

Grade Evaluation Guide for Positions of Managers of Operating Education Programs

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COVERAGE

This guide is to be used in determining the grade level of positions having primary managerial responsibility for planning, developing, directing, and conducting operating education and training programs that provide for the educational development or advancement of the individuals enrolled. The following are illustrative of the types of positions covered by this guide:

- The principal of an elementary or secondary school for children;
- The manager of the education and training program in a correctional institution;
- The director of an adult education program for an Indian community;
- The education program manager in a residential facility providing education and job training for disadvantaged youths;
- The director of an education services center at a military installation that provides self-development programs of continuing adult education and training for military personnel, dependents and other civilian personnel.

EXCLUSIONS

The guide is not applicable to the following types of positions:

1. Positions that do not have direct primary responsibility for a facility's overall education and training program;
2. Positions of education and training program staff officials that primarily involve headquarters, regional, or other area assignments of nonoperational responsibility;
3. Positions concerned primarily with preparing or developing individuals to carry out an organization's programs and functions.

Also, note that in some situations there may be two levels of positions at a facility that appear to be covered by this guide (for example, an activity may have an elementary and secondary school for children with a principal for each one, plus an additional position with overall responsibility for both schools). In such cases, a determination should be made as to which level actually has direct responsibility for the program. Usually, the top position has the overall responsibility, and is the one that should be evaluated using the criteria in this guide. In any case, careful analysis should determine which level actually has direct program responsibility. Only in exceptional situations do both levels have the substantial direct program responsibility required to warrant both being properly evaluated by this guide. However, whenever this is done, scrupulous

attention is required to avoid crediting positions at both levels with the same duties and responsibilities.

SERIES AND TITLE DETERMINATION

This guide covers positions in several different occupations. However, most of the positions are in the professional Education and Vocational Training Series, GS-1710. The appropriate occupational category is determined by the primary qualifications required to carry out the responsibilities assigned.

Titles should be assigned in accordance with the published standards for the series appropriate to the specific position. Where there is no published standard, follow the general classification principles for constructing titles.

RELATIONSHIP TO OTHER STANDARDS AND GUIDES

Nonsupervisory professional *teachers* (elementary and secondary school level programs) are covered by the standard for the [Education and Vocational Training Series, GS-1710](#).

Nonsupervisory *instructors* and *specialists* are covered by the "[Grade Level Guide for Instructional Work](#)".

Supervisory positions not covered by this guide are covered by the [General Schedule Supervisory Guide](#).

BACKGROUND INFORMATION

The education and training provided through various government facilities extend from studies of the fundamental tools of learning to and through advanced levels of various academic disciplines or specialized or technical fields. The programs of some facilities concentrate on specific fields and learning levels. Others cover the gamut of fields and/or learning levels.

Programs vary among facilities depending upon their scope and purpose and upon the types, needs, and numbers of students served. (For example, a program that provides basic education for school children is vastly different from a program that provides higher education for adults or even from a program that provides basic education for adults.)

Types of Facilities

1. Government-operated schools for children parallel the States' elementary and secondary schools. Most children's schools in the continental United States are for Indian children. Overseas, they are for dependents of military personnel. Generally, the minimum program coverage required to be provided by such schools is fairly well prescribed and standardized,

as the programs usually must meet accreditation requirements. However, the programs may exceed the basic curriculum within or beyond the required framework. Also, some of the schools are, in whole or in part, special-problem oriented to deal with the educationally disadvantaged, the culturally different, and/or the handicapped.

2. Education programs for adults

A. *Education services centers at military installations*

These centers provide education and training opportunities for self-development of military personnel, dependents and other civilian personnel. The center director is responsible for administering all the center's services; advising the commander of the installation on the status and needs of the education program; and promoting the acceptance of the program and participation in it by the personnel at the installation. The instructional programs provided by centers range from a miscellany of individual courses to a variety of comprehensive programs covering a wide range of learning levels (from basic through post graduate levels, at some centers), and many different subject fields, both academic and vocational. Most centers usually include a basic education program and a GED program for those needing them.

Depending on the size and geographical spread of the individual installation, the director's responsibility may include one or more subordinate centers, typically called satellite centers or subcenters. These subcenters involve the full range of basic educational services (testing, counseling, classroom teaching, and administrative activities) under the general direction of the Education Services Officer. A separate building used only for classroom teaching would not be considered a subcenter.

