



**STATE OF WASHINGTON  
OFFICE OF FINANCIAL MANAGEMENT**

STATE HUMAN RESOURCES DIVISION | DIRECTOR'S REVIEW PROGRAM  
P.O. Box 40911 · Olympia, WA 98504-0911 · (360) 407-4101 · FAX (360) 586-4694

DATE: April 28, 2016

TO: Kristie Wilson  
Acting Rules and Appeals Manager

FROM: Kris Brophy  
Director's Review Specialist

SUBJECT: Loretta Bonfadini v. Pierce College (Pierce)  
Allocation Review Request ALLO-15-092

**Director's Determination**

This position review was based on the work performed for the six-month period prior to August 14, 2015, the date Pierce Human Resources (Pierce HR) received Ms. Bonfadini's request for a position review. As the Director's Review Specialist, I carefully considered the documentation in the file, the exhibits, and the verbal comments provided by both parties during the review telephone conference. Based on my review and analysis of Ms. Bonfadini's assigned duties and responsibilities, I conclude her position is properly allocated to the Program Coordinator (PC) classification.

**Background**

On August 14, 2015, Ms. Bonfadini submitted a Position Review Request (PRR) form to Pierce College Human Resources (Pierce HR) Office, requesting that her Program Coordinator position be reallocated to the Program Specialist 2 (PS 2) classification.

Pierce HR notified Ms. Bonfadini on October 12, 2015, that her position was properly allocated to the PC classification.

On November 10, 2015, OFM - State HR, received Ms. Bonfadini's request for a Director's review of Pierce College's allocation determination (exhibit A-1). As part of her request, Ms. Bonfadini indicated that the Program Support Supervisor 1 class should also be reviewed.

A Director's review telephone conference was conducted on March 22, 2016. In attendance for the conference were Loretta Bonfadini; Steve Sloniker, Staff Representative, WPEA; Amy Zurfluh, Human Resource Consultant, Pierce HR; Sarah Crane, Senior Human Resource Consultant, Pierce HR; and Deena Forsythe, Director, Employee Relations, Pierce HR.

Following the review conference Ms. Bonfadini submitted a revised set of exhibits to State HR on April 20, 2016. This information has been incorporated into the file.

### **Rationale for Director's Determination**

The purpose of a position review is to determine which classification best describes the overall duties and responsibilities of a position. A position review is neither a measurement of the volume of work performed, nor an evaluation of the expertise with which that work is performed. A position review is a comparison of the duties and responsibilities of a particular position to the available classification specifications. This review results in a determination of the class that best describes the overall duties and responsibilities of the position. *Liddle-Stamper v. Washington State University*, PAB Case No. 3722-A2 (1994).

Positions are to be allocated to the class which best describes the majority of the work assignment. *Ramos v DOP*, PAB Case No. A85-18 (1985).

### **Organizational Structure**

Ms. Bonfadini works in the Registration & Records unit located within the Enrollment Services and Financial Aid department at Pierce College. Ms. Bonfadini reports to Julie Anderson, Program Support Supervisor 2. Ms. Anderson reports to Anne White, Registrar/Dean of Enrollment Services.

### **Position Purpose**

Ms. Bonfadini states in the PRR (exhibit B-2) that the purpose of her position is to:

Ensure the accuracy and integrity of student records. Coordinate specific components and tasks unique to District operations for Registration & Records. Act as liaison between offices throughout the District (FS, JBLM and Puyallup). Independently advise staff regarding program policies and activities. Establish work priorities and ensure deadlines are met. Attend meetings and disseminate information to Enrollment Services staff, not just Registration & Records personnel.

### **Duties and Responsibilities**

Ms. Bonfadini describes her duties and responsibilities in the PRR as follows:

50% **Duty:**

Coordinate tasks unique to Registration & Records. Monitor registration and records activities in relation to established policies; ensure standards are met. Ensure the accuracy and integrity of student records. Interpret college policies as related to daily activities.

Plan, coordinate and implement program functions and modalities to ensure timely and accurate processes and procedures.

