

Position Classification Standard for Education Program Series, GS-1720

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SERIES DEFINITION

This series covers professional education positions that involve promoting, coordinating, and improving education policies, programs, standards, activities, and opportunities in accordance with national policies and objectives. Positions in this series primarily involve the performance, supervision, or formulation and implementation of policy concerning education problems and issues. These positions require a professional knowledge of education theories, principles, processes, and practices at early childhood, elementary, secondary, or post secondary levels, or in adult or continuing education. They also require a knowledge of the Federal Government's interrelationships with State and local educational agencies or with public and private postsecondary institutions.

This series coverage standard supersedes the standard for this series issued in October 1982.

EXCLUSIONS

1. Classify in the [Education Research Series, GS-1730](#), professional educator positions that involve performing, leading, managing, or supervising scientific research to solve educational problems or to develop new knowledge bearing on education processes. The paramount requirement for this work is knowledge of and skill in applying research principles and methods and subject matter knowledge related to the education research being performed.
2. Classify in the [Education and Vocational Training Series, GS-1710](#), professional educator positions in programs of education and training operated by the Federal Government. These positions are involved, in an operating or staff capacity, in the direct provision of education or training programs and include positions such as teachers and school administrators.
3. Classify in the [Education and Training Technician Series, GS-1702](#), positions that involve work of a nonprofessional support nature in the field of education or training.
4. Classify in the [Contracting series, GS-1102](#), the [General Business and Industry Series, GS-1101](#), or another appropriate series positions that involve financial assistance or support to educational agencies, institutions, or organizations or to students. The primary requirement of these positions is knowledge of funding procedures, contracting or grants processes, budget preparation, or similar administrative activities.
5. Classify in the [Management and Program Analysis Series, GS-0343](#), positions that involve developing educational program objectives and evaluating the effectiveness of operations. The work requires an appreciation of the substantive nature of education programs and their interrelationships, but it does not require full professional knowledge and technical competence in the field of education.

6. Classify positions that involve work in the field of education, but primarily require full professional knowledge of another subject matter field, in the appropriate subject matter series or the [General Education and Training Series, GS-1701](#). The career pattern of these position is associated primarily with the subject matter area rather than with the field of education. For example, positions that involve analyzing education programs to provide services to students with communication disorders, and have as the primary requirement full professional knowledge of audiology or speech pathology, should be classified in the [Speech Pathology and Audiology Series, GS-0665](#).

Also classify to the GS-1701 series positions involved in professional work in the field of education that is not identifiable with an established series in the GS-1700 group.

7. Classify in the [Equal Opportunity Compliance Series, GS-0360](#), positions involved in programs to promote equal opportunity in education. The primary requirement of these positions is technical knowledge of and competence in equal opportunity/civil rights work rather than professional knowledge of education to develop, administer, or evaluate education programs or deal with education problems.
8. Classify in the [Technical Information Services Series, GS- 1412](#), positions that involve helping the education community to identify education needs and to obtain and utilize the results of education research and development. The primary requirement of these positions is skill in the techniques, methods, and systems of information processing and dissemination. They require a broad knowledge of the field of education, but not the professional subject matter competence demanded of positions in the GS-1720 series.

OCCUPATIONAL INFORMATION

Positions in this series are concerned with the establishment of and leadership in education programs, policies, and activities. Their responsibilities cover a number of major goals and efforts.

1. To help the education community apply promising solutions to problems in particular settings;
2. To equalize education opportunities for groups and individuals who are at a disadvantage because of economic, racial, or geographic conditions, or because of physical or mental handicaps; and
3. To improve the quality and relevance of education through research, development, experimentation, demonstration, dissemination, and training.

Education program specialists function within a framework of laws, policies, and program philosophy that sets forth the general outlines of the Federal Government's role in education.

This Federal role is difficult to define precisely because of conditions, such as:

- the tremendous scope, complexity, and diversity of the activities involved and their impact on the future of society and the lives of students, parents, teachers, and taxpayers;
- the often controversial and sensitive nature of social and economic issues, e.g. equal education opportunity, racial/sex equality; and
- the historical and present relationships between the Federal Government and State and local governments and the private sector in this nation's highly decentralized educational structure.

In some educational activities, the knowledge and skills called for are not clearly in one discipline, but involve overlapping or borderline disciplines. There may be a basis for classifying such a position in either this series or in another professional field, depending on which professional skill is determined to be paramount. (See the [Introduction to the Position Classification Standards](#) and [The Classifier's Handbook](#) for more information on determining the series of a position. See especially the material on classifying interdisciplinary positions.)

Examples of Work That Do Not Require a Professional Education Background

Much of the work that involves responsibility for education programs demands administrative skills and knowledge in managing contracts and grants, e.g., skill in planning, budgeting, dealing with panels of private consultants, setting priorities, monitoring grants and contracts, and evaluating their effectiveness. When the primary emphasis is on the administrative and management aspects rather than on the substantive aspects, i.e., the content and quality of education programs and projects, the positions should be classified in the appropriate administrative or management series. In some of these work situations, a combination of professional education positions and administrative or management type positions may provide the optimum mix of skills.

There are also important positions in other program activities that require a good appreciation of the field of education, but not the application of a professional background in the context of this series. While these positions function in education settings and involve contacts with education administrators, the primary knowledge and skill requirements are in the business and financial management areas. Such positions may exist, for example, in programs involving school assistance in Federally affected areas, construction of higher education facilities, and student financial aid. These positions do not require a professional knowledge of education, theories, principles, and practices.

Examples of Work That Require a Professional Education Background

Positions in this series vary greatly in function, program, and area of emphasis. They all, however, have a common bond:

The primary requirement is the application of a professional background in the field of education, and an understanding of the functions, programs, and operations of State and local

education agencies and public and postsecondary institutions, as these organizations relate to the Federal Government's role in the education process.

This professional background in education is essential to assure valid qualitative judgments on the soundness, feasibility, and value of education plans, proposals, policies, and programs in the context of Federal-State and local relationships, or Federal- private institution relationships. Similarly, employees in these positions need professional competence in the field of education to achieve mutual respect and maintain productive professional working relationships with educators when working on substantive education matters, whether in public school systems at State and local governments, in postsecondary institutions, or in other private organizations.

Many positions in this series focus mainly on policy development, on the planning and design aspects of education programs, or on evaluation of education programs. Other positions are engaged in reviewing proposals for innovative or demonstration education projects. A significant number of positions have responsibility for assuring proper administration of Federally- funded education programs. This responsibility includes the functions of monitoring approved education projects, providing technical assistance on substantive educational as well as administrative programs. Some positions involve collaboration with individuals or groups to identify and assess high priority education needs; other positions are concerned with evaluating proposals to meet these needs.

A large number of positions involve work with programs in elementary and secondary schools. The work of many other positions focuses mainly on postsecondary institutions. Still other positions involve work with programs in both elementary and secondary and postsecondary education, as well as in other types of institutions, e.g., positions concerned with vocational education or with education for handicapped individuals. Many positions in this series are engaged in professional work on day- to-day operating matters and problems in regional offices or in the headquarters offices.

The basis for determining if a position belongs in this series is the primary requirement for demonstrated professional competence in the education field. This determination is sometimes difficult to make and may demand painstaking analysis and consideration.

Other Considerations

An employee's possession of professional qualifications in the field of education is not necessarily a basis for classifying a position in this series. The key is not whether the employee has a professional background in education, but whether such a background is the primary requirement to do the work assigned.

On the other hand, the lack of professional qualifications in the field of education can indicate that the employee's position falls outside the GS-1720 series. Such professional qualifications are needed to make the kind of substantive judgments on the content and quality of education plans, proposals, policies, and programs required of positions in this series. The consideration of candidates for individual positions requiring specialized knowledge and skills can be accomplished through the use of selective placement.

TITLES

Education Program Specialist is the title for nonsupervisory positions.

Supervisory Education Program Specialist is the title for supervisory positions.

EVALUATING POSITIONS

Evaluate nonsupervisory positions, including team leader positions, using the grade level criteria in this standard. Positions should be evaluated on a factor-by-factor basis using the factor level descriptions or benchmarks or both. Only the designated point values may be used. The absence of a benchmark at any grade from GS-5 to GS-15 does not preclude evaluation of positions at that grade. More complete guidance for evaluating positions using the Factor Evaluation System can be found in [The Classifier's Handbook](#)"

GRADE CONVERSION TABLE

Total points on all evaluation factors are converted to GS grade as follows:

| GS Grade | Point Range |
|-----------------|--------------------|
| 5 | 855-1100 |
| 6 | 1105-1350 |
| 7 | 1355-1600 |
| 8 | 1605-1850 |
| 9 | 1855-2100 |
| 10 | 2105-2350 |
| 11 | 2355-2750 |
| 12 | 2755-3150 |
| 13 | 3155-3600 |
| 14 | 3605-4050 |
| 15 | 4055-up |

FACTOR LEVEL DESCRIPTIONS

FACTOR 1, KNOWLEDGE REQUIRED BY THE POSITION

Factor 1 measures the nature and extent of information or facts which the workers must understand to do acceptable work (e.g., steps, procedures, practices, rules, policies, theories, principles, and concepts) and the nature and extent of the skills needed to apply those knowledges. To be used as a basis for selecting a level under this factor, a knowledge must be required and applied.