B. *Other adult education programs*

These include Job Corps or other civilian conservation centers for youths, correctional institutions, and adult education programs for Indian communities. Like the programs at military installations, the purpose of the programs at these types of facilities is to raise the educational level of the individuals enrolled. However, they differ from those at military installations in that they typically provide education and training that is primarily oriented to meet the needs of the educationally disadvantaged and of students having a different cultural background.

Role of the Manager of the Education Program

Whatever the type of facility, the headquarters staff of the parent organization normally establishes the broad program requirements and training objectives pertaining to the specific type of operating facility. Regional staffs may provide further guidance geared to needs within a particular geographic area. Within this framework, the program manager normally implements the broad requirements in planning, developing, and conducting the overall education and training program of his facility. Usually, this further involves taking into account the special needs and problems imposed by the local situation or type of student body involved. (For

example, an education program for Indian children typically requires recognition of, and accommodation to, broad cultural differences from the mainstream of American life as well as tribal differences in the children's background.)

Regardless of the differences in type and mission of the facilities, the programs all have a common objective -- the educational development or advancement of the participating individuals. In pursuit of this objective all the types of positions covered have similar basic responsibilities for the overall operational management of their facility's education and training program. These responsibilities involve, individually or through subordinate staff, carrying out the following basic essential functions:

- Identifying and determining how best to meet the educational and training needs of the kinds and numbers of students served by the facility; and
- Planning, developing, coordinating, giving cohesive direction to, and evaluating the various facets of the facility's over-all education and training program in the accomplishment of the learning objective.

These common responsibilities include planning and developing internal program policies and procedures; determining course and program activities; determining staffing requirements; planning for material needs (management, utilization, modification and expansion of physical plant, supplies, equipment); supervising staff; and preparing budget estimates and administering available funds, including determining their internal allocation among the various activities of the overall education program.

EXPLANATION OF TERMS

The following terms are used in the grade-level criteria to describe significant aspects of instructional activity. These terms and their definitions are intended for use only within the context of the guide. It is recognized that in other contexts there may be other definitions for the terms or other terms with the same meaning.

Student Load

The average number of students enrolled and participating in education and training courses provided by the program manager at the facility itself, at other institutions, and through facility arrangements by correspondence.

Learning Levels

Levels of education and training that reflect significant differences in terms of the basic kinds of program planning, instructional and testing methodology, and materials needed; and significant differences in the consideration and approaches involved in counseling or advising students. Each of the following represents a broad and distinct learning level (in children's schools, the identification of learning levels may differ according to organizational structure, e.g., primary

intermediate, and secondary levels may be modified to include a middle school level covering grades 5 through 8 or a junior high school level covering grades 7 through 9. For the purposes of this guide, equal credit should be given for any of the various recognized school structures.)

- Primary -- includes kindergarten and grades 1 through 4;
- Intermediate -- includes grades 5 through 8;
- Secondary (high school) -- includes grades 9 through 12;
- Undergraduate -- includes 1 or two year post-high school certificate programs, associate and baccalaureate degree programs, or comparable levels;
- Graduate -- includes master's and doctoral degree programs, or comparable levels;
- Occupational (vocational) -- includes programs of training in business, technical, trades and crafts, or comparable occupational areas that lead to a certificate designating competence in an occupational area or specialty.

Course

A definite and distinctive subdivisions of a broad subject field that normally can be carried by a single instructor through a school semester or other representative training period (familiar examples are college courses). Each individual course is described as a discrete entity in the educational and training catalog and requires official enrollment of the students. Each course involves common learning objectives for the group of students enrolled in it.

Goal-Oriented Programs

Collections or groups of courses combined into integrated curricula to accomplish specific education or training goals.

In adult education facilities, goal-oriented programs are identified as those instructional programs that (1) lead to generally recognized certificates, diplomas, or degrees (for example, a baccalaureate program in business administration, a high school equivalency certificate program, or a vocational training program leading to a certificate of competence in a trade or craft, such as sheetmetal work, machinist, refrigeration and air conditioning mechanic, etc.); or (2) cover a broad range of a subject-matter field of an academic or vocational nature to a specific level of competence in that field (for example, a reading or mathematics program covering several grade levels leading to high school equivalency in that subject). (For the purpose of this Guide, a goal-oriented program in an adult education facility must consist of at least five (5) discrete courses.)

