories, concepts, and principles in order to tailor them to develop a different approach or plan to fit specific circumstances. While general policy, precedent, or non-specific practices exist, they are inadequate and are therefore relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies.

OR

The nature of, and need for, analysis and judgment is strategic, as described here. Positions develop guidelines to implement a program that maintains the agency's mission. Guidelines do not exist for most situations. In directive situations, positions use judgment and resourcefulness to interpret circumstances in a variety of situations and establish guidelines that direct how a departmental/agency program will be implemented.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of any of the following:

Detecting, discovering, exposing information, problems, violations or failures by interviewing or investigating where the issues or results of the contact are not known ahead of time.

Advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions or behaviors.

Clarifying underlying rationale, intent, and motive by educating others on unfamiliar concepts and theories or marketing a product or service. This goes beyond what has been learned in training or repeating information that is available in another format.

Negotiating as an official representative of one party in order to obtain support or cooperation where there is no formal rule or law to fall back on in requiring such action or change from the other party. Such

negotiation has fiscal or programmatic impact on an agency. In reaching settlements or compromises, the position does not have a rule or regulation to enforce but is accountable for the function.

Defending, arguing, or justifying an agency's position in formal hearings or court where the position is an official representative of one party.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a work/project leader or staff authority. The work/project leader is partially accountable for the work product of two or more full-time equivalent positions, including timeliness, correctness, and soundness. At least one of the subordinate positions must be a professional level in the same series or at a comparable conceptual level. Typical elements of direct control over other positions by a work/project leader include assigning tasks, monitoring progress and work flow, checking the product, scheduling work, and establishing work standards. The work/project leader provides input into supervisory decisions made at higher levels, including signing leave requests and approving work hours. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

OR

The staff authority is a pacesetter who has a unique level of technical expertise in a field or profession that, as part of the ongoing permanent assignment, is critical to the success of an agency. It is an essential component of the work assignment that has been delegated by management to the position. This authority directly influences management decisions within an agency. For example, management relies on such a position when making decisions regarding the direction that policy or a program should take in the staff authority's field of expertise. Managers and peers recognize and seek this level of technical guidance and direction regarding the application of a program or system within the agency or to its clients.

GENERAL PROFESSIONAL V H6G5XX

CONCEPT OF CLASS

This class describes the unit supervisor or senior authority. Supervisors exercise direct, formal control over others. Senior authorities possess a unique level of knowledge and expertise in a professional field that is needed by the agency to support its overall mission. Agency management routinely relies on the essential consultation of the authority before deciding broad, critical program and policy direction. The consultation provided is accepted as fact and not refuted on its technical merit, even if management does not act on it for political or budgetary reasons. Senior authorities are authorized to take action and issue expert opinions that provide direction for further action by others. Authorities design strategy, systems, processes,

guidelines, rules, and standards that are mission critical and directly impact the agency's ongoing operation and broad program or policy. Senior authority is delegated by agency management, beyond the immediate supervisor, and has direct influence and impact outside the agency to others in state government. This class differs from the General Professional IV on Line/Staff Authority and possibly Complexity and Purpose of Contact.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. The general pattern, program, or system exists but must be individualized. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in work processes. This examination requires the application of known and established theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

Complexity -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of theories, concepts, and principles in order to tailor them to develop a different approach or plan to fit specific circumstances. While general policy, precedent, or non-specific practices exist, they are inadequate and are therefore relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies.

OR

The nature of, and need for, analysis and judgment is strategic, as described here. Positions develop guidelines to implement a program that maintains the agency's mission. Guidelines do not exist for most situations. In directive situations, positions use judgment and resourcefulness to interpret circumstances in a variety of situations and establish guidelines that direct how a departmental/agency program will be implemented.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of any of the following:

Detecting, discovering, exposing information, problems, violations or failures by interviewing or investigating where the issues or results of the contact are not known ahead of time.

Advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions or behaviors.

Clarifying underlying rationale, intent, and motive by educating others on unfamiliar concepts and theories or marketing a product or service. This goes beyond what has been learned in training or repeating information that is available in another format.

Negotiating as an official representative of one party in order to obtain support or cooperation where there is no formal rule or law to fall back on in requiring such action or change from the other party. Such negotiation has fiscal or programmatic impact on an agency. In reaching settlements or compromises, the position does not have a rule or regulation to enforce but is accountable for the function.

Defending, arguing, or justifying an agency's position in formal hearings or court where the position is an official representative of one party.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a unit supervisor or senior authority. The unit supervisor is accountable, including signature authority, for actions and decisions that directly impact pay, status, and tenure of three or more full-time equivalent positions. At least one of the subordinate positions must be a professional level in the same series or at a comparable conceptual level. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

OR

The senior authority is a pacesetter who has a unique level of technical expertise in a field or profession that, as part of the ongoing permanent assignment, is critical to the success of an agency. It is an essential component of the work assignment that has been delegated by management to the position. This authority directly influences management decisions beyond the agency. Managers and peers seek this level of technical guidance and direction as the designer of a statewide system or in a subject area for other areas of

state government. Managers and peers, both internally and externally to the agency, rely on this pacesetter when making decisions regarding the direction that policy, programs, and systems should take in the pacesetter's field of expertise.

GENERAL PROFESSIONAL VI H6G6XX

CONCEPT OF CLASS

This class describes the first-level of program supervision, including the unit supervisor or any one of the three levels of staff authority who meets the factors identified below for this class. Program supervisors manage the daily operation of a work unit. Positions determine the annual business plans that integrate with the agency's mission and goals, determine implementation policies and guidelines, develop budgets, establish staffing and directly control the work of others. Work involves directing the implementation of policies, rules, and regulations. Staff, senior, and leading authorities possess a unique level of knowledge and expertise in a professional field that is needed by the agency to support its overall mission. Management, inside and/or outside of the agency, routinely relies on the essential consultation of the authority before deciding broad, critical program and policy direction. The consultation provided is accepted as fact and not refuted on its technical merit, even if management does not act on it for political or budgetary reasons.