Level 1-5--750 points

A foundation of basic knowledge and skill for performing developmental assignments, rapidly learning the technical work, and advancing to professional work at higher levels. This includes knowledge and skill in analysis, problem solving, writing, interpreting policies and regulations, and dealing effectively with people, and practical understanding of educational institutions and processes and related political, social, and economic issues.

OR

Equivalent knowledge and skill.

Level 1-6--950 points

In addition to the basic foundation skills and knowledges described at Level 1-5, skill gained through developmental experience or relevant graduate study in applying education principles and techniques in a specialized area (e.g., teacher training, instructional methods, student motivation and discipline). Assignments that are performed at this level include the application of knowledges where:

- The objectives are generally defined and can be accomplished by precedents or standard practice.
- Information necessary for assignments typically can be secured by application of conventional analytical and investigative techniques.
- The problems presented are generally straightforward; unknown factors and relationships are primarily matters of factual nature, and the procedures for solving problems are fairly well understood.

OR

Equivalent knowledge and skill.

Illustrations:

- The education specialist applies a knowledge of established education principles and techniques such as (a) performing assigned segments of program evaluations of projects to develop better approaches for educating children of low income families, and (b) recommending approval or disapproval of assigned grant applications in accordance with precedents or based on guidance as to methods of approval.
- The education program specialist applies knowledge of education principles and practices in performing assigned aspects of work relating to development of equal education opportunity programs and education problems caused by race or sex discrimination, or the desegregation of public schools. Employee's duties include such tasks as providing technical assistance to State and local education staff members, and evaluating proposals for grants and contracts. Problems and issues are generally of moderate complexity and normally can be resolved by application of established education methods and practices that do not require extensive professional experience.

Level 1-7--1250 points

Professional knowledge applicable to a wide range of duties in a broad functional or specialized area of education such as adult education, bilingual education, instructional methods. Skills in utilizing this knowledge in a variety of difficult and complex assignments that call for extended professional experience or graduate study. Skill in adapting and extending education principles and practices to significant projects and problems for which there are no closely related precedents, but that are generally within the present state-of-the-art. For example:

- The education program specialist who serves as the responsible "project officer" for grants on the early education of handicapped children. The employee applies professional knowledge and skills in evaluating the soundness of project proposals, providing technical assistance on techniques and methodology, assessing project performance, and negotiating major changes in project plans.
- The education program specialist who applies professional education knowledges and skills in (a) providing technical assistance to State and local education agencies and post secondary institutions in the development of project proposals for innovative education programs for disadvantaged children, and (b) arranging and making site visits to monitor and evaluate projects approved for grants, and to work with grantees in improving the methodology and conduct of the projects, e.g., practical suggestions on promising alternative approaches to orthodox education practices.

OR

Equivalent knowledge and skill.

Level 1-8--1550 points

Mastery of a broad functional or specialized area of education and skill and experienced judgment in applying, developing criteria or requirements for, testing, and evaluating new approaches and concepts for major education problems of a highly controversial nature that have resisted solution over the years. The employee is recognized by agency management, professional colleagues, and persons in the education community as an expert in the broad area of education to which assigned. In this capacity, the education program specialist adapts and extends established concepts and methods, and assesses proposals for innovative alternative approaches from the standpoint of educational soundness, likelihood of success, feasibility, cost, priority, and consistency with overall program objectives of the agency.

OR

Equivalent knowledge and skill.

Illustration:

- The education program specialist who, as a nationally recognized authority, applies an extensive professional knowledge of the fields of special education and early child hood education in developing, stimulating, and coordinating a nationwide program to increase and improve education services for young handicapped children and their parents.
- The education program specialist who provides professional leadership in the development and evaluation of a program designed to identify better ways to educate economically disadvantaged children. Program includes innovative instructional methods and curricula, more effective parental involvement, teacher career development in teaching of disadvantaged children, counseling, and related services. Employee applies broad professional expertise in developing, applying, and appraising new education concepts and techniques, in defining problem areas, and in recommending changes in overall agency program guidelines and criteria.
- The education program specialist who is recognized in the regional education community as an expert in the field of adult education. Employee applies this extensive professional expertise, and provides leadership for efforts by State and local education agencies and other education institutions in promoting and improving adult education in the region.

Level 1-9--1850 points

Exceptional mastery of a broad area of education (such as elementary and secondary, postsecondary, handicapped, or vocational) and skill in generating and developing new approaches and concepts and in planning, evaluating, and providing leadership to major long-range programs designed to spur significant advances in the field of education. The education program specialist is a nationally recognized authority in the broad education field, whose judgments, advice, and influence have a major impact on agency nationwide programs and future activities.

OR

Equivalent knowledge and skill.

FACTOR 2, SUPERVISORY CONTROLS

"Supervisory Controls" covers the nature and extent of direct or indirect controls exercised by the supervisor, the employee's responsibility, and the review of completed work. Controls are exercised by the supervisor in the way assignments are made, instructions are given to the employee, priorities and deadlines are set, and objectives and boundaries are defined. Responsibility of the employee depends upon the extent to which the employee is expected to develop the sequence and timing of various aspects of the work, to modify or recommend modification of instructions, and to participate in establishing priorities and defining objectives. The degree of review of completed work depends upon the nature and extent of the review, e.g., close and detailed review of each phase of the assignment; detailed review of the finished assignment; spot-check of finished work for accuracy; or review only for adherence to policy.

Level 2-1--25 points

The supervisor or a staff member of higher grade makes specific assignments and provides clear and specific instructions.

The employee works as instructed, and asks for guidance on matters not covered in the instructions.

Assignments are closely controlled. The supervisor checks progress as required. Completed work is reviewed for accuracy and adequacy to assure that instructions and established procedures have been followed.

Level 2-2--125 points

The supervisor or team leader provides continuing or individual assignments, and indicates generally what is to be done, the quality expected, target dates or deadlines, and priority of assignments. Employee receives additional specific instructions as needed on new, difficult, or unusual assignments, including suggestions on work methods or advice on source materials available.

Employee performs recurring assignments independently without specific instructions, but refers deviations, problems, and unfamiliar situations not covered by instructions to supervisor or team leader for decision or help.

Methods used and completed work are reviewed for technical accuracy and compliance with instructions or established procedures. Review of the work increases with more difficult assignments if the employee has not previously performed similar assignments.

Level 2-3--275 points

Supervisor or team leader makes assignments by defining objectives, priorities, and deadlines; and assists employee with unusual situations that do not have usable precedents.

The employee plans and carries out successive steps and handles problems and deviations in the work assignments in accordance with instructions, policies, previous training, or accepted education principles and practices.

Completed work is usually evaluated for professional soundness, appropriateness, and conformity to policy requirements. The methods used in arriving at the end results are not usually reviewed in detail.

Level 2-4--450 points

The supervisor sets the overall objectives and the resources available. The employee and supervisor, in consultation, develop the deadlines, projects, and work to be done.

The employee, having developed expertise in the broad functional or specialized area of education is responsible for planning and carrying out the assignment; resolving most of the conflicts which arise, coordinating the work with others as necessary; and interpreting policy on own initiative in terms of broad agency objectives. Within broad delegations of authority, the employee also determines the approach to be taken and the methodology to be used. The employee keeps the supervisor informed of progress, and of potentially controversial matters with far-reaching implications.

Completed work is reviewed only from an overall standpoint in terms of feasibility, compatibility with other work in the agency, or effectiveness in meeting requirements or expected results.

Level 2-5--650 points

The employee has responsibility for independently planning, designing, and overseeing the carrying out of programs, projects, studies, or other major activities in the broad area of education concerned.

Results of the work are considered to be professionally authoritative, and are normally accepted without significant change. If the work should be reviewed, the review concerns such matters as fulfillment of program objectives, effect of advice and influence on the overall program, or the contribution to the advancement of education technology and practice. Recommendations for new projects and alterations of objectives are usually evaluated for such overall considerations as availability of funds and other resources, broad program goals, or national priorities.

FACTOR 3, GUIDELINES

This factor covers the nature of guidelines and the judgment needed to apply them. Individual jobs in different occupations vary in the specificity, applicability and availability of the guidelines for performance of assignments. Consequently, the constraints and judgmental demands placed upon employees also vary. Guidelines should not be confused with the knowledge described under Factor 1, Knowledge Required by the Position. Guidelines either provide reference data or impose certain constraints on the use of knowledge. Guidelines include applicable laws, agency policies and directives, professional education principles, and accepted methods for teaching or administering educational institutions.

Level 3-1--25 points

The trainee follows specific, detailed guidelines, and is expected to obtain authorization for significant deviations from these guidelines from the supervisor or a designated higher grade employee.

Level 3--2--125 points

Manuals, directives, regulations, and other applicable reference materials are available, e.g., agency requirements governing consideration and approval of grants.

Employee uses judgment in finding and selecting the appropriate guidelines, references, or procedures for application to specific problems and assignments. Employee also uses some discretion in selecting among established alternative approaches. The supervisor or team leader is available for consultation when available guidelines are not appropriate or adequate.

Level 3-3--275 points

The guidelines that are available do not cover adequately the specific problems or matters involved in the area of assignment.