Set up and schedule quarterly grade runs for Fort Steilacoom, Puyallup, contracted sites (Community Education and JBLM). Schedule conversion of I and Z grades for the District. Post repeat qualifiers for eligible students. Enter grade changes, including grade forgiveness and ensure accuracy. Research and resolve student issues (such as missing grades).

Transcribe credit for Non-Traditional Learning so they will be accepted by both Legacy and the CTC system. Categories include Credit by Exam, Prior Experiential learning, Extra Institutional Learning and Course Challenges.

Review, approve and/or deny documentation submitted for name change based on parameters set for by the SBTCC. Research, merge and proof duplicate records. Correct social security number input errors.

Verify documentation in order to adhere to state and registration guidelines for post-census enrollment.

25% **Duty:**

Provide information and support to District cohorts regarding program policies, including Transitional Education.

Manage and maintain quarterly wait lists, preparing and distributing reports to Enrollment and Instructional Deans. Notify students and troubleshoot schedules requiring adjustments. Monitor for payments after tuition deferral date.

Assist staff with the interpretation of military protocol including Department of the Defense changes that can impact our policies and procedures.

Work collaboratively on special projects, including coding changes in preparation for conversion to ctcLink.

Adjust college codes for all certifications and degrees entered quarterly to reflect which campus the student earned the majority of credits at.

Keep Fort Steilacoom and Puyallup Enrollment Services staff updated via email as concerns quarterly and other deadlines.

25% **Duty:**

Direct and supervise lower level staff in the absence of the Program Support Manager. Interview, hire, train and supervise Registration & Records work study students and interns within Federal regulation parameters unique to Registration & Records. Direct their work and coordinate activities.

Prepare training materials; conduct training to Registration personnel at Fort Steilacoom, Puyallup and JBLM. Training is done in both group and one-on-one sessions, as needed, both on and off my primary work site.

Attend training, conferences and meetings relating to registration and records protocol to adhere to college standards and prepare for future changes.

#### Supervisor's Comments

Ms. Anderson completed the Supervisor Portion of the PRR (exhibit B-3). She indicates that Ms. Bonfadini's description of her assigned duties and responsibilities is accurate and complete.

A summary of Ms. Anderson's comments are as follows:

- Loretta's duties are district related - maybe 85 to 90%.
- [Determines] post degrees/certificates and breakdown of transfer credits accepted (number, from where, how applied); reconstruct class and grade information if necessary; post Phi Theta Kappa on transcript and unusual action.
- Orders and runs reports besides reviewing and correcting our daily and quarterly reports for college errors of student records and data required for state reporting.
- Manages multiple complex duties that require research in order to resolve a wide variety of student problems or employee data errors. At times requires a call to the SBCTC-IT for assistance.
- Manages the processing of FS and off-site Adult Basic Education registration and schedule change forms. It's a large program and Loretta has the program process running smoothly with the program supervisor and cashiers. She has attended several meetings and training sessions to help the Puyallup registration and ABE program with their issues.
- Responsible for maintaining records based on state records retention.
- At times may have 4 to 6 student, work study, and interns working under Loretta's supervision. If other registration/records staff needs assistance, they are to contact her.

### **Summary of Ms. Bonfadini's Perspective**

The argument presented by Ms. Bonfadini is stated in exhibit A-14 as follows:

...I had requested reclassification as a Program Specialist 2, although in hindsight perhaps a Program Support Supervisor 1 position might be more appropriate.

There are several factors I would like to clarify. I stated that I interview, hire, train, and assigned work for work studies, interns and volunteers. In the denial letter (page 5), it was stated that I am not listed as their supervisor of record.

In the past 2 years, I have interviewed, hired, trained and supervised volunteers from the Career Path Program. I was the point of contact for their agency and signed their time sheets and their evaluation reports. I interview, hire, train and supervise interns; students registered for Coop Work Experience thru our Business Education program. While I did not sign their time sheets, I approved them and I was the one who completed and signed their evaluation reports for their grades. I have completed and signed all HR packets for our work study employees. I have attached copies of a few of these documents.