Authorities are authorized to take action and issue expert opinions that provide direction for further action by others. Authorities design strategy, systems, processes, guidelines, rules, and standards that are mission critical and directly impact the agency's ongoing operation and broad program or policy. Staff, senior, and leading authority is delegated by agency management, beyond the immediate supervisor, and has direct influence and impact within or beyond the agency depending on the level of authority delegated to a position. This class differs from the General Professional V on Decision Making and possibly Complexity, Purpose of Contact and Line/Staff Authority.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the interpretive level, as described here. Within limits of the strategic master plan and allocated human and fiscal resources, choices involve determining tactical plans to achieve the objectives established by the highest management level. This involves establishing what processes will be done, developing the budget, and developing the staffing patterns and work units in order to deploy staff. This level includes inventing and changing systems and guidelines that will be applied by others statewide. For example, authorities design the strategy, system, process,

guidelines, rules and standards that are used by others in state government. While an authority may not directly supervise staff or a budget, such a position is often involved in formulation of budgets and staffing patterns as part of the design of a system. By nature, this is the first level where positions are not bound by processes and operations in their own programs as a framework for decision making and there are novel or unique situations which cause uncertainties that must be addressed at this level. Through deliberate analysis and experience with these unique situations, the manager or expert determines the systems, guidelines, and programs for the future.

Complexity -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of theories, concepts, and principles in order to tailor them to develop a different approach or plan to fit specific circumstances. While general policy, precedent, or non-specific practices exist, they are inadequate and are therefore relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies.

OR

The nature of, and need for, analysis and judgment is strategic, as described here. Positions develop guidelines to implement a program that maintains the agency's mission. Guidelines do not exist for most situations. In directive situations, positions use judgment and resourcefulness to interpret circumstances in a variety of situations and establish guidelines that direct how a departmental/agency program will be implemented.

OR

For a leading authority, the nature of, and need for, analysis and judgment is unprecedented, as described here. Positions originate models, concepts, and theories that are new to the professional field **AND** where no prototype exists in state government. At the leading edge, guidelines do not exist so judgment and resourcefulness are needed to develop them.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of any of the following:

Clarifying underlying rationale, intent, and motive by educating others on unfamiliar concepts and theories or marketing a product or service. This goes beyond what has been learned in training or repeating information that is available in another format.

Negotiating as an official representative of one party in order to obtain support or cooperation where there is no formal rule or law to fall back on in requiring such action or change from the other party. Such negotiation has fiscal or programmatic impact on an agency. In reaching settlements or compromises, the position does not have a rule or regulation to enforce but is accountable for the function.

Defending, arguing, or justifying an agency's position in formal hearings or court where the position is an official representative of one party.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a unit supervisor or one of the levels of staff authority. The unit supervisor is accountable, including signature authority, for actions and decisions that directly impact pay, status, and tenure of three or more full-time equivalent positions. At least one of the subordinate positions must be a professional level in the same series or at a comparable conceptual level. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

OR

The staff, senior, or leading authority is a pacesetter who has a unique level of technical expertise in a field or profession that, as part of the ongoing permanent assignment, is critical to the success of an agency. It is an essential component of the work assignment that has been delegated by management to the position. This authority directly influences management decisions within the agency (staff), within state government agencies (senior), or in the profession itself outside of state government (leading). Management relies on such a position when making decisions regarding the direction that policy or a program should take in the staff authority's field of expertise. Managers and peers recognize and seek this level of technical guidance and direction regarding the application of a program or system within the agency or to its clients, as the designer of a statewide system or in a subject area for other areas of state government, or as a consultant to management regionally or nationally. Managers and peers, internally (staff) or externally to the agency (senior) or state (leading) rely on this pacesetter when making decisions regarding the direction that policy, programs, and systems should take in the pacesetter's field of expertise.

GENERAL PROFESSIONAL VII H6G7XX

CONCEPT OF CLASS

This class describes the second-level program supervisor. Positions manage the daily operation of multiple work units through subordinate professional program supervisors. Positions determine the annual business plans that integrate with the agency's mission and goals, determine implementation policies and guidelines, develop budgets, establish staffing and directly control the work of others as a second-level supervisor. Work involves directing the implementation of policies, rules, and regulations. This class differs from the General Professional VI on Line/Staff Authority and possibly Complexity.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the interpretive level, as described here. Within limits of the strategic master plan and allocated human and fiscal resources, choices involve determining tactical plans to achieve the objectives established by the highest management level. This involves establishing what processes will be done, developing the budget, and developing the staffing patterns and work units in order to deploy staff. This level includes inventing and changing systems and guidelines that will be applied by others statewide. For example, senior authorities design the strategy, system, process, guidelines, rules and standards that are used by others in state government. While an authority may not directly supervise staff or a budget, such a position is often involved in formulation of budgets and staffing patterns as part of the design of a system. By nature, this is the first level where positions are not bound by processes and operations in their own programs as a framework for decision making and there are novel or unique situations which cause uncertainties that must be addressed at this level. Through deliberate analysis and experience with these unique situations, the manager or expert determines the systems, guidelines, and programs for the future.

Complexity -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of theories, concepts, and principles in order to tailor them to develop a different approach or plan to fit specific circumstances. While general policy, precedent, or non-specific practices exist, they are inadequate and are therefore relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies.

OR

The nature of, and need for, analysis and judgment is strategic, as described here. Positions develop guidelines to implement a program that maintains the agency's mission. Guidelines do not exist for most situations. In directive situations, positions use judgment and resourcefulness to interpret circumstances in a variety of situations and establish guidelines that direct how a departmental/agency program will be implemented.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of any of the following:

Advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions or behaviors.

Clarifying underlying rationale, intent, and motive by educating others on unfamiliar concepts and theories or marketing a product or service. This goes beyond what has been learned in training or repeating information that is available in another format.

Negotiating as an official representative of one party in order to obtain support or cooperation where there is no formal rule or law to fall back on in requiring such action or change from the other party. Such negotiation has fiscal or programmatic impact on an agency. In reaching settlements or compromises, the position does not have a rule or regulation to enforce but is accountable for the function.

Defending, arguing, or justifying an agency's position in formal hearings or court where the position is an official representative of one party.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a second-level supervisor. The second-level supervisor must be accountable for multiple units through the direct supervision of at least two subordinate professional Unit Supervisors; and, have signature authority for actions and decisions that directly impact pay, status, and tenure. Elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, second-level signature on performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

MANAGEMENT H6G8XX

CONCEPT OF CLASS

This class describes the manager. Management positions are responsible for planning, directing, and executing major programs. Work involves recommending, developing, or approving policies that govern a manager's program areas. A manager is concerned with defining program objectives and coordinating the efforts of organizational components under the manager's control. Primary accountability is for the attainment of program objectives. Management differs from the General Professional VII on Decision Making and Purpose of Contacts factors.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the programmatic level, as described here. Within limits set by organizational policy, general directives, overall goals and objectives, and allocated resources, choices involve formulating or adjusting programs, specifying program objectives, and allocating human and fiscal resources among constituent programs. This involves independently, and under conditions of uncertainty, determining what has been done, what can be done, proposals for long-term policy, and estimates of what new resources are required. The long-term strategic plans, purposes, and staffing determined by this level require integration with other programs in the overall plan. Program, as used here, is defined by the mission of an agency or division as opposed to a segment or piece of a program, such as planning, program evaluation, etc. This level does not describe positions that are applying a program control, led by another agency, which has the authority and accountability for it.

