



STATE OF COLORADO

CLASS SERIES DESCRIPTION  
JULY 2015

YOUTH SERVICES COUNSELORS  
H6V1TX TO H6V5XX

DESCRIPTION OF OCCUPATIONAL WORK

This class series uses three levels in the Professional Services Occupational Group and describes professional counseling, supervision, and management of programs oriented towards the detention, assessment, and/or treatment of youth placed in state facilities. The work consists of diagnosing and interpreting assessment data; developing, implementing, and evaluating treatment plans and programs; providing crisis intervention; guiding youths' intake and treatment progress with parents and community and judicial entities; and arranging and organizing educational, recreational, and housing needs of committed youths. Positions also counsel and supervise youth at various levels of parole, complete records and reports to boards, and coordinate community support services. Parole positions are granted statutory peace officer authority (CRS 18-1-901) to take youth into custody, investigate parole violations and file probable cause, and request subpoenas. Although performed on an ongoing basis, such peace officer authorities are incidental to the primary emphasis for providing professional counseling and treatment services to youth.

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YOUTH SERVICES COUNSELOR I

H6V1TX

CONCEPT OF CLASS

This class describes the fully-operational professional counselor with work leader or supervisory responsibility for youth security officers. Professional counseling work in a youth setting consists of interpreting assessment data used to determine placement; arranging for intake, counseling, or treatment with supervisors and client managers; implementing the treatment plan through direct delivery of group, individual, and family counseling services; providing crisis intervention, including treatment follow-up; writing treatment reports of an individual plan; monitoring treatment and evaluating progress; and organizing available resources to address special needs that are not available within the position's unit. This level also includes those positions receiving training and orientation to the work setting where performance is expected to reach the fully-operational level within the initial probationary period.

FACTORS

Allocation must be based on meeting all of the three factors as described below.  
Decision Making -- The decisions regularly made are at the operational level, as described here. Within limits set by the specific treatment plan process, choices involve deciding what operation is required to carry out the process. This includes determining how the treatment 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 treatment process. Choices are within a range of specified, acceptable youth standards, treatment alternatives, and technical assessment tools. As an example, counselors consider and decide specific counseling needs and means to fill those needs from the available treatment, either within the agency capabilities, or from external service agencies.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study assessment and treatment information to determine what it means and how it fits together in order to get practical solutions in the form of specific treatment sessions. Guidelines in the form of treatment plans exist for most situations, but 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. An example could be choosing the appropriate treatment protocol based on the alternates available, either within unit resources or from external sources.

OR

The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of counseling and youth treatment theories, concepts, and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. As an example, positions adapt substance abuse counseling principles to fit special needs of youth. 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. As an example, a counselor may form a different treatment approach based on the use of youth educational theories on mental retention skills.

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 security officer classes 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.

OR

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. Positions supervised must be in the security officer classes or in classes at a similar concept level. The elements of supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, resolving informal grievances. Positions may start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

YOUTH SERVICES COUNSELOR II

H6V2XX

CONCEPT OF CLASS

This class describes positions performing as diagnosticians in an assessment capacity, as client managers responsible for the development and coordination of treatment plans for committed youths, or as youth parole officers responsible for monitoring youths transitioning from committed status. The work involves the use of the theories and principles of assessment and treatment in a youth counseling and therapy environment. Through the use of assessment techniques, interviews, and models, diagnostic positions determine youths' needs for treatment. Based on these needs, the client (case) managers develop treatment plans and oversee the completion of this plan by other counselors and specialists. The treatment plan balances the youth's needs with available resources. Client managers monitor youths' progress under the established treatment plans, modify plans accordingly, and recommend legal placement of youths based on their treatment progress. Client managers serve in a parole capacity when youths are released from treatment centers but are still under the protection of youth services programs. Client managers negotiate terms of youths' status and their treatment plans and also defend and justify their agency's position of specific treatment plans during formal hearings within the judicial system.

Parole officers maintain caseloads of youth released from committed status but still requiring professional follow-up and counseling. This class differs from the Youth Services Counselor I class in the Decision Making, Purpose of Contact, and Line/Staff Authority factors.

## FACTORS

Allocation must be based on meeting all of the three 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. As an example, diagnosticians decide the assessment process using the available diagnostic resources to complete detailed needs assessment. The general pattern, program, or treatment system exists in the division, but must be individualized. This individualization requires analysis of data that is complicated. For example, assessment data collected may be conflicting or inadequate to fully assess a youth. 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 counseling theory, principles, conceptual treatment models, professional youth standards, and legal precedents in order to determine their relationship to the problem. Within the treatment programs available, client managers consider the treatment capabilities available in order to specify the type, length, and duration of counseling a committed youth receives based on the assessment. 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 counseling and youth treatment theories, concepts, and principles in order to tailor them into a different approach or treatment plan to fit specific client treatment needs or circumstances. While general division policy, precedent, or non-specific treatment practices exist, they are inadequate so they are relevant only through approximation or analogy. Diagnosed youth may display patterns of behavior which are inconsistent with typical models. In conjunction with theories, concepts and principles, positions use judgment and resourcefulness in tailoring the existing assessment and treatment guidelines so they can be applied to particular clients and

to deal with crises or emergencies.

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.

## YOUTH SERVICES COUNSELOR III

H6V3XX

### CONCEPT OF CLASS

This class describes the supervisory work over positions in this class series. Positions supervise the treatment, housing, assessment, recreation, and any other needs of youth within their center or program area. The work includes acquiring and organizing youth support from judicial, educational, and professional treatment agencies supporting youth service programs. Positions evaluate program delivery and recommend changes and improvements to higher-level managers and administrators. This class also includes positions responsible for administering regional contracts for treatment services and associated funds. These positions have lead work responsibility over client managers described in the next lower class. This class differs from the Youth Services Counselor II class by the Line/Staff Authority factor and may differ in the Purpose of Contact factor.