I have, on numerous occasions, gone off site to the Puyallup, Fort Lewis and McChord AFB campuses to provide training to their Registration staff. I have gone to both Puyallup and Fort Lewis to act as liaison between Registration staff and members of the Transitional Education Department to resolve inter-departmental issues and provide guidance as to program procedures.

I believe the statement accredited to me on page 5, to wit: "review the daily reports you hand them off to the other members of the department and have them check for any other mistakes" might have been misconstrued. I do check the daily reports; if others have contributed to them, they are given the opportunity to review the work they have done. When it comes to certain reports, I have the exclusive responsibility for reviewing them. This includes verifying that specific policies, procedures and regulations are being met with (example: registration guidelines as to when a student can be withdrawn must be adhered to - dates are specific).

I direct the preparation of reports and have created numerous handouts that have been used for training at Fort Steilacoom, Puyallup, Fort Lewis and McChord. I establish work priorities and ensure that deadlines are met. These include, but are not limited to, scheduling the dates that grade rosters will be available for instructors and when they will no longer be available. This is a District-wide responsibility as it entails grades for community education, eLearning, Fort Steilacoom, Puyallup, Fort Lewis and McChord AFB. When quarterly reports are received, I have to ensure that all data that requires correction is done prior to our submission of our quarterly enrollment to the State. I coordinate registrations with our Transitional Education Department, which includes I-BEST, ABE, ESL and GED courses.

I was not familiar with the definitions used in describing levels of supervision and indicated the level of supervision received from my supervisor as being spot-check. My impression of spot checking was that it basically entailed, just checking in to see how things were going. It is actually little, as I devise my own work methods, initiate and prioritize my work independently.

I did indicate that I have limited activity with the cashiering screens. Cashiering is not part of my job responsibility but I have taken it upon myself to get familiar with the codes. Since I do not process refunds, yes, I will go to my immediate supervisor to verify information.

Clark College and Shoreline Community College do have registration staff in the Program Specialist 2 position. I would request consideration be given to an allocation upgrade to that or to that of a Program Support Supervisor 1.

Part of Ms. Bonfadini's argument concerns the allocation of similar positions at other Colleges. However, the Personnel Resources Board has previously determined that although a comparison of one position to another similar position may be useful in gaining a better understanding of the duties performed by and the level of responsibility assigned to an incumbent, allocation of a position must be based on the overall duties and responsibilities assigned to an individual position compared to the existing classifications. The allocation or misallocation of a similar position is not a determining factor in the appropriate allocation of a position. *Byrnes v. Dept. Corrections*, PRB No. R-ALLO-06-005 (2006) citing *Flahaut v. Dept's of Personnel and Labor and Industries*, PAB No. ALLO 96-0009 (1996).

### **Summary of Pierce's Perspective**

The argument presented by Pierce is stated in exhibit B-1 as follows:

Your position does not coordinate discrete, specialized programs consisting of specific tasks that are unique to a particular subject and are separate and distinguished from the main body of an organization. Although you have extensive contact with program participants, the degree of work you perform is not at the level intended by the Program Specialist 2 classification. Your position does not meet the class series concept definition of the Program Specialist series because the Registration program is considered an integral part of a comprehensive community college.

Pierce believes the focus of Ms. Bonfadini's position and the majority of her duties as a whole are best described by the Program Coordinator class.

### **Comparison of Duties to Class Specifications**

When comparing the assignment of work and level of responsibility to the available class specifications, the class series concept (if one exists) followed by definition and distinguishing characteristics are primary considerations. While examples of typical work identified in a class specification do not form the basis for an allocation, they lend support to the work envisioned within a classification.

### **Comparison of Duties to Program Support Supervisor 1 (PSS 1)**

The Definition for the Program Support Supervisor 1 classification states:

Supervise support staff involved in the performance of duties associated with a highly specialized or technical program(s). Coordinate the operation of a specialized or technical program(s). Act as liaison between the program and outside organizations.