Judgment must be used in determining independently to what extent a guideline or procedure requires interpretation and adaptation to be appropriate, e.g., for a particular school setting, student population, or Federal and State or Federal and local relationship.

Level 3-4--450 points

Guidelines include laws, regulations, agency policy, accepted education principles, and professional education standards. The general policies and precedents that are available provide very limited and often inadequate guidance for the major problem areas and critical issues involved.

Employee uses experienced professional judgment and resourcefulness in such significant matters as deviating from traditional methods and practices; modifying criteria for assessing

value of proposals for new major projects; and changing established mechanisms for evaluating performance of grantees and contractors when these mechanisms are not adequate or appropriate.

Level 3-5--650 points

Normally, only very broad and general policy statements, regulations, laws, education theories, and principles underlying professional education standards are available as guide lines.

As a recognized authority in a broad education program or functional area, the employee, through development of new approaches and strategies, often determines the guidelines that will be used by others within and outside the agency. These guidelines, which influence and often control program direction, include major substantive policies, as well as nationwide standards, procedures, and instructions. (At this level, education program specialists follow professional standards, but also the recommended policies and guidelines that advance or significantly influence professional education standards within a broad area of the field of education.)

FACTOR 4, COMPLEXITY

This factor covers the nature, number, variety, and intricacy of tasks, steps, processes, or methods in the work performed, the difficulty in identifying what needs to be done, and the difficulty and originality involved in performing the work.

Level 4-2--75 points

Assignments are designed to provide training and development for the employee in the application of professional education principles and practices to the work of the activity concerned.

Because of this controlled training or development, the variations in the work resulting from differences in the sources of information and the kinds of factual situations encountered do not present significant problems for the employee. The factors and conditions in the duties generally are apparent, applicable or comparable, and readily verified.

Level 4-3--150 points

The work consists of interrelated tasks or problems that require judgment and analysis in adapting precedents and established practice. The objectives for the assignments usually are clearly identified. The elements to be considered vary with the issues involved in each assignment.

The work involves applying and relating a professional knowledge of the specialized area of education concerned to a number of factors and conditions that must be understood and provided for. Examples of such factors and conditions are the role and responsibility of State and local jurisdictions and private institutions and organizations affected, appropriate provisions for

involvement of schools, students and parents; and procedures and mechanisms for dealing with, and monitoring progress of, grants and contracts.

Level 4-4--225 points

The work involves assignments covering a range of sensitive issues and problems in a major specialized area of education such as elementary, secondary, or vocational education. Complicating factors involve consideration of unusual circumstances, variations and shifts in the approach to problem areas, inadequate or conflicting data, and differences in views or judgments among professional educators and other interested parties and groups.

The employee is required to assess, select, adapt, and apply a variety of education concepts, practices, and approaches to independently plan, develop, monitor, and evaluate projects and studies for which standard methods may be adequate.

Level 4-5--325 points

The work involves identifying and defining complex issues in a broad area of specialization. The problems involved are of unusual difficulty and scope, and often the subject of considerable controversy and political sensitivity.

Day-to-day decisions on the critical issues involved are complicated by such factors as conflicting interests of different economic and social groups; sharply divergent views and approaches among education authorities; unresolved questions on the respective roles of Federal, State, and local jurisdictions; gaps in knowledge and technology.

The demands of the work require the employee to devise new methods and criteria for approaching education problems that have persisted in spite of past intensive efforts by persons and organizations in the education community.

Level 4-6--450 points

Assignments influence or determine the present and future direction of major program areas such as elementary and secondary education, postsecondary education, education for the handicapped, or occupational and adult education.

The work involves planning, developing, and evaluating objectives and priorities for these program areas, and the strategies for accomplishing the objectives. The crucial issues often involve volatile education policy questions on which there are strongly held conflicting, and often incompatible, views, but little or no reliable data and practice.

The employee must not only evaluate untried approaches and techniques, but must also take into account their potential effect on students, parents, schools, political jurisdictions, and the public. The work requires continuing efforts to establish criteria and fashion programs that will develop new knowledge and approaches on critical education problems that have thus far resisted solution.

FACTOR 5, SCOPE AND EFFECT

Scope and Effect covers the relationship between the nature of the work, i.e., the purpose, breadth, and depth of the assignment, and the effect of work products or services both within and outside the organization.

Effect measures such things as whether the work output facilitates the work of others or provides timely services of a personal nature. The concept of effect alone does not provide sufficient information to properly understand and evaluate the impact of the position. The scope of the work completes the picture, allowing consistent evaluations. Only the effect of properly performed work is to be considered.

Level 5-1--25 points

This level is appropriate only for trainee education program specialists who perform specific and limited tasks under controlled conditions.

The effect of the work is primarily to train the employee to assume more responsible professional assignments and to facilitate the work of higher graded staff members in the immediate organizational unit.

Level 5-2--75 points

Assignments can generally be accomplished by application of basic education principles and techniques and specific procedures and methods.

Work efforts often involve a complete segment of a project of broader scope, and affect the accuracy, reliability, and timeliness of the projects.

Level 5-3--150 points

The work involves dealing with a variety of problems, questions, or situations in a specialized area of education for the purpose of developing projects, reviewing proposals, and assessing the effectiveness of assigned projects.

Employee's recommendations and work products have an influence on the operating methods, conduct, effectiveness, and costs of a project or endeavor, the purpose of which is to improve specific education methods or practices.

Level 5-4--225 points

The work involves planning, advising on, and evaluating assigned education projects. Work products may include development of guidance and resource materials on major problem areas in education for grantees, contractors, and State and local officials engaged in efforts to improve education programs and practices.

The projects planned, developed, monitored, or evaluated by the employee have an impact on the conduct, direction, and success of efforts important to achievement of major agency program objectives.

Level 5-5--325 points

As a project coordinator or consultant in a broad area of education, the employee resolves critical problems and provides guidance on new approaches and methods that have a substantial impact on the work of other agency specialists, contractors, grantees, and the education community.

Employee's judgments and actions directly affect agency prospects for success e.g., achieving equal education opportunities for socially and economically disadvantaged children, or for handicapped children.

Level 5-6--450 points

The work is vital to achievement of crucial agency programs recognized to be of the highest priority and importance by top management in the agency and department, by the education community, and key committees of Congress.

The employee's professional stature and leadership role are instrumental in determining the nature, extent, and, to a significant degree, the success of agency efforts to effect major improvements or even breakthroughs in a major program (e.g., elementary and secondary education). This is an exceptional level of impact where the employee's personal contributions and decisions in a highly sensitive and controversial program area affect very large numbers of people, e.g., students, parents, and school staffs throughout the country.

FACTOR 6, PERSONAL CONTACTS

This factor includes face-to-face contacts and telephone and radio dialogue with persons not in the supervisory chain. (NOTE: Personal contacts with supervisors are covered under Factor 2, Supervisory Controls.) Levels described under this factor are based on what is required to make the initial contact, the difficulty of communicating with those contacted, and the setting in which the contact takes place (e.g., the degree to which the employee and those contacted recognize their relative roles and authorities).

Above the lowest level, points should be credited under this factor only for contacts which are essential for successful performance of the work and which have a demonstrable impact on the difficulty and responsibility of the work performed.

The relationship of Factor 6 and 7 presumes that the same contacts will be evaluated for both factors. Therefore, use personal contacts which serve as the basis for the level selected for Factor 7 as the basis for selecting a level for Factor 6.

Level 6-1--10 points

Personal contacts are primarily with other staff members within the immediate office, or in related units within the agency.

Level 6-2--25 points

Personal contacts are generally outside the immediate office with employees in the same agency or in other agencies with closely related programs. Individuals contacted include professional, technical, and administrative staff at various organizational levels in headquarters offices and/or regional offices.

There also may be contacts with representatives of State and local school systems, private institutions, grantees, and contractors on education matters when the contacts normally are established on a routine basis and occur within a structured setting.

Level 6-3--60 points

Contacts generally are with managers, subject matter specialists, and other officials outside the Federal Government, e.g., State and local school systems, postsecondary institutions, research organizations, public interest groups. In many positions, the individuals involved have grants or contracts on education problems and issues, or are associated with organizations and institutions that have such grants or contracts. These contacts are generally not established on routine basis, and occur in variety of places, inside and outside the agency.

Level 6-4--110 points

Personal contacts are generally with high-ranking officials from outside the agency, e.g., key officials and top education and scientific leaders of Federal agencies, State departments of education, the education and behavioral science research community, major education professional societies, and national public interest groups and organizations. The education program specialist may also participate, as an authority in a broad area of education, in conferences and seminars of national or international importance. These high-level contacts normally take place in situations and under circumstances that are outside the usual patterns of contacts and therefore are especially difficult to plan and prepare for.

FACTOR 7, PURPOSE OF CONTACTS

Purpose of personal contacts ranges from factual exchanges of information to situations involving significant or controversial issues and differing viewpoints, goals, or objectives. The personal contacts which serve as the basis for the level selected for this factor must be the same as the contacts which are the basis for the level selected for Factor 6.

Level 7-1-20 points

The purpose is to obtain, clarify, or provide facts or information about the work. The nature of the facts or information may range from that which is easily understood to highly technical data.