Complexity -- The nature of, and need for, analysis and judgment is strategic, as described here. Positions develop guidelines to implement a program that maintains the agency's mission. Guidelines do not exist for most situations. In directive situations, positions use judgment and resourcefulness to interpret circumstances in a variety of situations and establish guidelines that direct how a departmental/agency program will be implemented.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of arbitrating, resolving differences, and authorizing action that directly determines the agency's mission. The result directly affects agency policy.

Line/Staff Authority -- The direct field of influence the work of a manager has on the organization is at the work leader/staff authority level of this factor or above. Positions are accountable for all aspects of management with human resources being critical because it is how the mission is accomplished.

ENTRANCE REQUIREMENTS

Minimum entry requirements and general knowledge, skills, and abilities for classes in this series are contained in the class job profile.

For purposes of the Americans with Disabilities Act, the essential functions of specific positions are identified in the position description questionnaires and job analyses.

Note: In accordance with C.R.S. 18-1-901, supporting agency statutes, and appointing authority delegation, some positions in this class series may be commissioned peace officers.

CLASS SERIES HISTORY

Effective 7/1/01 (KKF). Management Group Profiles (H6G8-0) consolidated as result of PS consolidation in 1998. Special evaluation system and questionnaire discontinued. Published proposed 3/20/98 and addendum of 4/10/98.

Effective 7/1/00 (KKF). Correctional Industries Sector Supervisor (D2C4) and Physical Plant Manager II and III (D2K2-3) consolidated as part of the LTC consolidation study. Draft published 3/31/99, proposed 5/24/99, and final 7/1/99.

Effective 7/1/99 (KKF). PS consolidation study consolidated Management Analyst V (H1H6) and Program Administrator I (H1L1). Published draft 2/17/98 and proposed 3/20/98. Safety Specialist (I9C1-3) study consolidated these classes into General Professional II and III. Published proposed 5/26/99.

Effective 9/1/98 (CVC). PS consolidation study consolidated Administrative Program Specialist (H1A), Agricultural Program Specialist (H1C), Civil Rights (H1D), Economist (H1F), Human Resources (H1G), Management Analysis (H1H1-5), Planning/Grants (H1K), Program Administrator (H1L2-3), Property Appraiser (H1M), Management Group Profile (H1N), Purchasing (H1O), Real Estate Compliance (H1P), Real Estate Specialist (H1Q), Soil Conservation (H1S), Librarian (H3G), Life/Social Science Scientist/Researcher (H3H), Museum/Exhibit Technician (H3J), Business Enterprise Programs (H4A), Disability Determination (H4C), Social Services (H4G), Student Services (H4H), College/University

Counselor (H4L), Marketing (H6C), Publications (H6D), Public Information (H6E). Published draft 2/17/98 and proposed 3/20/98.

Effective 4/1/97 (CVC). Civil Rights Intern (H3C1) abolished in annual elimination of vacant classes.

Effective 2/1/97 (KKF). Correct class codes for change in occupational group of Management Group Profiles (H1N).

Revised 12/1/96 (CVC). Merge Management Group Profile 10 with Program Administrator class. Abolish F1A1XX. Remaining Management Group Profile levels related to PS (H1N). Published as proposed 8/15/96.

Effective 3/1/96 (KKF). Librarian III (H3G3XX) abolished as vacant class. Published as proposed 1/15/96.

Effective 1/1/96 (CVC). Description of Occupational Work and the Line/Staff Authority factor in the Program Administrator I. Published as proposed 10/30/95.

Revised 9/1/95 (CVC). Change concept, Complexity, Line/Staff Authority for Agriculture Program Specialist III (H1C4) and Line/Staff Authority for Agriculture Program Specialist IV (H1C5).

Effective 10/1/94 (CVC). Published Planning/Grants (H1K) as proposed 06/01/94.

Revised 8/1/94. In response to EEO/AA remand from Job Evaluation System Revision project, remove specialty areas for Human Resources (H1G). Adjustments to factors for Property Appraiser. Adjustments to factors Real Estate Specialists (H1Q).

Effective 7/1/94 (KKF). Addition of work leader/staff authority level and adjustments to some of the factors for Purchasing Agents (H1O). Published as proposed 6/27/94.

Effective 9/1/93 (CVC). Job Evaluation System Redesign Project. Change in format only for Management Group Profile (H1N).

Revised 7/1/91. Change pay differential for Agriculture Field Representative A, B, C (A6115-A6117) and Plant and Insect Specialist A, B, C (A6124-A6126). Change pay differential for Soil Conservation Representative (A6410).

CLASS SERIES DESCRIPTION (Cont'd.)
GENERAL PROFESSIONAL
July 1, 2001

Revised 4/1/91. Management Group Profiles.

Revised 2/1/89. Changed class code, title, nature of work for Personnel Administrative Officer (A1467). Created new level of Personnel Administrative Officer (Decentralized) (A1468).

Revised 9/1/88. Changed title, options, nature of work, and minimum requirements on Publications Specialist A, B, C, Senior, and Principal (A0020-A0025).

Revised 7/1/88. Change nature of work and minimum requirements for Agriculture Field Representative A, B, and C (A6115-A6117). Change grade, nature of work, and minimum requirements for Supervisor Plant and Insect Specialist (A6127), Agriculture Field Representative Supervisor (A6118), and Senior Agricultural Specialist (A6119). Change nature of work for Plant and Insect Specialist A, B, and C (A6124-A6126).

Revised 7/1/87. Minimum requirements for Staff Highway Maintenance Superintendent (A4693). Changed class code, title, nature of work, and minimum requirements on Public Information Specialist A, B, C, Senior, and Chief (A0001-A0005).

Revised 4/1/87. Change nature of work and minimum requirements for Livestock Disease Control Specialist A, B, and C (A6142-A6144). Changed nature of work and minimum requirements for Agriculture Food & Consumer Specialist (A6160). Changed minimum requirements for Agricultural Marketing Specialist A, B, C, and Senior (A6165-A6168).

Revised 12/1/86. Changed class code, title, grade, and relationship for Highway Equipment Maintenance Coordinator (A4690). Class code, relationship, nature of work, some examples of work, KSAs, and minimum requirements for Staff Highway Maintenance Superintendent (A4693).