The Distinguishing Characteristics for the Program Support Supervisor 1 classification state:

With delegated authority, interview and recommend selection of applicants, train new employees, assign and schedule work, act upon leave requests, conduct annual performance evaluations and recommend disciplinary action.

Under general direction, perform work using knowledge and experience specific to the program. Devise and implement new procedures and exercise independent judgment in interpreting and applying rules and regulations. Independently advise students, staff, program participants and/or the public regarding program content, policies, procedures and activities; select/recommend alternative courses of action; and either:

- Project, monitor, maintain, initiate and/or approve expenditures on program budgets

OR

- Have extensive involvement with students, staff, the public and/or agencies in carrying out program activities, and coordinate, schedule and monitor program activities to determine consistency with program goals.

Ms. Bonfadini's position does not fully align with the requirements of the definition of this class of supervising support staff involved in the performance of duties associated with a highly specialized or technical program.

Historically, the former Higher Education Personnel Board (HEPB) relied on three components for determining whether a position tasked with supervising student workers met the same standard as a position supervising classified staff. The three components included the definition of supervisor, the intent of the related class specification, and whether the collective hours of student supervision equated one fulltime equivalent employee (FTE). *Udovich, Arrington, and Pittman v. The Evergreen State College*. HEPB Nos. 3607, 3608, and 3609 (1992). Both the former Personnel Appeals Board (PAB) and the Personnel Resources Board (PRB) have applied similar criteria when considering supervisory or lead responsibilities.

The PRB has addressed the one FTE standard applied by previous Boards. The PRB agreed "there must be a threshold which can be objectively applied to each set of duties and responsibilities when determining the appropriateness of allocation to a lead or supervisory class." The PRB further concurred "the established threshold of 1.0 FTE should continue to be used as the basis for determining the appropriateness of allocation to a lead or supervisory class." *Tacoma Community College v. Edward Harmon*, PRB Case No. R-ALLO-08-012 (2008), citing *Halcomb v. Shoreline Community College*, Higher Education Personnel Board (HEPB) Case No. 3453 (1992); *Baker v. University of Washington Health Services*, Personnel Appeals Board (PAB), Case No. 3821-A3 (1994); and *Washington State University v. Marc Anderson*, PAB Case No. ALLO-04-005 (2004).

Therefore, in order to meet the definition of supervisor, an incumbent must have full supervisory responsibility and supervise a minimum of one FTE.

The OFM – State HR *Glossary of Classification Terms* defines **supervisor** as follows:

An employee who is assigned responsibility by management to participate in all of the following functions with respect to their subordinate employees:

- Selecting staff
- Training and development
- Planning and assignment of work
- Evaluating performance
- Resolving grievances
- Taking corrective action

Participation in these functions is not routine and requires the exercise of individual judgment.

In a more recent decision, the PRB provided further guidance on the definition of supervision. The PRB determined that "[s]upervision of an organization typically includes setting organizational goals, developing plans to meet goals and objectives, developing policies and procedures, preparing budgets, adjusting and authorizing expenditures, controlling the allocation of program resources, and the supervision of staff." *Dawson v. South Puget Sound Community College*, PRB Case No. R-ALLO-08-001 (2008).

In *Dawson*, the Appellant argued that he performed supervisory responsibilities for contract, part-time and work-study staff. However, the PRB determined his position provided "on-the-job

work instruction” but did not “perform training and development at a level expected of a supervisor.” While the PRB concluded the Appellant had oversight of the daily work, provided feedback, and responded to service complaints related to the service provided, he did not conduct formal performance evaluations or adjust formal grievances. As a result, the PRB determined the Appellant’s position was properly allocated to a lead classification.