In children's schools, each grade level within the primary, intermediate, and secondary learning levels is considered to be an individual goal-oriented program. There may also be a variety of

"enrichment" programs that represent additional goal-oriented programs. For example, in an elementary school, an extensive foreign language program may be counted as a goal-oriented program. In a secondary school, an honors or "advanced placement" program in which college credit may be carried would also represent an additional goal-oriented program.

NOTES TO USERS

Supervisory Responsibility

The great majority, but not necessarily all, of the positions covered involve supervisory responsibility and require supervisory qualifications. The evaluation plan does not include a separate factor specifically on supervisory responsibility because the presence or absence of this responsibility will not, in and of itself, determine grade levels for these positions. The evaluation criteria used in the Guide contain, in effect, a built-in reflection of the scope and complexity of supervision exercised.

However, if the supervisory responsibilities of an individual position are not adequately reflected in the evaluation using this guide, that position should be further evaluated using the [General Schedule Supervisory Guide](#). The final grade will be based on those aspects of the assignment that reflect the most significant responsibilities, as determined by comparison of both evaluations.

Management Responsibility

The criteria in the evaluation plan are predicated on the program manager having full responsibility for planning, developing, and managing the program. This includes responsibility for estimating and obtaining the necessary program funds and determining their allocation. Also included is the responsibility for negotiating for the services of outside institutions, as necessary, involving consideration of program requirements, costs, facilities, basic contract specification, etc., (the actual letting of the contract by a higher echelon does not detract significantly from this responsibility). When higher echelons rather than the program manager regularly perform these or similar functions, a lower value should be assigned to the factor or factors that reflect this situation.

Other Education Services

Services that support the basic goal of education and training, such as libraries, laboratories, testing and counseling services, etc., are implicit in educational programs and are taken into account in the evaluation criteria in this guide. The presence of these services, therefore, will not normally serve to enhance the evaluation of the program manager's position. However, the absence of these services or their presence to an unusual degree may influence the level of difficulty and responsibility. For example, the absence of a counseling program should be considered as a weakening factor in the overall evaluation of a position covered by the guide.

Conversely, a counseling program that is exceptional in scope and/or complexity would have a positive effect on the overall level of difficulty and responsibility (see the explanatory notes for subfactor 2(b) -- Instructional Program Complexity -- for additional guidance on evaluating testing and counseling programs).

Secondary Responsibilities

At many facilities, the education program manager has a variety of continuing additional responsibilities (e.g., student transportation, social activities, etc.) that are only ancillary or indirectly related to the facility's primary education mission. Typically, such additional responsibilities are of a lower order of difficulty and responsibility and therefore do not enhance the grade levels provided by this Guide.

Impact of Incumbents on Grade Levels

It is inherent in the nature of Education Program Manager positions that the incumbents have a significant impact on the way in which the positions operate. A program manager may perform only the minimum amount of work necessary to keep the program in operation, or on the other hand, may exercise a great deal of initiative and originality in expanding and improving the education services offered by the facility. This position-incumbent relationship has a direct effect on the classification of jobs covered by this guide, and is recognized in the evaluation criteria.

The impact of the incumbent on the grade level of the job may, however, lead to questions concerning the proper classification of program manager positions when there is a change of incumbents. The following guidelines may be applied in such situations:

1. If the position is presently classified at a relatively high grade (e.g., GS-13) based on the recognized accomplishments of the incumbent, that position should ordinarily be reclassified to a lower grade until the new program manager can demonstrate the ability to perform the higher level work.
2. In some situations, the person selected will have already demonstrated in previous positions the ability to perform the work at a level of difficulty and responsibility equivalent to the job to be filled. In such cases, the position may be filled at the higher grade.

In any case, the final classification of a position must be based on the criteria provided in this guide and on sound classification judgment.

EVALUATION PLAN

Three factors are considered significant in determining the grade level of positions covered by this guide. They are:

Factor 1 -- Student Load

Factor 2 -- Variety and Complexity of Instructional Activity

Factor 3 -- Level of Responsibility

For each factor (and sub-factor) there are four degrees (A, B, C, and D) that reflect significant differences in difficulty and responsibility. Point values are assigned to each degree level, which are specified under the factor discussions below. Intermediate point values should not be used for minor deviations from the criteria, however they may be appropriate when the deviation is significant (when the degree levels are defined in terms of numerical elements, intermediate point values should not be used merely because the position falls in the gap between two levels -- there must be other elements of the job that add significant difficulty or complexity to that factor to warrant such credit.)