Level 7-2-50 points

The purpose is to plan, coordinate, and advise on work efforts; or to resolve operating problems. For example, the employee provides advice, clarifies problems, and resolves questions regarding plans, schedules, and methodology with grantees and contractors and with a variety of officials such as managers and professional staff members of State and local school systems, postsecondary institutions, and other organizations and groups. The employee may also discuss the criteria and procedures used in reviewing and evaluating proposals for grants and contracts with the outside experts and consultants who conduct such reviews. The individuals involved in contacts at this level are usually working toward mutual goals and are generally cooperative.

Level 7-3-120 points

The purpose is to motivate, influence, and persuade individuals and groups who are suspicious, fearful, or otherwise not inclined to be cooperative to accept changes in methods, practices, or programs, or to adopt new approaches. (For example, negotiations involving a significant shift in the methodology and schedule of a demonstration grant where the grantee has already committed substantial resources to the present approach and is reluctant to change.) The employee must be skillful in dealing with those persons and groups to achieve agreement on changes that will be in harmony with agency objectives and policies, or to gain compliance with regulations and other legal requirements.

Level 7-4-220 points

The purpose is to justify, defend, negotiate, or settle matters involving important and sensitive issues of critical concern to major agency goals and programs. As a nationally recognized leader in the major education programs concerned, the employee is often able to gain support of agency objectives from key persons and groups who have significantly different and conflicting viewpoints and goals. Because of the highly sensitive nature of the issues and their potential widespread impact, contacts at this level require the capability to overcome hostile attitudes and gain concessions, and to work out compromise solutions that are consonant with agency overall legal requirements and policies. Work at this level usually involves active participation by the

employee, in a key role for the agency, in conferences, meetings, hearings, or presentations on problems or issues of considerable consequence and importance to the agency's mission.

FACTOR 8, PHYSICAL DEMANDS

This factor covers the requirements and physical demands placed on the employee by the work assignment. This includes physical characteristics and abilities (e.g., specific agility and dexterity requirements) and the physical exertion involved in the work (e.g., climbing, lifting, pushing, balancing, stooping, kneeling, crouching, crawling, or reaching). To some extent the frequency or intensity of physical exertion must also be considered, e.g., a job requiring prolonged standing involves more physical exertion than a job requiring intermittent standing.

Level 8-1--5 points

No special physical demands such as above average ability, dexterity, or strength are required to perform the work. Much of the work is sedentary and the employee may sit comfortably to do the work. There may be some walking, standing, bending, carrying of light items, driving of an automobile, etc. Some field work may involve traveling to interviews, meetings, and sources of information.

FACTOR 9, WORK ENVIRONMENT

The "Work Environment" factor considers the risks and discomforts in the employee's physical surroundings or the nature of the work assigned and the safety regulations required. Although the use of safety precautions can practically eliminate a certain danger or discomfort, such situations typically place additional demands upon the employee in carrying out safety regulations and techniques.

Level 9-1--5 points

The work is usually performed in offices, meeting rooms, schools, or similar settings. Many positions involve travel, including the normal everyday risks and discomforts of auto, bus, rail, and air transportation. In some positions, there may be occasional exposure to conditions in buildings under construction, repair, or demolition.

OPM BENCHMARK DESCRIPTIONS

EDUCATION PROGRAM SPECIALIST, GS-1720-05, BMK #1

Duties

As a trainee, performs duties that are designed to give the employee experience in applying basic professional education principles and concepts to substantive work in the office to which assigned. The beginning trainee's assignments are planned to develop a good understanding of the Federal Government's role vis-a-vis State and local jurisdictions and private organizations in promoting, coordinating, and improving education programs and activities. While some assignments may be similar to those performed by administrative or support staff, the tasks involved are primarily for developmental purposes, or at times, to relieve senior staff members of routine work.

As assigned, works on preselected segments of projects, plans studies, reports, for example:

- Reviews specific program plans from States or proposals for projects and digests or extracts pertinent information in accordance with specific instructions.
- Analyzes technical and progress reports on active projects to compile information for higher-grade staff members.
- Participates in routine site visits by gathering specified data and information, and drafting designated portions of the report for consideration of the supervisor or team leader.

Factor 1, Knowledge Required by the Position--Level 1-5-- 750 points

A basic foundation of knowledge and skill to enable the employee to perform trainee level work in the organization to which assigned. This includes knowledge and skill in factfinding, analysis, problem solving, writing, interpreting regulations and policies, dealing effectively with other people, and practical understanding of education, political, and social institutions.

Factor 2, Supervisory Controls--Level 2-1--25 points

Supervisor or a higher-grade employee assigns work with specific instructions.

Employee follows the specific instructions (oral or written), and asks for guidance on matters that are not covered or are not clear.

Work products are reviewed closely while work is in progress and upon completion for accuracy, adequacy, timeliness, and compliance with instructions.

Factor 3, Guidelines--Level 3-1--25 points

The guidelines are typically specific, detailed, and directly applicable to the assignments.

When the guidelines are not clear and specific, the trainee receives assistance from the supervisor or a higher-grade employee.

Factor 4, Complexity--Level 4-2--75 points

Assignments usually involve specific (often unrelated) tasks designed to provide training in the application of professional education principles and concepts to the work of the particular program area concerned.

Because of the closely controlled training situation, the supervisor or a higher-grade staff member resolves any significant problems such as inconsistencies in the information obtained or lack of cooperation.

The kinds of conditions and information encountered generally are apparent, applicable, and easy to verify.

Factor 5, Scope and Effect--Level 5-1--25 points

The purpose of the work is primarily to prepare the employee to assume more responsible professional assignments, and to facilitate the work of higher-grade staff members in the immediate organizational unit.

The close control over the work severely limits the effect that the employee's judgments and actions can have on programs.

Factor 6, Personal Contacts--Level 6-1--10 points

Contacts are principally with other staff members in the immediate office to which assigned, or in related organizational units. (Contacts with State or local staffs during site visits are for developmental purposes and involve exchange of factual information.)

Factor 7, Purpose of Contacts--Level 7-1--20 points

The purpose generally is to obtain advice and guidance, or to provide facts or information that does not require significant interpretation.

Factor 8, Physical Demands--Level 8-1--5 points

The regular work is sedentary.

Factor 9, Work Environment--Level 9-1--5 points

Work is usually performed in an office or similar setting. The travel that is involved includes the normal everyday risks and discomforts of auto, bus, rail, and air transportation.

TOTAL POINTS--940

EDUCATION PROGRAM SPECIALIST, GS-1720-07, BMK #1*Duties*

Performs a portion of more difficult assignments that are normally screened to eliminate complex problems, and are designed to provide advanced training in the application of professional education principles and concepts. A major objective of the training is to develop a good understanding of the Federal Government's role vis-a-vis State and local jurisdictions and private organizations in promoting, coordinating, and improving education programs and activities. The following are characteristic of the types of duties assigned.

- Performs the less complicated tasks in reviewing proposals for projects, e.g., obtaining factual information for review panels (composed of non-Federal experts) about previous project work performed by applicants, or locating specific guidelines that govern the rating of proposals.
- Reads State plans to compile and extract information regarding specific education programs, as requested by higher-level specialists.
- Interviews professional staff working on projects to obtain routine information, as outlined by the supervisor or team leader.

Factor 1, Knowledge Required by the Position--Level 1-6--950 points

Knowledge and skill gained through professional experience or relevant graduate study in applying standard education principles and concepts to assignments of limited scope and complexity. The objectives for the assignments are clearly defined and can be accomplished by reliance on precedents or standard practice. The problems that the employee is expected to work on are straightforward. Difficult questions calling for application of advanced concepts and practices are referred to higher grade staff or performed under very close guidance.

Factor 2, Supervisory Controls--Level 2-2--125 points

Supervisor or a higher grade staff member indicates what is to be done, the quality expected, deadlines, and priority of assignments. On new or difficult assignments, employee receives guidance on the methods and procedures to be used, and the work is spot-checked during progress.

Recurring assignments are performed independently, but supervisor provides assistance on deviations or unusual problems.

Completed work is reviewed for technical accuracy and compliance with instructions and established practice.

Factor 3, Guidelines--Level 3-2--125 points

Specific guidelines that are applicable to the assigned work are readily available. These include manuals, directives, regulations, evaluation criteria, and applicable precedents.

However, judgment is required to find and select the appropriate guideline and procedures for application to specific aspects of the assignments. Discretion is also needed in choosing among several alternatives. The supervisor or a higher level staff member is available for consultation when existing guidelines are not adequate.

Factor 4, Complexity--Level 4---150 points

Assignment involves varied duties and functions to provide a foundation of experiences and skill for developmental purposes. Objectives for the work are clearly delineated.

The factors and conditions to be considered vary with the issues involved in each assignment.

The work requires the skill to apply standard education principles and practices in performing routine assignments with little direction.

Factor 5, Scope and Effect--Level 5-2--75 points

Employee generally accomplishes assigned work by applying standard professional education principles and techniques and using established procedures and methods.

The duties frequently involve a complete segment of an assignment of greater scope or complexity, and affect the accuracy, reliability, and timeliness of the projects, plans, or studies for which higher grade specialists are responsible.

Factor 6, Personal Contacts--Level 6-2--25 points

In addition to contacts within the organizational unit, there are personal contacts with individuals in other offices of the agency, and at times with persons outside the Federal Government, e. g., staff members of State and local education agencies, grantees or contractors, and universities. The outside contacts are made with the knowledge of the supervisor or a higher grade employee, and normally take place within a structured setting.