Consistent with *Dawson*, Ms. Bonfadini’s duties are best described as providing on-the-job work instruction and direction to part-time staff. For example, the work study students working in the unit assist in filing activities and performing other related support activities for the office. Ms. Bonfadini coordinates their work schedules and leave requests to make sure there is adequate coverage. She makes verbal agreements with the work study students regarding leave issues and has authority to make decisions regarding day-to-day operations. She provides work guidance and direction and provides training to make sure they are able to assist customers and answer general questions. In addition, she stated that she makes student hiring decisions on her own.

Ms. Bonfadini provides verbal performance feedback and training to work study, volunteer and intern employees on processes and procedures and checks their work. She indicated that she talks with employees about performance and that she has the authority to give a verbal reprimand if necessary. She stated that her supervisor may be involved to discuss issues or problems with an employee if she believes it is necessary for her supervisor to be involved.

While Ms. Bonfadini performs some of the functions of a supervisor, the overall level of responsibility of her position and the scope of her responsibilities for hiring, evaluating and correcting performance is more in line with a lead position. Although performance evaluations may be performed in a way that differs from the Performance Development Plan (PDP) process, the evaluation process requires more in-depth assessment than assigning, training, checking the work of employees and providing verbal feedback.

Ms. Bonfadini has responsibility for scheduling and assigning work, acting informally upon leave requests, providing training regarding proper office procedures and practices and verifying timesheets for payroll purposes. However, she does not have delegated supervisory authority and responsibility for conducting formal performance evaluations, adjusting formal grievances or taking formal corrective actions as required for allocation to a supervisory classification.

For these reasons, Ms. Bonfadini’s position should not be allocated to the PSS 1 class.

### **Comparison of Duties to Program Specialist 2 (PS 2)**

The Class Series Concept for the Program Specialist series states:

Positions in this series coordinate discrete, specialized programs consisting of specific components and tasks that are unique to a particular subject and are separate and distinguished from the main body of an organization. Positions coordinate program services and resources; act as a program liaison and provide consultation to program participants and outside entities regarding functions of the program; interpret, review and apply program specific policies, procedures and regulations; assess program needs; and develop courses of action to carry out program activities. Program coordination also requires performance of tasks and application of knowledge unique to the program and not transferable or applicable to other areas of the organization.

Examples of program areas may include, but are not limited to: business enterprises, fund raising, volunteer services, community resources, election administration and certification, juvenile delinquency prevention, recreational education and safety, energy education, aeronautic operations and safety, student housing, financial aid, and registration.

The Definition for the PS 2 class states:

Positions at this level work under general supervision and plan, organize, direct and coordinate operations for programs such as the business enterprise, volunteer services and community resources, elections examination/administration programs. Incumbents oversee day-to-day program operations, function as the program representative and resource, have extensive contact with program participants and outside entities, and resolve problems within a delegated area of authority. Unusual problems, probable outcomes and solutions are presented to higher levels for resolution. Incumbents may be delegated limited authority to approve budget expenditures and may assist higher-level staff with developing and coordinating statewide program activities.

There are no Distinguishing Characteristics for this class.

Ms. Bonfadini's position does not fully encompass the scope of responsibility required for allocation to the Program Specialist 2 class.

The Registration and Records unit provides a variety of registration, student records and related student services administrative support to the Pierce College District. Student records is one of several student services functions performed by the Registration & Records unit. However, the student records function does not constitute a separate program with specialized functions and discrete activities which separates it fully from the main body of the organizational unit at the level anticipated by this class. Therefore, while it is acknowledged that Ms. Bonfadini provides assistance at the district level, the overall scope of this function does not organizationally reach the size and scope of program operations anticipated by this class.

In addition, as stated in the Definition, positions at this level have independent responsibility for planning, organizing, directing and coordinating operations for specialized programs. Incumbents coordinate services and resources, assess program needs, and develop courses of action to carry out program functions and activities. While a portion of Ms. Bonfadini's duties reaches aspects of this level of work, her position does not fully meet this level of responsibility. Rather, Ms. Bonfadini's position has primary responsibility for ensuring the integrity of student records for the College district. While she supports the student records process at the District level, her position does not have the breadth of responsibility for establishing standards and implementing courses of action to carry out program functions at the level anticipated by this class. Ms. Bonfadini is supportive to these efforts and provides input to her supervisor; however, responsibility for the planning and overall coordination and implementation of this function rests with her supervisor, Ms. Anderson.