The factor definitions that follow are necessarily stated in general terms, since they must apply to the many different types of positions covered by this guide. Within a given factor, however, there are some differences in the specific criteria which take into account the relative difference of the programs according to the type of facility (for example, adult military education centers typically provide for the part-time, comparatively short-range participation of a large number of students in prestructured programs, while children's schools typically provide for the full-time long-range participation of each student with a greater emphasis on curriculum and course development with consideration of the maturation rate of each age group, as well as a concern for the personal and social development of the individuals, their health and safety, and the identification of learning and social problems that may exist. Similarly, the nonmilitary adult education facilities for the disadvantaged provide very highly personalized learning programs for each participant, as compared with the typically more group oriented program approach in military education centers.) The degree definitions are amplified, as needed, through individual illustrations describing situations at the different kinds of facilities. These are not descriptions of specific positions; rather they are intended only to be illustrative of the concept of the level of difficulty for that degree. The final degree level determination should be made by use of sound classification judgment by comparison with the overall concepts and examples provided for each factor.

FACTOR 1 -- STUDENT LOAD

In evaluating the position of a manager of an education program, the size of the student population participating in the program at any one time serves as one gauge of the administrative and managerial problems that must be handled, such as the normal instructional and counseling

load, supervision of the staff needed to handle that load, utilization and maintenance of the physical plant and equipment, administrative handling of correspondence courses, and enrollments and tuition assistance for courses given at outside institutions.

The student load is measured by taking an average of the number of students simultaneously enrolled and participating in the facility's education and training program. In most cases, this computation should be made by counting the number of students enrolled and participating in one or more courses at the beginning of each quarter of the fiscal year (i.e., on July 1, October 1, January 1, and April 1) for a representative number of quarters and dividing by the number of quarters used (ordinarily 4 to 8 quarters should be sufficient). In some instances, however, it may be necessary to use another date within the quarter to get a more representative picture of the student load of the program.

For credit under this factor, participation may have been in courses that are given at the facility itself, through facility negotiations and arrangements at other institutions, and/or through facility arrangements by correspondence. However, each participating student is counted only once for each quarter, regardless of how many courses he may be enrolled in during that quarter.

Four broad ranges are provided for the respective degree levels to indicate size categories. The four ranges are described according to the type of facility. The distinctions shown are intended to serve as an indicator of substantial differences in student load, since differences of a few students one way or another are not significant.

Degrees for Student Load	No. of Participating Students in	
	Education Services Centers at military installations	All other adult education facilities; and children's school
A (2 points)	300 - 600	100 - 200
B (4 points)	800 - 1600	250 - 650
C (6 points)	2000 - 4400	750 - 1200
D (8 points)	5000 or more	1400 or more

FACTOR 2 -- VARIETY AND COMPLEXITY OF INSTRUCTIONAL ACTIVITY

The purpose of this factor is to evaluate the scope and difficulty of program management in terms of the amount and diversity of instructional activity provided by the education or training facility. This instructional activity is measured in terms of the variety and complexity of courses and goal-oriented programs that have resulted from the active efforts of the education program manager.

For the purpose of this Guide, "active efforts of the education program manager" includes activities such as, or substantially equivalent in difficulty and responsibility to, most or all the following:

1. For courses and programs provided at the facility:
 - Conducting surveys of educational needs and preferences;
 - Developing or otherwise obtaining the course or program curriculum, content, and instructional materials; or persuading (negotiating for) an education or training institution to provide the course or program at the facility;
 - Arranging for necessary classroom space, supplies, and equipment;
 - Recruiting for, or arranging for the participating institution to provide, qualified instructor(s);
 - Coordinating with the facility librarian to provide the necessary library services -- this function is particularly significant for courses for credit and degree programs from accredited schools because the library must also meet accreditation standards;
 2. For courses and programs conducted at institutions outside the facility:
 - Conducting surveys of needs;
 - Persuading the institution to establish a course or program specifically for the students of the facility -- these may be specialized courses (e.g., military history) or courses that, while not specialized, have not previously been given by the institution (e.g., Black Studies): *
 - Working with the institution in developing course or program content to ensure that the needs of the students are met; *
 - Arranging for tuition assistance.
- * At least one of the two asterisked elements must be present for a course to warrant credit under this factor.