Factor 7, Purpose of Contacts--Level 7-1--20 points

Contacts are to obtain data and information specified by the supervisor or higher-grade specialists, rather than to resolve operating problems or to give advice.

Factor 8, Physical Demands--Level 8-1--5 points

There are no special physical demands such as above-average agility or strength.

Factor 9, Work Environment--Level 9-1--5 points

Work is usually performed in an office or similar setting. The travel that is involved includes the normal everyday risks and discomforts of auto, bus, rail, or air transportation.

TOTAL POINTS--1480

EDUCATION PROGRAM SPECIALIST, GS-1720-09, BMK #1

Duties

Performs assignments, or segments of complex assignments, that have been screened so that guidance can be provided the employee on difficult or unusual problems in reviewing and evaluating proposals for grants or contracts; monitoring projects through onsite visits or review of audit and progress reports, and/or providing technical assistance to improve grant/contract projects. Assignments may be concerned with desegregation plans in school districts within a region, with grant projects to improve education practices targeted for educationally disadvantaged students, or with other programs involving the approval, monitoring, and evaluation of State and local plans or grants and contracts. The work requires substantive program judgments on the appropriateness and quality of education proposals and practices. The following are characteristic of the types of duties assigned.

- Applies established program criteria to evaluate proposals for grants or contracts for completeness, soundness of education goals, and suitability. Provides support services to proposal review panels (composed of non-Federal experts) by obtaining information, explaining review procedures, and performing similar functions. Recommends approval or disapproval, and prepares necessary grant or contract documents for disapproval, and prepares necessary grant or contract documents for review by supervisor or higher grade education program specialist.

- Following preliminary discussion with supervisor or a senior staff member, monitors projects in progress based on technical assistance plans, instructions from supervisor or higher grade specialist, or similar means of guidance. Employee takes site visits on projects of limited size or complexity, with the opportunity to consult supervisor on problems that arise; employee applies established procedures to collect information for assigned area through interviews with officials. Employee, as required, recommends improvements based upon established

interpretations of guidelines and policies, but checks with supervisor or senior staff members when problems encountered require more than routine interpretation of procedures and guidelines.

- Performs, as required, such other duties as compiling information and making arrangements for workshops, responding to inquiries about routine substantive matters, synthesizing site review reports for supervisor.

Factor 1, Knowledge Required by the Position--Level 1-6--950 points

Skill gained through experience or graduate study in applying knowledge of professional education principles and techniques in the evaluation of proposals and projects for improving education approaches and practices, e. g., alternative approaches to traditional instructional methods and materials for educationally deprived children. Problems that are resolved independently can normally be resolved by application of precedents or established methods and practices that do not require extensive professional experience.

Factor 2, Supervisory Controls--Level 2-3--275 points

Supervisor defines objectives, with indications of target dates, priorities, and problems expected.

Employee independently carries out most of the work, handling routine problems without assistance. However, employee consults with supervisor on professional soundness of conclusions and recommendations, and compliance and practices.

Completed work is reviewed by the supervisor or a higher grade employee for technical adequacy, sound application of professional principles, and conformance with agency policies. While conclusions and recommendations are usually reviewed, the methods and procedures used by the employee usually are not checked in detail.

Factor 3, Guidelines--Level 3-3--275 points

Regulations, directives, policies, procedural manuals, and other reference materials are available. Generally, the guide lines are not completely adequate for the specific problems encountered.

The employee uses judgment in selecting appropriate guide lines and interpreting and adapting them, e.g., deciding to what extent a guideline or practice makes sense in a local school setting or for a particular school population.

Factor 4, Complexity--Level 4-3--150 points

Assignments are to review grants or contracts to aid local school desegregation projects. The work involves a variety of steps including document review and interviews with local officials.

The issues that must be considered and provided for include the role and responsibilities of the State and local jurisdictions, private institutions, organizations, or groups, and parents; and procedures for awarding, evaluating, and monitoring progress of grants and contracts.

Assignments are to review grants or contracts to aid school desegregation projects which involve a variety of considerations including school administration and educational considerations.

Factor 5, Scope and Effect--Level 5-3--150 points

The purpose is to assure that grants and projects are selected and carried out in accordance with agency program objectives and requirements. Technical assistance given by the employee, and judgments made during evaluation of project proposals and site visits affect the conduct and effectiveness of projects to improve specific education methods and practices that can benefit large numbers of schools and students.

The impact is somewhat limited by the control exercised by the supervisor over recommendations and conclusions on major problems and issues.

Factor 6, Personal Contacts--Level 6-3--60 points

Contacts are frequently with officials of State and local school systems, grantees, and/or contractors. Many of the contacts are outside of the office, and issues and problems often cannot be anticipated.

Factor 7, Purpose of Contacts--Level 7-2--50 points

The purposes of the contacts include clarification of problems about conformance with regulatory and procedural requirements, identification of gaps and weaknesses in assigned aspects of projects, and resolution of questions about plans, schedules, and methods used. Individuals involved in the contacts are usually cooperative; the education program specialist consults the supervisor in instances where resistance or hostility is met.

Factor 8, Physical Demands--Level 8-1--5 points

Much of the work is sedentary. Some field work may involve traveling to interviews, meetings, and sources of information. There are no special physical demands such as above average ability and strength.

Factor 9, Work Environment--Level 9-1--5 points

The work is usually performed in offices, meeting rooms, schools, or similar settings. Travel includes the normal risks and discomforts of auto, rail, bus, and air transportation.

TOTAL POINTS--1920

EDUCATION PROGRAM SPECIALIST, GS-1720-11, BMK #1

Duties

Performs a variety of professional education duties related to the selection, review, monitoring, and evaluation of projects or State plans carried out under Federally funded grants and contracts to improve educational opportunities of economically, socially, or otherwise disadvantaged citizens. Assignments include providing technical assistance in preparing project or State plan proposals, assessing proposals and recommending which should be funded; recommending educational materials, practices, curricula, and other elements that may be helpful to proposed or ongoing projects, monitoring projects or State plans by reviewing reports and through on-site visits, and recommending remedial action to resolve problems.

- Advises applicants on requirements for submitting proposals for grants/contracts and on appropriate ways of developing program proposals to be submitted in applications. This may involve presentations using examples of previous grants and explaining how educational materials, curricula, or practices were treated in grants/contracts applicable to related settings and situations.
- Reviews and evaluates proposals for grants and contracts for completeness, soundness of the educational objectives sought, and suitability in terms of established criteria for judging proposals in the particular program area concerned, e.g., teacher corps, desegregation planning, instructional methodology as applied to groups of students with educational needs or problems because of language or cultural differences. Participates in the development and conduct of training for non-Federal panel members who review and rate proposals, and serves as a resource to those panels during the review and rating process. Drafts procedures and checklists for use in the review and approval process.
- Monitors projects to determine effectiveness in meeting the defined education objectives and to check for compliance with regulations and other requirements. During on site reviews, employee identifies successes and problems and makes recommendations for remedying inadequacies, weaknesses, or instances of apparent non-compliance with requirements.

Factor 1, Knowledge Required by the Position--Level 1-7-- 1250 points

Professional knowledge of education principles and practices applicable to a wide range of duties in the broad area of secondary education. This knowledge can be gained only through extended professional experience or graduate study. Skill in adapting and extending applicable education principles and methods is required in identifying exemplary or inadequate practices or techniques, providing technical assistance on substantive problems, or recommending alternative steps or remedial actions. Since the purpose of the projects is to seek better education approaches, methods, and practices, the employee's analyses and recommendations must reflect a good understanding of the current state of the education area concerned in relation to defined agency goals and to the specific educational objectives of the particular project.

Knowledge and a good understanding of the educational needs and any special economic and cultural factors that should be considered in the conduct of the project.

Factor 2, Supervisory Controls--Level 2-3--275 points

Supervisor defines objectives, sets priorities, and provides guidance on the handling of difficult technical problems that arise.

Within this framework, most duties are performed independently, including the monitoring functions during site visits and the technical assistance on substantive education matters in the pre- and post-proposal stages of projects. Where significant problems can be anticipated, employee discusses with supervisor the situations and the possible solutions that may be appropriate.

Results and completed work products are reviewed for technical soundness, adequacy of coverage, and consistency with agency policies. Work methods, base data, and analytical methods generally are not reviewed in detail.

Factor 3, Guidelines--Level 3-3--275 points

Available guidelines do not cover adequately the range and kinds of problems that arise during site reviews of projects.

Judgment must be used in deciding if a proposed education practice or method is sound and makes sense in terms of the objectives and context of the particular project.

Factor 4, Complexity--Level 4-4--225 points

Independent assignments of employee require dealing with issues and problems on which there are differences of opinion among education authorities (and sometimes among parties involved in the projects) as to methods and techniques to be employed, and the nature of solutions to be tried.

The experimental nature of a number of the projects gives rise to shifts in the approach to problem areas, inconsistent or conflicting data, and other unexpected and unusual circumstances. Resolution of differences of views and consideration on non-standard methods are necessary to complete assignments.