Revised 9/1/86. Changed class code for Property Appraiser. Changed class code, options, nature of work, distinguishing factors, and minimum requirements on University Counselor IA, IB, and II (A0515-A0518).

Revised 7/1/86. Changed nature of work and distinguishing factor on Student Advisor I (A0508). Changed class code and nature of work on Student Advisor II (A0509).

Created 1/1/85. Broadcast Program Director (A0604).

CLASS SERIES DESCRIPTION (Cont'd.)
GENERAL PROFESSIONAL
July 1, 2001

Effective 7/1/84. Change nature of work, distinguishing factors, examples of work, KSAs, minimum requirement for Civil Rights Specialist I-A, I-B, I-C, and II (A0301-A0304). Revised 7/1/84. Create Management Analyst IA, Management Analyst IA merged into IB, Management Analyst IB merged into IC, nature of work, title, minimum requirements for Management Analyst IA, IB, IC (A1050-A1052). Management Analyst I-C merged into Management Analyst II, nature of work examples of work, KSAs, minimum requirements for Management Analyst II (A1053). Management Analyst II merged into Management Analyst IV, class code, title, nature of work, examples of work, minimum requirements for Management Analyst IV (A1056); created Management Analyst III (A1055). Changed title, grade, relationship, KSAs, and minimum requirements for Real Estate Specialist series; changed class code for Supervising Real Estate Specialist. Changed options and minimum requirements on Museum Exhibits Technician. Created Museum Exhibits Coordinator (A0123). Revised 7/1/84. Grade, relationship, nature of work, examples of work, minimum requirements for Veterans Service Officer A and B (A8271-A8272). Changed title, nature of work, and minimum requirements for Business Development Specialist (A0010).

Revised 2/1/84. Changed class code for Purchasing Agents (A1601-A1605) and Supervising Purchasing Agent (A1609). Changed class title and code for Purchasing Analyst (A1607) and Senior Purchasing Agent (A1611). Changed grade and relationship for Wildlife Research Leader (A6346). Changed relationship for Wildlife Researcher (A6342-44).

Effective 7/1/83. Changed class title, class code, and minimum requirements for EEO Representatives and EEO Administrator (A0324-A0327). Created Training Officers (A1480-A1481), Training Specialist (A1482), Training Administrators (A1483-A1484), and CLETA Legal Training Consultant (A7330). Created Supervising ROW Agent (A1778).

Revised 10/1/82. Changed nature of work for Administrative Officer III (A1009).

Effective 7/1/82. Grade and relationship for Staff Highway Maintenance Superintendent (A4693). Create C range, title, relationship, nature of work, examples of work, KSAs, minimum requirements, note for Compliance Reviewer IA, IB and IC (A8100-A8105). Relationship, nature of work, examples of work, KSAs, minimum requirements for Compliance Reviewer II (A8106). Class code, relationship, nature of work, examples of work, KSAs, minimum requirements for Supervisor Compliance Reviewer (A8107). Minimum requirements for Social Services Field Administrator I (A8145).

Revised 5/1/82. Changed class title and minimum requirements for State Affirmative Action Administrator (A0314).

Revised 12/1/81. Added substitution to Supervising Personnel Analyst (A1453) and Personnel Specialist (A1454).

Created 7/1/81. Management Group Profiles.

Revised 3/1/81. Minimum requirements for Management Analyst IA, IB, IC, II, IV (A1050-A1056). Changed entrance requirements for the purchasing series (A1601-A1611).

Revised 2/1/81. Changed nature of work and minimum requirements for Supervising Personnel Analyst (A1453) and Personnel Specialist (A1454).

Revised 10/1/80. Minimum requirements for Staff Highway Maintenance Superintendent (A4693).

Effective 7/1/80. Changed class code, title, grade, nature of work, examples of work, KSAs, minimum requirements for Administrative Officer I-A, I-B, II and III (A1006-A1009). Create Range Livestock Disease Control Specialist C (A6144). Changed nature of work and minimum requirements for Livestock Disease Control Specialist A and B (A6142-A6143). Create Senior Agricultural Specialist (A6119). Created Civil Rights Housing Compliance Specialist (A0316) and Civil Rights Regulatory Field Manager. Created Program Administrator I (A1010). Revised class code, title, grade, deletion of options, nature of work, examples of work, KSAs, minimum requirements for Program Administrator II (A1011). Created new Property Appraiser A; changed title of existing Property Appraiser A to B, and existing Property Appraiser B to C; changed class codes and minimum requirements for Property Appraiser, Senior and Supervising; and changed KSAs for Senior Property Appraiser. Changed grade, relationship, and entrance requirements for Vending Enterprise Supervisor I and II (A8232-33). Revised title, nature of work, examples of work, KSAs, minimum requirements for Disability Determination Specialist A, B, C, Quality Specialist, Supervisor and Associate Administrator (A8201-A8207). Created Disability Determination Vocational Specialist and Disability Determination Quality Supervisor (A8210-A8212). Title, nature of work, minimum requirements for Veterans Service Officer A and B (A8271-A8272).

Effective 9/1/79. Created Civil Rights Director-Compliance (A0321) and Civil Rights Director-Research & Education (A0322). Revised nature of work, examples of work, minimum requirements for Criminal Justice Specialist (A7370-A7374).

Effective 7/1/79. Created Economist A, B, C, and Principal (A1551-A1555), changed title for Senior (A1554). Created Personnel Analysts (A1450-A1452), Supervising Personnel Analyst (A1453), Personnel Specialist (A1454), Supervising Personnel Specialist (A1456), Personnel Research Assistants

(A1458-A1459), Personnel Research Specialist (A1460), Personnel Administrative Officer (A1467), Departmental Personnel Administrator I through III (A1470-A1475).

Revised 6/1/79. Nature of work, examples of work, minimum requirements for Senior Highway Safety Specialist (A7336).

Revised 12/1/78. Changed title, nature of work, and minimum requirements for Law Enforcement Training Specialist (A7329).

Effective 10/1/78. Created Senior Economist (A1554). Changed entrance requirements for Wildlife Research Leader (A6346). Title, nature of work, examples of work, KSAs, minimum special requirement for Supervisor Compliance Reviewer (A8107). Created Compliance Reviewer II (A8106).

Revised 8/1/78. Add options, changed nature of work and minimum requirements for Agriculture Field Representative A, B, C (A6115-A6117). Changed minimum requirements for Plant and Insect Specialist A, B, and C (A6124-A6126). Revised nature of work and minimum requirements for Planner (A0071-A0073); nature of work, examples of work, minimum requirements for Senior Planner (A0074); nature of work, minimum requirements for Principal Planner (A0076); nature of work and examples of work for Principal Health Planner (A5751).