Factor 2 is comprised of two sub-factors:

- (a) Course Range and Variety
- (b) Program Complexity

2 (a) Course Range and Variety

The table below provides specific criteria for measuring the number and variety of courses provided through an education or training facility that have resulted from the active efforts of the program manager. (Note that the criteria relating to children's schools are different from those for adult education facilities. For children's schools, "curriculum", rather than specific numbers of courses, is used to measure course range and variety. The "basic curriculum" refers to the usual required basic combination of courses appropriate for the grade level involved.)

Degrees for Course Range and Variety	All Types of Adult Education Facilities	Children's Schools
A (2 points)	10-30 creditable courses	Essentially limited to the basically required curriculum for a school of its type.
B (4 points)	40-70 creditable courses	Exceeds A in having an expanded curriculum (e.g., includes significant enrichment courses, club and athletic programs, etc.) but within the framework of regular curriculum for a school of its type.
C (6 points)	80-125 creditable courses	Exceeds B in also including significant courses extending beyond the framework of the regular curriculum for the type of school (e.g., adult education courses, post high school vocational courses).
D (8 points)	140 or more creditable courses	Exceptional in its extensive and diverse range of expanded course activity, both within and beyond the regular framework (e.g., enrichment courses, remedial courses, club programs at several levels, high school vocational courses, college and adult education courses).

Explanatory Notes for Crediting Courses for Adult Education Facilities

1. The total number of creditable courses conducted during a school year (or calendar year) is computed. Courses that are different in subject or level are creditable (e.g., French I, French II, Spanish I, Spanish II are all creditable). Duplicates, repeats, or slight variations or modifications of courses are not creditable.
2. Courses that are designed for individual rather than group study are not counted as individual discrete courses (e.g., correspondence courses, on-the-job training courses) unless the program manager was actively involved in developing the course content, training materials, etc.
3. Courses given at outside institutions that are part of a broader instructional program and which have not, individually, resulted from active efforts of the program manager, are not credited under this factor. In this situation, the overall instructional program may be credited as one course. Creditable courses given at the facility are counted, even though they are part of an instructional program.
4. Courses that have been planned, students enrolled, and classes begun are creditable even though the students do not complete the course.

2 (B) Instructional Program Complexity

This subfactor measures the extent to which the nature and variety of goal-oriented instructional programs (as defined on page 6) add substantially to the difficulty of the overall instructional activity.

Instructional programs are credited under this subfactor when they are given at the facility under the administrative control of the program manager or, if provided outside the facility at other institutions, when their establishment resulted from the active efforts of the program manager (as defined above).

Instructional programs have added complexity when they include courses that are neither prepackaged nor standardized. Rather, these courses require substantial participation by the program manager in the individualized development, redesign, or updating of curricula and/or instructional methodology to meet the needs of students with special learning problems (e.g., adults who are functionally illiterate, or children whose cultural background is greatly different or who are educationally disadvantaged or otherwise handicapped).

Programs in the upper learning levels (undergraduate and graduate) also contribute to credit for complexity when they require the program manager to provide extensive professional counseling in the kinds of courses needed to reach individual career goals. Additionally, programs at these levels typically require greater promotional effort to enroll a sufficient number of students to meet minimum class size criteria so that they may be offered to those requesting them.

The complexity of instructional activity is also enhanced when the facility provides programs at several different learning levels, each of which has resulted from the active efforts of the program manager.

Degree A (2 points) -- At this level, goal-oriented instructional programs are standardized or well-established, with few, if any, complexities. The instructional activities typically include a small number of programs (e.g., 1 to 3) at 1 to 3 learning levels.

Illustrations:

1. Principal of an elementary or secondary school that does not extend through the entire grade range typical of a school of its type. Provides a fairly standardized instructional program for the grades covered.
2. Director of an adult education program that provides or arranges for education and training, mostly in general education, vocational, and general interest subjects. Provides standardized instructional programs in basic education and high school equivalency, and 2 occupational fields through which the students earn recognized certificates. The facility's instructional program as a whole is primarily geared to students at 2 learning levels (secondary and vocational).

Degree B (4 points) -- This level exceeds Degree A in that the program coverage represents a moderately increased variety and complexity of instructional program activity. Typically, programs for adults at this degree include 5 to 8 goal-oriented instructional programs for students at 3 or 4 different learning levels, several of which are provided at the facility. Children's schools at this level include the full range of program activities for a school of its type, in comparison with Degree A where the school provides only a portion of the typical grade range.