Factor 5, Scope and Effect--Level 5-4--225 points

Employee's advice, judgments, and actions in giving technical assistance during onsite reviews have a significant effect on projects that can produce important improvements in education methods and practices for a major problem area in the field of education

Because of this direct impact on methods and approaches, employee's work results are important to the achievement of agency objectives in the education program area.

Factor 6, Personal Contacts--Level 6-3--60 points

There are extensive contacts with prospective and current grantees (and/or contractors). Typically, contacts are also maintained with officials of State and local education agencies and postsecondary institutions, and with consultants in the education program area. These contacts occur outside the agency for the most part.

Factor 7, Purpose of Contacts--Level 7-2--50 points

The purpose is to resolve operating problems, and to give technical assistance on substantive and administrative questions in developing proposals, preparing project plans, and conducting project activities. Persons contacted usually are working toward mutual goals and generally are cooperative.

Factor 8, Physical Demands--Level 8-1--5 points

Work is sedentary. There are no special physical demands such as above average agility or strength.

Factor 9, Work Environment--Level 9-1--5 points

Work is usually done in offices, schools, meeting rooms or similar settings. There are the normal everyday risks and discomforts of auto, bus, rail, and air transportation.

TOTAL POINTS—2370

EDUCATION PROGRAM SPECIALIST, GS-1720-11, BMK #2

Duties

Monitors demonstration projects designed to serve as models for use in vocational education programs. The work involves review and monitoring functions from the proposal stage through the final report on the project, assuring that all applicable legal and procedural requirements are followed.

- Reviews project proposals submitted for Federal funding, and recommends approval, disapproval, or modification. Serves as "executive secretary" on review panel, acting as a resource person on review procedures to be followed and summarizing the reviewers' ratings for each proposal.
- Monitors projects approved for funding and gives technical assistance as needed. Makes end-of-year site visits to assess progress and effectiveness of projects toward achievement of overall program objectives. Discusses project with State Department of Education personnel and with local project staff to gather information on progress, visits classrooms to observe elements of the project in operation and prepares a rating sheet. Evaluates the extent to

which local commitment to vocational education would continue after Federal funds have expired. Makes recommendations regarding funding to continue the project into the second and third years.

- Analyzes substantive and administrative progress reports for use in program planning, budget justification, and evaluation documents.
- Reads final project narrative reports and external evaluation reports for acceptability, and either accepts the reports and recommends to the grants officer that the grants be closed out, or initiates action to obtain acceptable reports. Submits reports to information system activities so that results of project reports and external evaluation reports are used for determining needs in the field and for program planning purposes.

Factor 1, Knowledge Required by the Position--Level 1-7-- 1250 points

Professional knowledge of education principles and practices that are applicable to a wide range of duties in the field of vocational education and that require extended professional experience or graduate training. Skill in applying this knowledge to evaluation of demonstration projects that are intended to serve as models of good practice in vocational and administrative problems in reviewing the progress of the projects and to recommend actions or changes to solve the problems.

Familiarity with agency requirements for funding of grants and contracts in reviewing proposed projects or in monitoring approved projects.

Factor 2, Supervisory Controls--Level 2-3--275 points

Supervisory or higher-graded staff member defines assignment objectives, priorities, and target dates, and helps employee with unusual situations that do not have usable precedents. Employee operates independently on a variety of assignments for which there are precedents.

Employee uses initiative and sound judgment in applying procedures and existing policies.

Supervisor or higher-graded employee reviews work for professional soundness and conformity with policy and legal requirements.

Factor 3, Guidelines--Level 3-3--275 points

Guidelines include the basic law, program regulations, Office of Management and Budget circulars on grants administrative procedures, and the agency's manual for project officers. Since demonstration projects are in large measure experimental, the guides do not offer solutions for the specific problems encountered.

In providing technical assistance, especially during site visits, the employee must select and adapt precedents and other guidelines to answer questions and solve problems encountered in the particular project.

Factor 4, Complexity--Level 4-4--225 points

The projects on which the employee works involve difficult problem areas in the field of vocational education. Standard practices and methods often are not adequate, and there is no agreement among educators on ideal solutions to problems. Information gaps complicate employee's reviews and site visits.

The employee must adapt and apply a variety of practices.

Factor 5, Scope and Effect--Level 5-4--225 points

A major purpose of employee's work is to provide technical assistance to, and monitor progress of, demonstration projects that serve as models for better vocational education programs.

Employee's efforts affect the administration and conduct of these demonstration projects important to the agency objective of improving career education for young people.

Factor 6, Personal Contacts--Level 6-3--60 points

Employee's contacts include State and local education officials, staffs of schools and institutions conducting demonstration projects under grants, and subject-matter experts in the field of vocational education.

Factor 7, Purpose of Contacts--Level 7-2--50 points

The purpose is to observe elements of projects in operation, to gather information on progress toward meeting project schedules and objectives, and to give technical assistance in resolving operating problems. The persons contacted usually are working toward mutual goals and are cooperative.

Factor 8, Physical Demands--Level 8-1--5 points

Some travel is involved, but there are no special physical demands such as above-average agility or strength.

Factor 9, Work Environment--Level 9-1-5 points

Work is usually done in an office setting. Some travel to regional offices or project sites is required.

TOTAL POINTS—2370

EDUCATION PROGRAM SPECIALIST, GS-1720-12, BMK #1

Duties

Provides professional and policy advice and assistance to grant applicants and to ongoing grant projects. Projects are intended to find better ways of educating young children through innovative approaches. These approaches utilize various community services, and involve both instructional and support staff members.

- Interprets program requirements and criteria to obtain grants for State and local education agencies, sponsoring organizations, community officials, and other interested parties, including parents, and works closely with them in the planning and development of their proposals.
- Reviews and recommends approval or disapproval of grant applications based on such considerations as: conformity with agency requirements and objectives for the particular program area and professional assessment of the educational soundness, feasibility, and likelihood of success of the approach, methods and materials to be employed.
- Monitors the conduct of approved projects. Arranges for participation of other staff as well as experts of national stature as necessary. Prepares site visit reports, incorporating the findings of any experts utilized. Works with project management and staff to develop mutually acceptable solutions to identified substantive problem areas, e.g., staff development and utilization or redirection of project educational objectives and methodology.
- Participates in the planning and evaluation of the overall program area, based on knowledge of program operations, and views of participants and other interested parties. Recommends revisions and clarifications of the guidelines, standards, regulations, and criteria.

Factor 1, Knowledge Required by the Position--Level 1-7-- 1250 points

Professional knowledge of education principles and practices sufficient to monitor, evaluate, and provide technical assistance to specific grant projects designed to find more effective ways of educating young children, utilizing the involvement of parents, community services, and career development programs for teachers and support staff. In addition, knowledge of techniques and mechanisms for gaining the support, cooperation, and participation of community organizations and groups, parents, and school staffs in concerted efforts to improve the quality of education for economically disadvantaged children. The skill demanded in utilizing professional education knowledges is in the context of experience and training beyond the baccalaureate degree. Usually, there are no closely related precedents or models to follow in providing professional and policy assistance to grant applicants and project staffs.

Factor 2, Supervisory Controls--Level 2-4--450 points

Supervisor makes assignments in terms of scope, objectives, and overall policies affecting the project.

Employee works independently in carrying through program operation duties. Reviews of grant proposals, technical assistance to grant applicants, and monitoring functions are performed without supervisory assistance; employee determines the approach and the methods to be used, and normally resolves the problems that arise. The supervisor is informed of potentially controversial problems, such as serious relationship problems with community action groups.

Work is reviewed for compliance with established policies and procedures and effective accomplishment of broad objectives.

Factor 3, Guidelines--Level 3-4--450 points

The guidelines are not adequate for the variety of unusual education problems in trying to relate educational activities in the school to organized, supportive efforts by community action agencies and parents. Employee must deviate from orthodox methods and practices in reviewing proposals and giving technical assistance during site visits.

This requires seasoned judgment and resourcefulness in devising new approaches and solutions for which the usual precedents and established procedures are not applicable.

Factor 4, Complexity--Level 4-5--325 points

The problems of identifying effective ways to educate young children involve broad areas of educational knowledge.

Complexity and controversy are introduced when potential solutions to these problems are dependent upon concerted efforts by community action groups, parents, and instructional and support staffs. The different and sometimes conflicting interests and viewpoints of these unrelated groups seriously complicate activities and programs that can be accomplished only through the cooperative efforts of all concerned.

The employee must develop new methods for dealing with education problems that have not yielded to traditional approaches over the years.

Factor 5, Scope and Effect--Level 5-4--225 points

The judgments and actions of the employee on grant proposals and in reviews of assigned projects have a substantial effect on the conduct and quality of individual projects designed to find effective ways of working with community service organizations, parents, and school staffs in improving the education of young children.

The guidance, materials, and ideas given by the employee contribute to the success of research and demonstration models important to achievement of agency objectives in this program area. Employee's recommendations include major changes in operating practices, reassignment or retaining of staff, elimination or realignment of functions, or substantive amendments to the program plan.

Factor 6, Personal Contacts--Level 6-3--60 points

Contacts are with officials of State and local education agencies, postsecondary institutions and neighborhood action agencies, as well as with the parents and consultants who are experts in the program area. These contacts are not repetitive or routine in nature.