### FACTORS

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

Decision Making -- The decisions regularly made are at the process level, as described here. Within limits set by professional youth treatment standards, the agency's available technology and program resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. For example, within a region, treatment program positions decide the processes for obtaining contracted treatment services. The general treatment and service pattern, program, or system exists but must be individualized to the youths' needs in the region. 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 counseling theory, principles, conceptual treatment models, professional standards, and precedents in order to determine their relationship to the problem. For example, this level supervisor establishes processes for providing education within a specific facility based on agreements with the individual school district and the needs of committed youths or for the type treatment needed due to changing youth assessments. New processes or objectives require approval of the administrator, higher management, or the agency with authority and accountability for the youth 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 youth counseling and treatment theories, concepts, and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. For example, positions overseeing regional contracts and center section supervisors develop plans to provide treatment services to youths. 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. As an example, positions modify counseling guidelines to account for changes in treatment program categories needed in a center.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a second-level supervisor, a work leader, or a staff authority. The second-level supervisor must be accountable for multiple units through the direct supervision of at least two subordinate Unit Supervisors (Youth Services Counselor Is or positions at similar conceptual levels); 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 work leader is partially accountable for the work product of two or more full-time equivalent client manager (Youth Service Counselor II) 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.

OR

The staff authority is a pacesetter who has a rare level of technical expertise in a field or profession that, as part of the assignment, is critical to the success of an agency. This authority directly influences management decisions at least on an agency-wide basis. Managers and peers recognize and seek this level of technical guidance and direction for development of an agency-wide system or regarding the application of a statewide system within the agency or to its clients.

## YOUTH SERVICES ADMINISTRATOR

H6V5XX

### CONCEPT OF CLASS

This class describes the highest level in this series. Positions in this level manage a youth service center, camp, facility, or similar organization. Although they perform work similar to other youth services manager positions, their decision making and/or complexity is less than the threshold required for evaluation under the Management Evaluation Plan. Positions in this class have responsibility for planning, developing, approving, coordinating, and directing the programs and services in the assigned facility. They monitor compliance of service contractors, organize program and support services in the facility, develop and approve procedures used in the facility for such things as security, housekeeping, counseling and treatment services, etc. Positions control the facility budget, supervise professional counseling and supervisory staff, and develop and implement the annual facility work plans. This class is distinguished from the Youth Services Counselor III and Assistant Administrator classes in the Decision Making factor and may differ in the Line/Staff Authority factor.

### FACTORS

Allocation must be based on meeting all of the three 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 higher management (strategic) 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. As an example, within the allocated fiscal resources from the region, positions at this level decide how to deploy staff to accomplish the facility's objectives. This level includes inventing and changing delivery systems and treatment 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 that 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, treatment guidelines, and facility programs for the future. Within allocated resources, facility administrators decide the facility's treatment programs based on the unique requirements of the facility.

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 program will be implemented. As facility administrator, positions interpret the facility needs and apply division program outlines and objectives to implement treatment or detention programs for the agency. As an example, positions at this level develop facility treatment guidelines for increased youth populations which exceed facility design limitations or for new treatment initiatives for abused clients.

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

## DEFINITIONS

Assessment/Diagnosis: The clinical diagnosis of clients' problems and needs through the use of interviews and assessment devices to determine placement and treatment.

Detention: The temporary confinement of clients with work involving limited diagnosis and treatment, with work primarily oriented to coordinating youth movement to and from the youth service and judicial systems.

Treatment: The development and conduct of individual, group, and family treatment in a professional counseling environment or obtaining treatment from outside service providers.

Professional counseling: The application of theories, techniques, and principles of individual, group, and family counseling to intervene in, and change, dysfunctional or illegal behaviors. Provide therapeutic interviews to assist in gaining insight into personal problems, define goals, and plan action

reflecting interests, abilities, and needs.

Program manager: As used in this class series, the term is defined as meaning work related to planning, overseeing, and administering the treatment services that are contracted for in a region.

**ENTRANCE REQUIREMENTS**

Minimum entry requirements and general competencies for classes in this series are contained in the State of Colorado Department of Personnel web site.

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**

Updated and removed the purpose of contact 6.30.2015

Effective 7/1/04 (LLB). Abolished H6V4 through annual elimination of vacant classes. Published proposed 4/30/04.

Revised 9/1/98 (CVC). Changed class codes due to PS Consolidation study.

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

Revised 9/1/86. Changed class codes, Youth Services Counselor (A8514-15).

Revised 7/1/84. Changed grade, Youth Services Administrator (A8516).

Revised 5/1/82. Changed nature of work and entrance requirements, Youth Services Administrator (A8513,16).

Created 1/1/75. Youth Service Counselors and Administrators (A8511-16).

**SUMMARY OF FACTOR RATINGS**

Class Level	Decision Making	Complexity	Line/Staff Authority
Youth Services Counselor I	Operational	Patterned or Formulative	Work Leader or Unit Supervisor
Youth Services Counselor II	Process	Formulative	Indiv. Contributor
Youth Services Counselor III	Process	Formulative	Work Leader, Staff Authority, or Manager
Youth Services Admin.	Interpretive	Strategic	Manager

ISSUING AUTHORITY: Colorado Department of Personnel & Administration