Illustrations:

1. A principal of an elementary school, middle school, junior high school, or high school that extends through the full range of grades for a school of its type.
2. A director of an education services center at a military installation that provides education and training for adults in 5 to 8 different instructional programs leading to recognized certificates, diplomas, or academic degrees. The instructional programs are at 3 or 4 learning levels and include, on post, two baccalaureate and/or master's degree programs and a one-or-two year certificate completion program for an occupational area.
3. A program manager at a facility responsible for providing an education and training program for disadvantaged young adults. At a minimum, the overall program includes basic education, GED, and vocational training programs, and may also include one or two basic college level courses (e.g., first year mathematics). The instructional programs are generally standardized, however the instructional approaches must be specifically geared to meet the special needs of these disadvantaged students.

Degree C (6 points) -- This degree represents substantial variety and complexity of instructional program activity. Programs for adults typically involve 10 to 15 different creditable goal-oriented instructional programs encompassing 4 or 5 learning levels. A significant number of these instructional programs (e.g., 3-7) are nonstandardized and involve problems of program development or updating. They may also require the instructional approaches to be tailored to accommodate individual student needs.

Children's schools at this level include, in addition to the full range of program activities for a school of its type, a substantial portion of another school level or other substantial additions, either of which involves some complex programs.

Illustrations:

1. The principal of an elementary school, middle school, junior high school, or high school that provides a full program of grades and activities appropriate for a school of its type. Also, the school provides additional program activities that extend beyond the program framework of the elementary or secondary school that substantially increase the planning and management responsibilities. For example:
 - The elementary school has a junior high program through 9th grade; or the secondary school has 1 or 2 junior high levels below 9th year. In either case, the school includes among its instructional activities several programs that it designs for children who are gifted, handicapped, or disadvantaged.
 - The 4-year high school provides an advanced program that includes basic college-level courses in two or three academic or advanced vocational fields.
2. Director of an education services center at a military installation that provides 10 to 15 creditable instructional programs of substantially varied nature at 4 or 5 learning levels. At least 3 of the programs have been developed, with significant participation of the program manager (or his staff), specifically for the needs of the military students. In addition, 3 or more of the programs are undergraduate and/or graduate degree programs.
3. The director of an adult education program for disadvantaged adults that provides for education and training involving 10 to 15 different instructional programs for students at 4 or more learning levels. A substantial number (e.g., 3 to 7) have been specially constructed or largely redesigned to accommodate the particular learning problems of most of the students at this facility. In addition, several of the programs involve 1- and 2-year certificate programs for post-secondary training in technical/vocational fields.

Degree D (8 points) -- Manager positions at this degree provide instructional program activity that is exceptionally broad in coverage, in terms of both variety and complexity. Typically adult education and training activities involve 20 or more different creditable

instructional programs at 4 or more learning levels. At least half of the instructional programs are nonstandardized or special-problem oriented and have required an exceptional degree of participation by the program manager (or his staff) in course and curriculum development and/or redesign and innovative development of instructional methodology. Children's schools provide an exceptionally broad range of program coverage as described below.

Illustrations:

1. The principal of a children's school with an exceptionally broad coverage, such as the following:
 - The full range of both elementary and secondary programs. Many of the program activities are specially designed for handicapped or disadvantaged children, including extensive course and curriculum development and development of teaching methodology that is individualized for each student's needs; or
 - A complete secondary school program, plus an exceptional range of additional activities beyond the secondary school framework (e.g., 5 or more programs providing coverage in college subjects and/or technical/vocational programs at the community college level; or
 - A complete kindergarten, elementary-junior high program through 9th year, plus several additional activities extending beyond the regular school levels (e.g., three or more programs at the high school level and several general education programs for adults). Many of the school's programs are specially designed for the gifted, the handicapped, or the disadvantaged.
2. The director of an adult education program that provides education and training involving 20 or more instructional programs in academic, technical, and vocational fields, ranging from basic education through graduate levels as well as vocational training at post-high school levels. At least half of the programs have been developed specifically for the special needs of the facility with substantial involvement of the program manager or his staff.

Explanatory notes:

1. The numbers of instructional programs and/or learning levels described at each degree level do not, in themselves, determine the appropriate degree to be credited. The position to be evaluated must substantially meet the overall level of difficulty described for the degree level in order to be credited.
2. Each learning level is counted only once, regardless of the number of instructional programs at that level.