Effective 7/1/78. Changed entrance requirements on Researchers A3810-16). Changed grade and relationship on Wildlife Research Leader (A6346). Changed relationship for Wildlife Researchers (A6342-44).

Effective 6/1/78. Created Division of Mental Health Development Administrator (A5723). Title, grade, relationship, nature of work, examples of work, KSAs, minimum requirements for Social Services Field Administrator I (A8145).

Effective 5/1/78. Changed class code on University Program Specialist I, II, III, and IV (A0527-A0530). Created Assistant Director, Alumni Relations (A0504).

Created 4/1/78. Senior Highway Safety Specialist (A7336).

Revised 3/1/78. Changed minimum requirements for Law Enforcement Training Specialist (A7329) and Supervising Law Enforcement Training Specialist (A7331).

Revised 2/1/78. Changed class code for Supervising Law Enforcement Training Specialist (A7331).

Revised 11/1/77. Changed minimum requirements for Elections Officer (A1048).

Effective 7/1/77. Change in grade and relationship for Agriculture Field Representative Supervisor (A6118). Created Highway Safety Specialist (A7332-A7335) and Supervising Highway Safety Specialist (A7337). Created Planetarium Operations Manager (A2670). Class converted for Social Services License Specialist IA, IB and II (A8131-A8133). Created Student Advisor I and II (A0508-A0509), Student Services Specialist A and B (A1164-A1165), Student Services Officer I and II (A1166-A1167).

Created 3/1/77. Health Planning Specialist (A5741-A5742).

Created 11/1/76. Associate Disability Determination Administrator (A8207).

Created 9/1/76. Criminal Justice Specialist (A7370-A7374). Changed class title and entrance requirements for Wildlife Researchers (A6342-44).

Created 8/1/76. Supervising Law Enforcement Training Specialist (A7331).

Revised 5/1/76. Changed entrance requirements for Law Enforcement Training Specialist (A7329).

Effective 4/1/75. Created Disaster Preparedness Specialist I and II (A1805-A1806). Revised minimum requirements for Supervising Relocation Evaluator (A1789). Established multiple ranges in Museum Exhibits Technician.

Created 1/1/75. Public Health Educator I-A, I-B, and II (A0241-A0244), Administrative Officer I-A, I-B, II, and III (A1006-A1009), Elections Officer (A1048), Highway Equipment Maintenance Coordinator (A4590). Agriculture Field Representative A, B, C, and Supervisor (A6115-A6118), Plant and Insect Specialist A, B, C, and Supervisor (A6124-A6127), Livestock Disease Control Specialist A, B, and C (A6142-A6144). Civil Rights Specialist IA, IB, IC, and II (A0301-A0304). State Affirmative Action Administrator (A0314), Equal Employment Opportunity Representatives (A0324-A0326), Equal Employment Opportunity Administrator (A0327), and Law Enforcement Training Specialist (A7329). Management Analyst IA, IB, IC, II, IV (A1050-A1056). Planner, Senior, Principal (A0071-A0076), Government Planning Specialist (A1160-A1161), Health Planning Consultant (A5750), and Principal Health Planner (A5751), Program Administrator II (A1011) and Staff Highway Maintenance Superintendent (A4693), Property Appraiser A, B, Senior, Supervising. Purchasing Agents (A1601-A1605), Purchasing Analyst (A1607), Supervising Purchasing Agent (A1609), and Senior Purchasing Agent (A1611). Real Estate Specialist A, B, C, and Supervisor (A1723-29). Land Agent (A1711), Right

of Way Agent A-C, Senior (A1770-A1773), Senior and Supervising Relocation Evaluator (A1788-A1789). Soil Conservation Representative and Senior Soil Conservation Representative (A6410- A6411). Librarian I, II, III (A0102, A0104, A0108). Researcher I through V (A3810-16), Wildlife Researchers (A6342-44), Wildlife Research Leader (A6346). Museum Exhibits Technician. Vending Enterprise Supervisor I and II (A8232-33). Disability Determination Specialist A, B, C, Quality Specialist and Supervisor (A8201-A8206). Compliance Reviewer IA, IB, IC and Supervisor (A8100-A8107); A8131X Social Services License Specialist IA, IB and II (A8132-A8133); Social Services Field Administrator I (A8145), Veterans Service Officer A and B (A8271-A8272). University Program Specialist I, II, III, and IV (A0527-A0530). University Counselor IA, IB, IC and II (A0515-A0518). Business Development Specialist (A0010), Agriculture Food and Consumer Specialist (A6160), Agricultural Marketing Specialist A, B, C, and Senior (A6165-A6168). Publications Specialist A, B, C, Senior, and Principal (A0020-A0025). Public Information Specialist A, B, C, Senior, Chief (A0001-A0005).

SUMMARY OF FACTOR RATINGS

Class Level	Decision Making	Complexity	Purpose of Contact	Line/Staff Authority
General Professional I	Defined	Prescribed	Exchange, Detect, or Advise	Indiv. Contributor
General Professional II	Operational	Patterned	Exchange, Detect, Advise, or Clarify	Indiv. Contributor
General Professional III	Process	Formulative	Detect, Advise, or Clarify	Indiv. Contributor
General Professional IV	Process	Formulative or Strategic	Detect, Advise, Clarify, Negotiate or Defend	Work Leader or Staff Authority
General Professional V	Process	Formulative or Strategic	Detect, Advise, Clarify, Negotiate or Defend	Unit Supervisor or Senior Authority
General Professional VI	Interpretive	Formulative, Strategic or Unprecedented*	Clarify, Negotiate or Defend	Unit Supervisor or Staff, Senior or Leading Authority
General Professional VII	Interpretive	Formulative or Strategic	Clarify, Negotiate or Defend	Manager
Management	Programmatic	Strategic	Arbitrate	Work Leader/Staff Authority or above

Note: * A leading authority must be unprecedented in Complexity.

ISSUING AUTHORITY: Colorado Department of Personnel/General Support Services

SYSTEM MAINTENANCE STUDY

NARRATIVE REPORT -- FINAL CHANGES

CUSTODIAN III/IV

Class Code D8B3XX and D8B4XX

Conducted Fiscal Year 2000/2001

BACKGROUND AND PURPOSE OF STUDY

This system-wide study is part of the Department of Personnel/General Support Services' (hereafter "the department") statutory responsibility, CRS 24-50-104(1)(b), for maintaining and revising the system of classes covering all positions in the state personnel system. Such maintenance may include the assignment of appropriate pay grades that reflect prevailing wage as mandated by CRS 24-50-104(1)(a). The focus and purpose of this study was to review the survey match and assigned pay grade for the Custodian III class.