Further, positions at this level act as the program's primary representative and resource. They serve as a liaison and provide consultation to program participants and outside entities regarding the functions and content of the program. Incumbents contact program participants and outside entities extensively and resolve problems. Ms. Bonfadini provides students with information and assistance regarding student record policies and procedures but does not

consult and resolve problems with outside entities at the level anticipated by this class. During the review conference Ms. Bonfadini indicated this scope of responsibility rests with Ms. Anderson who works with other departments on campus to address and resolve higher level admissions, advising, and records-related issues.

Therefore, the overall focus of Ms. Bonfadini's position and the majority of her duties as a whole are more technical in nature and consist of providing direct support and specialized technical advising assistance regarding the student records requirements to students and related staff across the District.

In total, Ms. Bonfadini's position does not reach the scope and overall level of responsibility required by the PS 2 class. For these reasons, her position should not be allocated to this class.

### **Comparison of Duties to Program Coordinator**

The Class Series Concept states:

Perform work requiring knowledge and experience that is specific to a program. Organize and perform work related to program operations independent of the daily administrative office needs of the supervisor. Represent the program to clients, participants and/or members of the public.

A program is a specialized area with specific complex components and discrete tasks which distinguish it from the main body of an organization. A program is specific to a particular subject. The specialized tasks involve interpretation of policies, procedures and regulations, budget coordination/administration, independent functioning and typically, public contact. Duties are not of a general support nature transferable from one program to another.

Performance of clerical duties is in support of incumbent's performance of specialized tasks.

The Definition for this class states: "[c]oordinate the operation of a specialized or technical program."

The Distinguishing Characteristics for this class states:

Under general direction, perform work using knowledge and experience specific to the program. Exercise independent judgment in interpreting and applying rules and regulations. Independently advise students, staff, program participants and/or the public regarding program content, policies, procedures and activities; select/ recommend alternative courses of action and either:

(1) Project, monitor, maintain, initiate and/or approve expenditures on program budgets

OR

(2) Have extensive involvement with students, staff, the public and/or agencies in carrying out program activities, and coordinate, schedule and monitor program activities to determine consistency with program goals.

The OFM – State HR, *Glossary of Classification Terms* defines working under general direction as:

Performs assignments within established policies and objectives. Incumbents plan and organize the work, determine the work methods, and assist in determining priorities and deadlines. Completed work is reviewed for effectiveness in producing expected results.

The overall scope of Ms. Bonfadini's position falls more closely within the requirements of the Definition and Distinguishing Characteristics of this class.

As stated in the definition, Ms. Bonfadini has primary responsibility for coordinating the student records function for the Registration & Records unit. The majority of her duties include performing a variety of specialized tasks in support of the student records management function.

For example, Ms. Bonfadini independently directs and coordinates all daily operational program activities. This includes responsibility for tracking, monitoring and maintaining accurate student records and information. She prepares reviews and verifies student records and documentation as required state laws and accreditation standards. She also oversees the collection, verification and maintenance of supporting documents required for filing, and ensures that student records are in compliance with College requirements.

Ms. Bonfadini administers the student records' administrative clerical processes to ensure proper completion and reporting of student information and to oversee the department's student reporting procedures for faculty and staff related to the program's student record activities. However, she does not have higher-level responsibility for assessing program needs and developing courses of action to carry out the program's functions and activities.

Ms. Bonfadini has responsibility for making or recommending administrative clerical changes regarding student record program activities to higher level administrators and department managers. She also has responsibility for monitoring program activities. For example, she tracks and reports the results of her activities to her supervisor.

Positions allocated at the Program Coordinator level also act as the program's primary representative and resource. They serve as a liaison and provide consultation to program participants and outside entities regarding the functions and content of the program. Incumbents contact program participants and outside entities extensively and resolve problems. Ms. Bonfadini's position aligns with this level of responsibility.