3. Each instructional program is counted only once. Ordinarily, more than one instructional program in the same subject-matter field and at the same level (e.g., two baccalaureate programs in English) are counted as one program, even if given by different institutions, unless there is clear evidence that each program added significantly different problems to the program manager position. Additionally, only programs offered, and for which component courses have been conducted, within the past two years will be credited
4. Testing and counseling activities are normally an integral part of the education and training program and thus do not warrant additional credit. However, in those instances where these activities (conducted by professional counselors under the administrative and technical supervision of the program manager) involve an exceptional workload (e.g., more than double the number of participating students credited under factor 2) the testing and counseling function may be credited as one goal-oriented instructional program.

FACTOR 3 -- LEVEL OF RESPONSIBILITY

This factor measures the nature and extent of initiative and originality required; the extent of the authority and freedom permitted the program manager by higher authority; and the difficulty and responsibility of work contacts and relationships (other than with supervisors and subordinates) within and outside the agency with which the program manager is personally involved or which he has been instrumental in promoting through his staff. It considers the nature and extent of supervision and guidance furnished by higher authority and by applicable guidelines and precedents, and the judgment required to follow, select, and adapt such guidelines. It takes into account significant contributions made by the program manager (and approved by higher authority, as necessary) in the way of changes and innovations to improve and advance the education training program. It considers the degree of acceptance of his recommendation by higher authority. Contacts are considered in terms of the purpose, extent, and impact of those contacts and the difficulty involved in participating in productive discussions.

Degree A (2 points) -- Managers at this degree carry out programs that are mainly covered by guidelines and precedents set by the agency headquarters or by a higher command. Courses and programs are prescribed or recommended by higher authority and/or are essentially the same as other existing models. Initiative and judgment are confined primarily to the selection and interpretation of applicable guides and precedents and to planning the details for implementing the education program within those guides.

Contacts at this level, although frequent, are typically of a harmonious or routine nature. Such contacts have the following characteristics, or equivalent:

- To obtain and furnish factual information;
- To discuss the normal run of school and student problems with groups of parents or community representatives;

- To arrange for supportive services such as transportation and health care for students, tuition assistance for programs given at outside institutions, or comparable services to meet facility needs;
- For courtesy purposes.

Degree B (4 points) -- Program managers at this degree frequently modify and improve existing program activities by updating course content and instructional methodology and/or provide additional program or course activity within broad guidelines established by higher authority. In either case, the changes are largely based on, or adapted from, similar activities and models developed elsewhere. Initiative and judgment are required to determine the need for change, adapt existing models to the local situation, and implement the new or revised programs. Contacts, which typically involve a substantial variety of individuals and groups, have the following characteristics, or equivalent:

- Recurring contacts with other schools or training facilities similar to those of the program manager's own facility to discuss common problems and ways to solve them;
- Numerous contacts with education and training institutions for the purpose of negotiating agreements for participating in established programs;
- Numerous contacts with students' parents or guardians to discuss difficult student problems;
- Regular continuing contacts with outside individuals and local civic groups to improve the usefulness of community facilities for educational and recreational purposes.

Degree C (6 points) -- At this degree, the program manager makes significant creative contributions towards program advancement and improvement in aspects of individual programs; for example, developing new major courses or program activities from models and precedents that are only vaguely applicable to the relatively complex needs of the facility. Although major changes may require approval of higher authority, the recommendations of the program manager are usually accepted without significant modification.

Contacts typically involve a wide variety of individuals and groups for the purpose of obtaining cooperation in establishing and implementing programs that are new or different in significant respects from existing programs. New or revised programs, while basically acceptable in principle to those concerned, have significant aspects that are controversial or otherwise require a substantial amount of persuasion to obtain cooperation or approval. This degree involves contact activity having characteristics equivalent to the following illustrative examples:

- Initiating and carrying out exploratory surveys in an Indian community to identify education and training interests and needs;

- Establishing and maintaining contacts with education and training institutions, business groups, and individual specialists to obtain support in establishing new programs and staffing them with people who can contribute to the success of the programs;
- Serving as liaison with the Indian Tribal Council, local public school officials, and PTA's to interpret the children's educational and cultural needs and the school's and Tribe's programs, and to assure that the public schools attended give the special attention needed to meet the unique problems and educational needs of the students;
- Maintaining contacts with civic, business, and other groups and organizations of the community to convince business groups to provide part-time work and on-the-job training for students and full-time employment after graduation;
- Negotiating a variety of special-purpose education and training contracts with colleges and vocational training institutions or industrial companies in the area, often requiring considerable persuasion to overcome apathy and reluctance to change traditional practices;
- Initiating and following through on contacts with local and state departments of education and regional education associations to obtain acceptance of certain program coverage and to secure recognition for accreditation of certificate requirements.