Factor 7, Purpose of Contacts--Level 7-3--120 points

Individuals and groups contacted are often suspicious or otherwise not inclined to be cooperative. The success of project programs depends in large measure on the participation of, and acceptance of new approaches by, community action groups, parents, and school staffs. Disagreements occur among factions within these groups. Problems arise regarding introduction of new methods, the roles to be played by these groups, and on such specific items as the nature of supplementary training for paraprofessional staffs. The employee must use a great deal of discretion and ingenuity in winning cooperation toward mutual goals, dispelling suspicions, and gaining acceptance of shifts in approach and program changes that will entail disruption of present ways of doing things and abandonment of strongly held views.

Factor 8, Physical Demands--Level 8-1--5 points

Travel is involved, but there is no requirement for above average ability or strength.

Factor 9, Work Environment--Level 9-1--5 points

Work is usually performed in offices, schools, meeting rooms, or similar settings. Travel is frequently required, including the normal everyday risks and discomforts of auto, air, bus, and rail transportation.

TOTAL POINTS--2890

EDUCATION PROGRAM SPECIALIST, GS-1720-13, BMK #1

Duties

Initiates and carries out programs of demonstrations, pilot models, and exemplary projects for the purpose of stimulating, through Federal financial support, new ways of creating a bridge between school and earning a living for young people. This includes individuals who are still in school, who have completed or left school, or who are in postsecondary vocational training.

- As a recognized expert on the design and administration of a national program of demonstrations, pilot models, and exemplary projects, serves as a resource to regional staffs and others regarding policies, objectives, and operations of the national program,
- Develops proposed regulations to implement new or amended legislation for the guidance of project applicants in preparing proposals and State-level program administrators in developing and operating programs supported by funds under such legislation,
- Assesses needs and recommends priorities that should be given proposed demonstration projects in a given year. Prepares issue papers laying out alternative priorities on a national basis,
- After priorities have been decided by others, develops plans for giving effect to the decisions, including the identification of the critical events necessary to the negotiation of grant or contract awards by a fixed date. Prepares the proposed selection criteria for evaluating applications submitted against the stated priorities, and arranges for clearance and approval of these criteria by appropriate channels within the Department,
- Develops new procedures for treating a demonstration of unusual or unique products or practices in actual school situations, e.g., experience-based career education program developed by the National Institute of Education,
- Serves as a continuing resource to regional offices on both program and management aspects of demonstration projects. Develops and oversees training seminars for regional office staff to explain national plans for accomplishing priority programs.

Factor 1, Knowledge Required by the Position--Level 1-8--1550 Points

Mastery of advanced concepts and principles of vocational education and skill in stimulating, developing criteria for, and evaluating demonstration projects across the country designed to find new and better ways to improve career opportunities for young people.

Skill in assessing relative needs and prospects for success of various alternative demonstration projects, and in developing a proposed national priority listing, taking into account the current state-of-the-art, and other significant factors.

Expertise in applying agency grants and contract policies and procedures to the unique needs of an experimental demonstration program in the field of vocational education.

Factor 2, Supervisory Controls--Level 2-4--450 points

The supervisor determines the overall objectives and the resources available. The employee is independently responsible for development of the regulations, program guidelines, procedures, and strategies for achieving the overall objectives for the exemplary demonstration programs.

The employee makes decisions which require further consideration by the supervisor only when they represent a major deviation from established policy.

Work and recommendations are considered technically sound and accurate. Review is for accomplishment of objectives, consistency with agency policy, philosophy, and goals, and the handling of major problems where no guidelines are available.

Factor 3, Guidelines--Level 3-5--650 points

New legislation, amendments to existing legislation, and overall requirements governing grants and contracts are typical of the very general policy framework within which the employee functions.

As a recognized expert in exemplary demonstration projects in the area of vocational education, the employee develops regulations and other basic guidelines that are used by others in headquarters in assessing, selecting, evaluating, and monitoring demonstration projects.

Factor 4, Complexity--Level 4-5--325 points

The employee has the principal responsibility for stimulating and developing experimental demonstration programs that will lead to effective and innovative programs in the field of vocational education for young people.

The program encompasses many demonstration projects across the nation, and requires development of guidelines for, and coordination of efforts of headquarters and regional offices, State education agencies, postsecondary education institutions, and others in initiating and carrying out exemplary demonstration projects.

Employee must be resourceful in developing new procedures and methods for unique experimental demonstration projects, taking into account the special needs and situations of the various State education agencies in light of national program objectives and policies.

Factor 5, Scope and Effect--Level 5-5--325 points

As a recognized expert in exemplary demonstration projects for vocational education, the employee makes significant judgments in developing basic regulations and other guidelines, and in setting priorities of projects to be pursued in a given year.

These judgments have a substantial impact on the work of headquarters and regional office staffs with respect to career education, as well as on the activities of State and local education agencies and others in the education community concerned with the career education area. Thus, employee's actions can substantially affect the success of agency nationwide efforts to improve career education programs for young people through innovative exemplary demonstration projects.

Factor 6, Personal Contacts--Level 6-3--60 points

Within the department, personnel contacts are with head quarters and regional office staff, who are concerned with vocational education activities. Contacts are also with top level professional personnel at the regional, State and local levels, key staff of grantees and contractors, and individual researchers and developers. Many of these contacts are not preplanned and are not of a recurring or routine nature.

Factor 7, Purpose of Contacts--Level 7-2--50 points

Purpose of contacts is to clarify questions of interpretation on regulations and other guidelines, to explain reasons for priorities of projects, to discuss criteria for evaluating proposals, and to resolve issues regarding project schedules and plans. Individuals involved in these contacts generally are cooperative.

Factor 8, Physical Demands--Level 8-1--5 points

The work does not call for any special physical demands such as above-average ability or strength.

Factor 9, Work Environment--Level 9-1--5 points

Work is usually done in an office or similar setting. Some travel to regional offices or project sites is required. There are the normal everyday risks and discomforts of auto, bus, rail, and air transportation.

TOTAL POINTS—3420

EDUCATION PROGRAM SPECIALIST, GS-1720-14, BMK #1

Duties

Serves as the agency expert and national authority for as signed broad vocational/technical educational program areas. Provides professional leadership and guidance to States in carrying out the legislative objectives of extending, improving, and monitoring existing programs and adding new and innovative programs in these vocational program areas so that persons of all ages can get high quality vocational education that is realistic in terms of potential job opportunities and the interests and abilities of the participants. An example of an assigned program area is one that includes consumer and home making education, occupational home economics education, and personal services occupations.

- Reviews, evaluates, and recommends improvements in annual State vocational education plans with respect to the assigned program areas for which responsible. Provides technical assistance to State and local vocational education supervisors engaged in the State's planning

process. Upon request, visits State and local educational agencies and institutions at the secondary, postsecondary, and adult levels to offer authoritative guidance in developing, planning, and evaluating vocational education programs in accordance with governing legislative and agency requirements.

- Evaluates effectiveness of vocational education planning and program through a variety of means, including review of project proposals, curriculum and instructional materials, technical and progress reports, evaluation instruments, and discussions with managers and professional staffs.
- Monitors contract and grant projects in the assigned program areas to assure that federally funded programs address the needs of these vocational education areas for all educational levels. Writes scope of work statements for requests for proposals. Reviews proposals and recommends to the appropriate agency activity approval or disapproval of, and level of funding for, specific projects. Makes site visits to check on progress and compliance with requirements.
- Initiates, plans, conducts, and/or participates in national and regional meetings, workshops, seminars, and conferences for the purpose of gaining support of and advancing national and regional agency objectives in the assigned vocational education program areas. Represents agency at a variety of meetings and conferences and maintains effective relationships with professional, trade, student, and other organizations and groups concerned with the program areas.
- Provides leadership and guidance to agency headquarters and regional staff, and to State education agencies on new developments and national trends in the vocational education specialty areas, and on such other matters as job opportunities, teacher training and certification, and national and State priorities.

Factor 1, Knowledge Required by the Position--Level 1-8--1550 points

Mastery of the principles and practices of the field of vocational education and skill and experienced judgment in extending advanced concepts and methods to improve the quality and accessibility of education applicable to an assigned program area, e.g., one that includes consumer and homemaking education, occupational home economics education, agriculture education, distributive education, office education, technical, trade, industrial education, and personal services occupations. The employee is recognized as the agency authority on curriculum development, preservice and inservice teacher education methodology, instructional materials and methods, accreditation requirements, potential career opportunities, and other aspects of the broad program areas assigned. Provides expert technical assistance to professionals in the field of vocational education, State and local education agencies, professional societies, trade groups, student organizations, and other groups on introduction of innovative approaches and extension of established methods and practices.

Skill in furthering agency objectives by serving as a spokes person for the agency to further agency objectives on important programs and issues in the program areas.

Factor 2, Supervisory Controls--Level 2-5--650 points

The supervisor provides only administrative direction in terms of broadly defined objectives and missions. Employee performs planning and oversight functions and day-to-day work independently, and decides on priorities and approaches to be taken. To illustrate, the employee may setup an ad hoc task force to advise on program planning, e.g., the planning of specialty program priorities, the projection of future needs, and consideration of the impact of federal dollars on vocational area concerned.

Recommendations, judgments, and decisions in program areas in which the employee's expertise is acknowledged are considered to be professionally authoritative.