For example, she performs a variety of student services support such as independently advising students, staff and faculty regarding the College's student records activities and functions. She serves as an advisor to other staff recommending suggestions solutions regarding individual student situations. She works under general direction and represents the student records function at meetings and also provides training to users across the Pierce district.

In total, Ms. Bonfadini follows established guidelines and procedures to explain processes to students and to address and resolve generally recurring issues and problems. This overall scope of responsibility aligns more appropriately with Program Coordinator level responsibility. She confers regularly with representatives of other campus departments to assist in the interpretation and implementation of program and institutional policies.

Her position carries out program activities consistent with program goals, and she provides input to her supervisor regarding the student records activities. Overall, the preponderance of duties and scope of responsibility assigned to her position best fit this classification.

Most positions within the civil service system occasionally perform duties that appear in more than one classification. However, when determining the appropriate classification for a specific position, the duties and responsibilities of that position must be considered in their entirety and the position must be allocated to the classification that provides the best fit overall for the majority of the position's duties and responsibilities. See *Dudley v. Dept. of Labor and Industries*, PRB Case No. R-ALLO-07-007 (2007).

I realize there is overlap in the description of duties for both the Program Specialist 2 and Program Coordinator classes. However, when considering the two classes, on a best fit basis, Ms. Bonfadini's duties and level of responsibility more closely align with the PC class.

Based on the level, scope and diversity of the overall duties and responsibilities assigned to Ms. Bonfadini's position, her position is properly allocated to the Program Coordinator class.

### **Appeal Rights**

RCW 41.06.170 governs the right to appeal. RCW 41.06.170(4) provides, in relevant part, the following:

An employee incumbent in a position at the time of its allocation or reallocation, or the agency utilizing the position, may appeal the allocation or reallocation to the Washington personnel resources board. Notice of such appeal must be filed in writing within thirty days of the action from which appeal is taken.

The mailing address for the Personnel Resources Board (PRB) is PO Box 40911, Olympia, Washington, 98504-0911. The PRB Office is located on the 3rd floor of the RAAD Building, 128 10th Avenue SW, Olympia, Washington. The main telephone number is (360) 407-4101, and the fax number is (360) 586-4694.

If no further action is taken, the Director's determination becomes final.

c: Loretta Bonfadini, Pierce  
Steve Sloniker, WPEA  
Holly Gorski, Pierce

Enclosure: List of Exhibits

**LORETTA BONFADINI v PIERCE COLLEGE  
ALLO-15-092**

LIST OF EXHIBITS

A. Loretta Bonfadini Exhibits

1. Request for Director's Review received November 10, 2015
2. Career Path Worksite Agreement for XXX 11/12/13
3. Career Path time sheet for XXX 12/02/13
4. Career Path time sheet dated 1/2/15 for XXX
5. Career Path Work Site Training Agreement for XXX 3/24/15
6. Work-Based Learning Experience Agreement for XXXX 7/27/15
7. Work Study Authorization for XXXX 9/17/15
8. Work Experience Evaluation for XXXX 10/28/15
9. Work Experience Time Sheet for XXXX 10/28/15
10. Email requesting training be conducted by Loretta 6/22/15
11. Email requesting training for new employee 9/1/15
12. Email requesting ESL transition meeting 10/1/15
13. Email requesting Loretta go to JBLM to conduct training 10/2/15
14. Letter requesting Director's Review 11/6/15

B. Pierce College Exhibits

1. Allocation determination letter and analysis from Holly Gorski and Amy Zurfluh
2. Position Review Request submitted by Loretta Bonfadini August 14, 2015
3. PRR supervisor section submitted by Julie Anderson
4. Notes from Position Review Interview conducted by Amy Zurfluh September 18, 2015
5. Organizational Chart
6. Classification Specification for Program Coordinator
7. Classification Specification for Program Specialist 2

C. State HR Class Specifications

1. Program Coordinator
2. Program Specialist 2
3. Program Support Supervisor 1