Degree D (8 points) -- This degree applies to those fairly rare situations where the program manager provides an unusual level of creative leadership for the education and training program as a whole. The program manager is instrumental in shaping or reshaping and determining the direction of the education program of the facility; in developing new short- and long-range program policies, new goals and objectives, and new performance standards; in developing and installing new or unique programs; and in gaining acceptance of these programs and objectives by higher authority and others concerned. Guidelines and precedents are obscure or largely inapplicable, and the manager uses research reports and other conceptual materials as well as his own professional knowledge and creativity to perform these duties. The manager is generally recognized as an authority in the education and training field and his technical decisions are typically accepted as correct, with review by higher authority for adherence to agency policy only.

Contacts typically involve a very broad range of individuals, groups, and organizations on matters that are controversial, involve major changes in programs and policies, and/or involve participants who are extremely uncooperative and unyielding. The following illustrative examples are typical of contacts at this level:

- Frequent contacts with other levels and types of organizations with the agency and with national or regional headquarters of other agencies on controversial matters involving significant changes in policy or major program areas;
- Establishing and maintaining contacts with universities, scientific institutions, professional organizations, or other similar education and training institutions to

negotiate and monitor contracts for new kinds of education and training programs that require highly individualized development to meet unique needs;

- Frequent contacts with community groups, parents' organizations, or similar groups, that are strongly opposed to, or will not cooperate with the programs of the facility.

GRADE LEVEL DETERMINATION

Grade levels for program manager positions evaluated by reference to this guide are derived as follows:

1. Establish the most nearly appropriate degree level for each of the factors by reference to the criteria and assign the appropriate point value.
2. Total the point values for all of the factors.
3. Convert the total point value to a grade level by reference to the following table:

Total of Point Values	Grade Level
8 - 12	GS-11
14 - 20	GS-12
22 - 28	GS-13
30 - above	GS-14

The evaluation criteria and the conversion table are directly applicable to the great majority of education program manager positions. However, in relatively unusual situations, there may be positions that have patterns of program characteristics, delegations of responsibility, or other special characteristics that differ from the criteria and examples provided. The great majority of these special characteristics will not be of sufficient magnitude to affect the grade levels provided in the conversion chart. Occasionally, however, a position will have particular features that may influence the grade-level evaluation upward or downward. In order to affect the grade-level evaluation, the special characteristics must meet all of the following conditions:

- a. They are inherent in the position as regular and recurring situations;
- b. The basic evaluation factors do not take them into account;
- c. They significantly increase or decrease the position's total responsibility and complexity;
and

- d. Their impact causes the total position clearly and substantially to exceed or fall short of the grade level provided in the conversion chart.

The kinds of significant special characteristics that might be considered in the evaluation of education program manager positions include:

- Full administrative and technical responsibility for several (e.g., 5) training sub-centers (satellite centers) operating essentially full-time in an education services program at a military installation;
- Responsibility for the housing care, welfare, and social adjustment of students on a 24 hour per day basis at a residential (boarding) school;
- Responsibility for designing and conducting programs for use as demonstration models for other schools or other training organizations;
- Continuing responsibility for planning and carrying out research, experimental, or innovative programs, or for the introduction of significant innovations in education and training methodology.

Thus, for example, in those out-of-the ordinary situations where the program characteristics, duties, and responsibilities of a position clearly and substantially exceed those depicted at the GS-14 level, the position may warrant classification at GS-15. Similarly, for positions in which there is an unusual degree of control exercised by higher authority over the administrative and/or technical aspects of the program, a grade below that provided in the conversion chart may be appropriate.

Normally the evaluation criteria and the conversion table in this guide will cover the range of work situations and program characteristics encountered in this field of work. In those unusual circumstances where this is not true, the appropriate grade level must be determined by the use of sound classification judgment and consideration of alignment with other properly classified positions.