The issue of the appropriate pay grade for the Custodian III was first raised during the Labor, Trades, and Crafts (LTC) Consolidation study conducted in 1998-1999. At that time, the class title was Housekeeping Supervisor I. During one of the meet and confer meetings set to discuss the class consolidation, a group of Housekeeping Supervisors questioned why no pay adjustments were being recommended for the first-line supervisor class when the 1999 Total Compensation Report (published December 1998) identified the class as one where pay may be out of alignment. At the time of the consolidation study, available salary data was examined for the previous four years. The class was within the tolerance range for two years and then fell to approximately 15-20% below the market for two years. Because of the extreme change in the market data, further research into the survey matches was required before any change in pay could be recommended. It is important to verify the survey matches during system maintenance studies to assure that the department is comparing state jobs to similar jobs in the market.

METHODOLOGY

In order to verify the survey matches, the publisher of the third-party survey was contacted for additional information about the market positions being matched with the capsule description, e.g., the size of staff supervised by the first-line supervisor, whether administrative duties were included in the work assignments, whether positions participated in performing custodial work, etc. This information was not readily available and the publisher of the survey agreed to contact the individual employers directly to gather the information.

Results from these contacts were not available in time to be analyzed and published in the 2001 Total Compensation Report.

In addition to gathering more data from the survey source, all state agencies with Custodian III positions were contacted to collect the same information, e.g., the size of staff supervised by these positions, whether administrative duties were included in the work assignments, whether positions participated in performing custodial work, etc. This was done to verify whether the first-line supervisor in the state system was performing essentially the same work assignment as the first-line supervisor in the market.

When the publisher's information became available, the publisher was only able to supply information from 11 out of 57 firms, the majority of which were government and public agencies. The data collected from both state agencies and the survey source were compared to assess whether the positions in both environments were performing essentially similar work. This comparison is summarized below:

	State		MSEC	
Total # of Supervisors	78		34	
Average # of Subordinates	9.6		11.3	
	yes	**no**	**yes**	**no**
Working Supervisors	69%	31%	73%	28%
Admin Tasks	38%	62%	36%	64%
work schedules	100%	0%	100%	0%
leave approval	100%	0%	100%	0%
performance evaluations	100%	0%	91%	9%
hiring	77% *	15% *	73%	28%
corrective action	62% *	31% *	91%	9%
purchase supplies/equip	77%	23%	91%	9%

* Totals do not add up to 100 as some respondents did not answer these questions.

Further follow-up was required to assure that private sector firms were also represented. Direct follow-up was done and all 57 firms were contacted and asked to provide information on work assignment details, pay range information, and the number of positions typically supervised. Information was collected from 31 firms through this process. Of these, 14 firms (representing both public and private employers) were considered comparable in terms of work assignments, number of positions supervised, etc.

Once the comparability of the jobs was established, the pay range information was analyzed. The published Total Compensation Survey Procedures contain specific criteria that determine when a pay difference between the state and market should be addressed. These criteria include: (1) the magnitude of the difference (+/- 7.5%), (2) stability of difference from one year to the next, (3) duration of the difference, (4) nature of the labor market sample for the survey class (types of labor market, number and size of firms reported), (5) historical pay relationships between classes, (6) reported recruiting and retention difficulty,

and (7) significant market trend differences in pay practices.

ISSUES AND FINDINGS

The state's pay range mid-point of the Custodian III class has been below the market mid-point since 1994, based on data collected through the annual total compensation survey source (MSEC). The difference between mid-points has varied during this period to the extent that no stable trend was established. Historical survey data show the class to be within the tolerance zone in 1996 and 1997 (3.84% and 7% below market respectively). This difference increased in 1998 to 15.19% below market and again in 1999 to 21.15% below market. This difference dropped back to 11.94% with the 2000 data. Data from the 14 firms collected through the direct survey confirmed an 11.9% difference.

Based on survey data and verification of the matches, it is recommended that the pay grade for the Custodian III class be increased by three pay grades (7.5%). Because the difference between state and market mid-points is decreasing, a conservative adjustment is justified. By doing this, the class will be brought back within the tolerance zone with less risk of the class being over market in the next survey cycle if the difference between mid-points continues to decrease.

Adjusting the Custodian III by 7.5% alters the internal alignment of the four classes in this class series. The series has four levels: full-operating, work leader, and first and second-level unit supervisors. The full-operating level (Custodian I) is the only other class in the series that is matched with the market in the annual total compensation survey. The Custodian I class shows a pattern of alignment close to the market. Since data is not available for the work leader and second-supervisory levels, those pay grades will continue to be set based on internal alignment.

Based on a comparison with other class series with a work leader level in the LTC occupational group, the differential between the full-operating and work leader levels ranges from 10% to 15%. Since market data is unavailable for the Custodian II class (work leader level), it is recommended that the current alignment remain and no change in pay grade is recommended. While this stretches the differential between the leadwork (II) and first-supervisory (III) levels to 30%, leadwork differentials are typically set as an add-on to the full-operating level.

Likewise, market data is unavailable for the Custodian IV class. Looking at the differentials between first and second-level supervisors in other class series in the LTC occupational group, differentials range from 15% to 30%, with the average being 22.5%. Since the pay grade has historically been set based on internal alignment, it is recommended that the relationship continue. By increasing the pay grade of the Custodian IV class by the same 7.5%, the differential between the first and second-supervisory levels will remain at 22.5%.

Class Title	Current Grade	New Grade
Custodian I	D19	D19
Custodian II	D23	D23
Custodian III	D32	D35
Custodian IV	D41	D44

MEET AND CONFER ON PROPOSED RESULTS

CRS 24-50-104(1)(b) requires the department to meet and confer with affected employees and employee organizations, if requested, regarding the proposed changes before they are implemented as final. The official notice of proposed changes contained a deadline by which all "meet and confer" activity must conclude in order to include the recommendations in the 2001 Total Compensation Report as required for implementation on July 1, 2001. In an effort to proactively facilitate this process, a public meeting was scheduled for November 29, 2000. Notice of the meet and confer meeting was in the official publication of the proposed changes (JEL 01-3) dated November 3, 2000 that was sent to agency human resource administrators and the four employee organizations via e-mail and fax. This information was also posted on the Internet. A notice of the meeting also appeared in the November issue of *Advisor*. Thirty-two attendees were present at the November 29th meeting, including representatives from the Colorado Federation of Public Employees, Colorado Association of Public Employees, and American Federation of State, County and Municipal Employees. In addition, e-mail comments were received from one employee and one employee telephoned with comments.