Plans and proposals are subject to review and revision by the supervisor based only on budgetary restrictions, total vocational education priorities, and consistency with broad program goals.

Factor 3, Guidelines--Level 3-5--650 points

Legislation and broadly stated agency regulations, policies, and overall objectives serve as guidelines.

As the agency authority in the program areas concerned, the employee must use ingenuity in extending and adapting existing guides and in providing for the development of new methods and techniques where there are no appropriate guide lines. Through professional leadership, guidance, and authoritative consultant services on the specialty program areas, the employee provides a framework of guidelines used by agency staffs, State and local agencies, and others directly concerned with the programs. Examples of such guidelines developed by the employee are program objectives, new performance standards, operating procedures, program evaluation tools, monitoring procedures, and State Plan/or proposal review criteria.

Factor 4, Complexity--Level 4-5--325 points

Work involves program leadership and expertise in major areas of vocational education, with principal responsibility for assuring achievement of agency program objectives and providing planning, consultative, and evaluation services to OVAE offices and the education agencies in all States and territories.

The employee is concerned with the supply and the demand aspects of career opportunities, i.e., both the education and training of many thousands of individuals for broad vocational areas, and the employment prospects in business, industry, and government for those who receive the training. This broad concern requires enlisting and coordinating the efforts, on the "supply side," of State and local education agencies, postsecondary institutions that prepare teachers in program areas, student organizations in the vocational field, professional organizations, and interested public groups, and, on the "demand side," of business, industry, and labor groups.

Illustrative of the range of planning activities in a typical program area is the following:

Providing leadership and giving advice on planning innovative educational programs, activities, and ancillary services in areas such as homemaking education, consumer education, nutrition,

family living and parenthood education, childhood development and guidance, management of resources, clothing and textiles, housing and home furnishings.

The multiplicity of agencies, organizations, and groups that have a stake in the program areas for which the employee has program leadership responsibility, the range of functions and activities involved, and the lack of specific guidelines and precedents challenge the ingenuity and imagination of the employee. The role of the employee is to devise approaches and mechanisms for coordinating the efforts of many diverse agencies and groups in a way that will result in improved and new methods and programs for the vocational areas concerned. This requires the employee not only to generate new ideas, but also to serve as a catalyst in spurring others to seek and develop needed and improved vocational education programs that are in harmony with the overall objectives of the agency.

Factor 5, Scope and Effect--Level 5-5--325 points

The judgments, recommendations, and decisions of the employee have a direct impact on the quality and the accessibility of vocational education in the assigned program areas, and can also directly affect job opportunities for thousands of students completing vocational education programs in these areas.

The quality of the program leadership exercised by the employee determines in large measure the extent to which the agency's objectives in the program areas involved are attained. The results of employee efforts can be seen in such areas as improvements of school curricula content, opening of vocational education opportunities to new population groups, addition of programs of training for new and emerging occupations, and better teacher preservice and inservice training. Employee's contributions can ultimately affect the quality of workmanship in the occupations involved, the employability of graduating students, expansion of occupational fields of employment for graduates, and the regard that the public has for the vocational fields concerned

Factor 6, Personal Contacts--Level 6-4--110 points

Contacts are with heads of State and local education agencies, State directors of vocational education, college presidents, deans, and department heads, chief executives of firms, local and national leaders of trade associations, unions, professional associations, representatives of community groups, representatives of contracting organizations, and elected officials. Contacts are made in highly unstructured settings. Each contact is conducted under different ground rules and the role and authority of each participant generally must be established during the meetings.

Factor 7, Purpose of Contacts--Level 7-3--120 points

The purpose is to motivate and influence individuals in a variety of groups and settings to adopt new approaches and to accept changes in practices, methods, and programs. These may be changes in instructional participants (e.g., entry of males into training for traditionally female occupations), training and certification of instructional staff, standards of performance for students, etc. The employee must be skillful in discussions and negotiations to gain the kind of support and cooperation that will result in concerted efforts to advance the quality and value of the vocational education areas.

Factor 8, Physical Demands--Level 8-1--5 points

Travel is involved, but the work does not require above average ability or strength.

Factor 9, Work Environment--Level 9-1--5 points

The work is usually performed in offices, meeting rooms, schools, or similar settings. The travel involves the normal everyday risks and discomforts of auto, bus, rail, and air transportation.

TOTAL POINTS—3740

EDUCATION PROGRAM SPECIALIST, GS-1720-14, BMK #2*Duties*

Serves as a nationally recognized expert in the field of bilingual vocational education, with responsibility for program policy planning and development, priority-setting, and program evaluation. The work requires leadership skill in achieving agency objectives in selecting, monitoring and evaluating bilingual vocational education grant/contract projects.

- Formulates rules and regulations to implement legislation. Establishes agency procedures for selection, funding, administration, and evaluation of assigned programs and projects. Keeps abreast of all research and work being done in bilingual vocational education whether or not such work is federally funded.
- Provides professional leadership and authoritative consultant services to top-level officials in other Federal agencies, State and local education agencies, postsecondary institutions, and profit and nonprofit organizations. Speaks at conferences or before professional groups, and writes for publication on subjects related to the area of specialization
- Develops program objectives for the bilingual vocational education program. Sets performance standards for grant/ contract projects to serve as a guide for monitoring performance and evaluating progress. Judges the research potential of innovative projects, and promotes further exploration of promising new approaches.

Factor 1, Knowledge Required by the Position--Level 1-8--1550 points

Mastery of bilingual education and vocational education fields and skill in interrelating principles and concepts in these fields in developing programs and policies and selecting, monitoring, and evaluating grant/contract projects to achieve agency program objectives. As a nationally recognized expert in bilingual vocational education, the employee applies extensive knowledges of language, linguistics, and the latest advances in vocational education in stimulating innovative ideas and encouraging promising approaches to long-standing problems. The employee assesses proposed solutions for educational soundness, likelihood of success, and acceptability in terms of bilingual education objectives. Employee must be skillful in taking into account controversial issues in bilingual education in developing programs and policies that are in harmony with agency goals in the field of vocational education.

Factor 2, Supervisory Controls--Level 2-5--650 points

Works under general administrative supervision with independent responsibility for determining the direction and managing the development of activities in the bilingual vocational education program area.

Results of the work are considered to be technically authoritative and are normally accepted without significant change.

Supervisory review is for such matters as achievement of program objectives and consistency with overall agency policy.

Factor 3, Guidelines--Level 3-5--650 points

Very broad policy statements, regulations, and laws constitute the guidelines for substantive program matters.

As the expert in the bilingual vocational education area, the employee formulates policies and evaluation yardsticks that are used by others within and outside the agency in developing and applying new approaches to unyielding problems in the broad program area.

Factor 4, Complexity--Level 4-5--325 points

Assignments involve identifying and defining complex issues in a broad program area that encompasses two specialty fields, *bilingual* education and *vocational* education.

The achievement of the objective of drawing students and adults with limited English-speaking ability into the economic and social mainstream is hampered by a severe shortage of bilingually capable instructors in vocational skills and by a lack of suitable instructional materials and methods. There is controversy in the education community as to the desirability and feasibility of present approaches in the area of bilingual education. Efforts in this program area are further complicated by the need to gain the understanding of the ethnic and cultural groups involved, among which there are often divergent views and goals.

The employee is required to devise, or assess proposals for, new methods and approaches to solve difficult problems that have continued to perplex the education community.

Factor 5, Scope and Effect--Level 5-5--325 points

As a recognized expert in bilingual vocational education, employee prepares guidelines and evaluation yardsticks that have a significant impact on the work of other agency specialists, on contractors and on grantees, on State and local education agencies, and on others, in the education community concerned with the program area.

Employee's products, judgments, and actions can directly affect agency prospects of improving employment opportunities for students and adults with limited English-speaking ability.

Factor 6, Personal Contacts--Level 6-4--110 points

Personal contacts are generally with high-level officials from outside the agency, e.g., presidents and department heads in postsecondary institutions, superintendents of schools in local education agencies, key staffs in State education agencies, leaders of ethnic groups and organizations, business and labor leaders, officials of other Federal agencies, and staff members of Congressional committees. Most of these contacts take place under circumstances that are not recurrent; it is difficult to prepare for the kinds of questions, problems, and issues that will be raised. Employee represents the agency at national, regional, State, and local conferences and seminars where matters of importance to bilingual vocational education are discussed and acted upon.

Factor 7, Purpose of Contacts--Level 7-3--120 points

Contacts are made to gain the willingness of individuals and organizations interested in or concerned with bilingual vocational education to depart from traditional practices and try or adopt new approaches. In dealings with grantees, e.g., the employee persuades the staff members to make changes in methodology that may require abandoning work on which considerable effort has been invested. Employee must be skillful in exercising leadership within the education community in a manner that will win the cooperation of key persons and groups in advancing agency objectives in bilingual vocational education.

Factor 8, Physical Demands--Level 8-1--5 points

No special physical demands such as above-average agility or strength are required to do the work.

Factor 9, Work Environment--Level 9-1--5 points

Work is usually done in an office or similar setting. Some travel to regional offices, project sites, and conferences and meetings is required, and there are the normal everyday risks of auto, bus, rail, and air transportation.

TOTAL POINTS--3740