The e-mail and telephone comments identified reasons why the proposed system changes should be implemented including rising cost of living, attracting quality personnel, and recognizing the demands of supervisory work.

The discussion during the public meeting focused primarily on the dollar-for-dollar implementation procedure and concern that salaries have been below market for several years with no relief. Comments included that dollar-for-dollar implementation does not help low paid employees, that it would not positively affect Highest Average Salary calculations for longer tenured employees close to retirement, that it would not help employees now, and employees would not be paid prevailing wages based on department data. These issues are addressed in more detail below.

Several participants were under the impression that the system maintenance study would immediately affect actual salaries as well as adjusting the pay structure. Explanation was given regarding implementation of system maintenance studies and the dollar-for-dollar provision in Director's Administrative Procedures. Numerous requests were made for the director to implement the study on July 1, 2001, without using the dollar-for-dollar provisions. Director's Administrative Procedure P-3-13 states that system maintenance studies are implemented on a dollar-for-dollar basis unless the director finds that severe and immediate recruitment and retention problems make it imperative to increase actual base pay to maintain critical

services. Dollar-for-dollar allows the implementation of system maintenance studies to be as cost neutral as possible while providing increased economic opportunity to employees whose current pay is within the new pay range. On the other hand, promotions involve increasing the duties and responsibilities of a position. System maintenance studies are not promotions since the duties and responsibilities of positions do not change and are, therefore, not implemented in the same manner as promotions.

While it is understandable for employees to want the pay increase to be immediate, there is no indication that agencies are experiencing severe recruiting or retention problems. The overall average turnover rate in the state system for FY99-00 was 12.4%. Overall turnover for the LTC occupational group for the same period was 15.3%. Reports from the employee database (EMPL) show a 7.3% vacancy rate for the Custodian III class (four positions out of 55, excluding data from CSU and CU) and 17% (two out of 12 positions) for Custodian IV.

Looking at employee tenure for Custodian III, 42 of the 51 filled positions (82%) have five or more years of service. The nine positions with less than five years service show current salaries at levels consistent with a starting salary at or near the range minimum. For the Custodian IV class, seven of the ten filled positions (70%) have five or more years of service. Of the three positions with less than five years of service, one was hired this year at the range minimum and the other two show current salaries at levels consistent with an initial hire rate at or near the range minimum. All state agencies are experiencing the effects of the present economy and tight labor market. However, based on the information on turnover and employee tenure, there is no evidence that a severe problem exists with recruiting or retaining of employees in these two classes or that any difficulty is due strictly to salary as opposed to normal attrition. Without severe recruiting or retention problems, there is no justification for the director to incur the additional cost of implementation without the dollar-for-dollar provisions.

Several comments concerned the recommendation of a 7.5% increase when the data presented an 11.9% difference from the market. When examining market data, the significance of the difference between the market and state jobs, and the trend or stability of the difference over time (typically at least three years) are considered. To account for variances in the market, a tolerance range of 7.5% above or below the market is applied before consideration is given to adjusting a grade. As documented earlier in this report, the 7.5% increase is based on data collected through match verification, data sources from the annual total compensation survey, and market trends. The survey job matches from the market do not differentiate between first and second-level supervision. Consequently, the market range could apply to both Custodian III and IV classes. Of the organizations with jobs that could be matched to the Custodian III in the match verification, 26% of firms reported that their positions included supervisory responsibility over building maintenance positions, a supervisory function beyond the Custodian III class. Based on discussion with survey participants, these 26% of positions perform work better described by other trades class series (e.g., structural trades, LTC operations). By excluding this data for these higher-level positions, the wage level for the Custodian III compared to the market custodian supervisor shows only a 7.4% difference.

The state's system recognizes a difference between first and second-level supervisors; thus, two classes

with different pay ranges are used to describe this work. Consideration was given to consolidating these two classes into a single class describing either first or second-level custodial supervision and setting a mid-point between the current mid-point for Custodian III and IV. However, the class structure of this series was studied, along with all other LTC classes, during FY 98-99 as part of the LTC Consolidation study. Based on the job evaluation system's factors and agency use of positions, there is a continued need for both classes in the system. Since the department could not find market information for the Custodian IV level, it is recommended that the current pay relationship between the Custodian III and Custodian IV be maintained and a 7.5% pay grade adjustment is recommended for both classes.

A comparison of actual pay between the market and state employees shows that, regardless of the emerging trend that the pay range was below the market range, state employees in the Custodian III class have been paid competitively in comparison with the labor market as shown in the following table.

D8B3 – CUSTODIAN III			
YEAR	Average Market Rate for Custodian Supervisors	Average State Employee Rate	Percentage Difference between Market and State
1994	$2,146	$2,126	-0.93%
1995	$2,138	$2,064	-3.46%
1996	$2,042	$2,128	4.21%
1997	$1,986	$2,111	6.29%
1998	$2,296	$2,154	-6.18%
1999	$2,367	$2,334	-1.39%
2000	$2,429	$2,462	1.36%
2001	$2,466	$2,470	0.16%

One comment from the meeting was that supervisors should be paid as supervisors. The supervisory responsibility is, in fact, the differentiating factor among the levels in the Custodian series. For example, the difference between the Custodian I and II classes is the presence of leadwork; the difference between the Custodian II and III class is the presence of full supervision. Since the Custodian III class is supervisory and its pay grade is higher than lower, non-supervisory levels, it is being compensated for supervisory responsibilities.

Several attendees voiced discontent over not adjusting the grades during the LTC Consolidation study from 1998-1999. It should be noted that the LTC Consolidation study did not recommend any change in pay for the Custodian III and IV classes because the additional information was required and not available at the time the consolidation study was implemented. This is discussed earlier in this report.

Several attendees voiced concern over how long it takes to conduct a direct survey and compared this study to the 2000 salary survey adjustment for IT classes. Attendees expressed concern that they are not being treated fairly. The total compensation survey and system maintenance studies are two separate

processes designed to address different system issues. The total compensation survey is used to adjust an entire occupational group (all classes in the group or sub-group receive the same adjustment) to the prevailing market. System maintenance studies are used to maintain and adjust the structure and definition of all job classes, grades, and the pay differentials between classes in a series. The recent adjustment to IT subgroup was a result of the annual total compensation survey where pay structure movement in the market for IT classes was significantly different from the pay structure movement for the occupational group. The market movement trend for IT was also monitored for several survey cycles before making the sub-group adjustment. For Custodian III and IV, the pay issue is not one of different pay structure movement in the market, but individual class alignment both internally and externally. It is recognized that system maintenance studies take time to complete and implement. One reason is that the process includes establishing a market trend before classes are studied and it generally takes three or more years for a trend to be established. In addition, timing is controlled by statute. In order for a study to be implemented on July 1 it must be published in the annual total compensation report by December 1. This means that surveys, meet and confer, publication of proposals must be complete in time for the report. By waiting for market trends to be established, the department is consistent in how system and pay issues are dealt with and assures that the system does not overreact, in either direction, to normal market fluctuations for an individual occupation.

One agency representative commented that they plan to use discretionary pay differentials to give the increase on the effective date. The use of pay differentials is solely at the discretion of the individual agency based on the business needs, available budget, agency's pay differential plan, and compensation policies. Any use of pay differentials must comply with rule, including the circumstances in which pay differentials are allowed as defined in the policy.

One comment was that the department should keep anniversary increases so those employees can count on something. Issues dealing with anniversary increases and performance-based pay are outside of the scope of this study.

One question was whether the data picked up the $2 per hour contract adjustment that was reportedly in the industry this year. Through the match verification process conducted by the department, employers were asked to report their current rate of pay. Any industry-wide changes that occurred after the match verification would be reflected in future survey sources.

One attendee questioned whether the salary survey recommendations were taken into account when making the recommendation to adjust the pay grades for the Custodian III and IV classes. Salary survey data was used to set the pay grades for these classes. The salary survey occupational group adjustment is separate from this recommendation. The salary survey adjustment reflects the movement of pay structures in the labor market for all labor and trades jobs, i.e., recommendations from the salary survey process are made for occupational groups or sub-groups as a whole. System maintenance studies are used to realign and adjust individual classes or series. Any survey adjustment will take place after the system maintenance study adjustment, in accordance with rule on the sequence of actions occurring on the same date.

Several attendees voiced concern that the "meet and confer" took place too close to the last day for comment. "Meet and confer" occurs at the end of a study when results are proposed and the department sets the date by which such activity must conclude in order to meet publication deadlines. Employees were given the opportunity to call, write or send written comments any time during the notice period (November 9 through November 29, 2000). The narrative was published during this period so an explanation of the study process and proposed results were available to those wishing to make comment. The meeting itself is only one part of "meet and confer" process.

It was suggested that the pay for custodians should be set at the same level as groundskeepers because all of these positions perform the same work. From a system perspective, these are two distinct occupations, one describing positions responsible for the cleaning and maintenance of building interiors and furnishings and the other describing positions responsible for growing and marketing trees and shrubs or caring for lawns and landscaping. The full-operating levels in both series are survey matches and the state sets its pay at levels comparable to that found in the market. The difference in the state's pay grades is reflective of the pay difference found in the market for these separate occupations. In cases where an individual position is performing a mix of duties that meets the class concept of two series, the position should be reviewed through the individual allocation process to determine the appropriate class for the particular assignment. The individual allocation process is performed at the agency level and is outside of the scope of this study.

Several comments concerned the belief that there is an unfair prejudice against employees in the custodial series at one particular agency. Issues with work environment at specific agencies cannot be addressed through the system maintenance study process. Concerns of this nature should be brought to the attention of the agency's management.

One attendee requested that the Custodial Supervisor be removed from the LTC occupational group but offered no alternative occupational group. The job evaluation system has ten occupational groups that were implemented in 1987 in response to legislation that changed the methodology for the annual total compensation survey process. The issue of changing the occupational group for this series was decided through appeals brought forth at that time. The nature of the occupation was also examined in the LTC Consolidation study. There is no evidence that the nature of work in this series has changed significantly to warrant movement to another occupational group and no change is recommended.

One attendee questioned whether the market jobs were comparable to custodians in higher education who work around chemicals and equipment in research labs. Employers represented in the survey data included manufacturing plants, hospitals, health care facilities, and city and county governments. These work settings are similar to, and have similar safety demands as, those found in state research laboratories, hospitals and patient care settings, college classrooms, housing units, and office buildings.

Several attendees questioned whom the department contacted at the agencies in the match verification process because no one present at the meeting could recall being asked for information. Contact for the match verification was made with agency human resources office. For some agencies, information was taken

from the official position description questionnaires (PDQs) on file and for others Human Resource Office professionals contacted a supervisor or manager of custodial operations to gather the data. Responses were received from all agencies having custodial supervisors.

FISCAL IMPACT FOR IMPLEMENTATION YEAR

CRS 24-50-104(4)(c) and (6)(a) require that any study involving increased costs must be included in the Annual Total Compensation Report for an effective date on the ensuing July 1, unless legislation is enacted to delay implementation. Costs associated with this study were included in the 2001 Total Compensation Report published on December 1, 2000. Six agencies are impacted by the increased cost to adjust nine positions. The following information depicts the assumptions made in the calculation of increased costs.

Data is taken from EMPL as of October 3, 2000 and is assumed accurate as of that date. It excludes the University of Colorado and Colorado State University due to the different budgeting process used for funding at these two institutions and the questionable accuracy of their data in EMPL.

Only permanent positions are reported.

The implementation date of July 1, 2001 coincides with the implementation of the annual salary survey adjustments. In accordance with the Director's Administrative Procedures regarding the order of multiple actions on the same effective date, system maintenance studies are implemented first. For this reason, and to meet the reporting deadline, these calculations do not include any annual salary survey adjustments.

In accordance with the Director's Administrative Procedures, system maintenance studies are implemented on a dollar-for-dollar basis where an employee's current salary remains unchanged when a class is moved to the new grade. An exception is when a class moves upward and the employee's current salary falls below the minimum of the new grade. Such adjustments to base salary represent increased cost.

Any change in PERA costs needs to be included in the calculations performed by affected agencies. The following summarizes the total cost by agency and by custodian class level. This cost analysis information was included in the 2001 Total Compensation Survey Report.

Agency	Custodian III	Custodian IV	Total Salary
Mesa State College	1,620	2,184	3,804
Western State College	1,620		1,620
Arapahoe Community College	1,620		1,620
Auraria Higher Education Center	3,240		3,240
Transportation	1,620		1,620
Human Services		2,976	2,976
Total Cost	9,720	5,160	$14,880

RECOMMENDATIONS

I. Occupational Group

No change. These classes remain in the Labor Trades and Crafts (LTC) Occupational Group.

II. Class Descriptions

No change.

III. Class Conversion and/or Placement

This study involves pay grade changes only, so class conversion and/or placement is not applicable.