



**STATE OF WASHINGTON
OFFICE OF FINANCIAL MANAGEMENT**

STATE HUMAN RESOURCES DIVISION | DIRECTOR'S REVIEW PROGRAM
P.O. Box 40911 · Olympia, WA 98504-0911 · (360) 902-9820 · FAX (360) 586-4694

November 5, 2013

TO: Frances Logan

FROM: Teresa Parsons, SPHR
Director's Review Program Supervisor

SUBJECT: Frances Logan v. Washington State University (WSU)
Allocation Review Request ALLO-13-042

On October 24, 2013, I conducted a Director's review telephone conference regarding the allocation of your position. In addition to you, Zami Wilson, Senior Human Resources (HR) Consultant, participated on behalf of WSU. Terry Boston, Assistant Vice President of Administrative Services, and Rose Jackson, WSU Children's Center Director, also participated in the conference.

Director's Determination

This position review was based on the work performed for the six-month period prior to March 13, 2013, the date you requested a position review from WSU's Human Resource Services (HRS). As the Director's designee, I carefully considered all of the documentation in the file, the exhibits presented during the Director's review conference, and the verbal comments provided by both parties. Based on my review and analysis of your assigned duties and responsibilities, I conclude your position is properly allocated to the Early Childhood Program Specialist 2 (ECPS 2) classification.

Background

Your position is assigned to the Toddler 2 classroom in the WSU Children's Center. The Children's Center is structured in a way that assigns one teacher as the leadworker in an ECPS 3 position and a second co-teacher in either an ECPS 1 or ECPS 2 position. These positions report to the Children's Center Assistant Director, who reports to the Assistant Vice President of Administrative Services (Exhibit B-5). The classrooms may also have teacher assistants (students) working at various times throughout the day.

During part of this review period (from October 29 through December 14, 2012), your position was temporarily assigned lead duties, and you were compensated at the ECPS 3 level. This

resulted from the ECPS 3 in the Toddler 2 classroom temporarily moving to another classroom to fill in for an employee who was on an extended leave.

On March 13, 2013, you completed a Position Questionnaire (PQ) asking that your Early Childhood Program Specialist 2 (ECPS 2) position be reallocated to the Early Childhood Program Specialist 3 (ECPS 3) classification. WSU's HRS performed a position audit, as well as an interview with Rose Jackson, Director of the WSU Children's Center. On May 31, 2013, Ms. Wilson denied your request to be reallocated to the ECPS 3 classification (Exhibit B-1).

On June 28, 2013, the State Human Resources Division received your request for a Director's review of WSU's allocation determination (Exhibit A-1).

The following summarizes your perspective as well as your employer's:

Summary of Ms. Logan's Perspective

You assert your position serves as the leadworker for the Toddler 2 classroom. As such, you contend you have responsibility to regularly assign, instruct, and check the work of student teacher assistants. In addition, you assert your position is responsible for preparing lesson plans and curriculum design, as well as evaluating educational and recreational activities of children. You further assert that you talked with parents and held conferences, and that parents often came to you with questions about their child's care. In summary, you contend it was your position that served as the lead for the classroom and that you provided direction to the person who had been in the lead role, as well as student teaching assistants. Therefore, you assert your position should be reallocated to the ECPS 3 classification.

Summary of WSU's Reasoning

WSU agrees your position had been temporarily assigned ECPS 3 duties and responsibilities from October 29 through December 14, 2012, and indicates that you were compensated at the ECPS 3 level for that time period. However, WSU asserts that for the remaining time period relevant to this review, your position's duties and responsibilities involved supervision of children in the Toddler 2 classroom as the co-teacher. In that capacity, WSU contends you supervised and participated with children's daily classroom activities and ensured direct visual and auditory supervision, creating a positive and safe environment for the children. WSU recognizes that you worked with the ECPS 3 position assigned to the Toddler 2 room and assisted with the planning and implementation of curriculum and classroom displays, but contends the ECPS 3 position had lead responsibility for the classroom. As a result, WSU asserts the ECPS 3 classification best describes your position for the time period under review.

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).

Duties and Responsibilities

On the Position Questionnaire (PQ) that you completed, you indicate that you had leadworker responsibilities for the Toddler 2 classroom (Exhibit B-2). During the Director's review conference, you asserted that you served in the lead position and provided guidance and direction to the teacher who had been in the ECPS 3 position.

WSU explained that each classroom in the Children's Center has one lead teacher in an ECPS 3 position and a co-teacher in either an ECPS 1 or ECPS 2 position (Exhibit B-5). WSU further indicated that because the Children's Center is open longer than the average eight-hour work day, teachers and co-teachers are scheduled so that one position is in the classroom when the center opens and the other position is in the classroom when the center closes. As a result, there may be an occasion for either position to talk with parents either in the morning when children arrive at the center or in the evening when parents pick up the children.

Your position is scheduled to start the morning shift when the center opens. In this case, WSU indicated that your position served as the co-teacher for the Toddler 2 classroom, with the exception of the period in which you temporarily served as the lead and were compensated at the ECPS 3 level.

WSU's Position Description Form (PDF) indicates the majority of work assigned to your position (60%) involves supervision and participation with children throughout daily classroom operations and activities (Exhibit B-4). The majority of duties include the following:

- Routine and planned group and individual activities, including outdoor activities;
- Ensure children are always under direct visual and auditory supervision;
- Create a positive learning environment by modeling DAP practices in working an community;
- Use positive guidance methods with children
- Utilize daily routines to support individual learning opportunities;
- Incorporate cultural awareness and diversity into daily activities;
- Encourage and facilitate bonding relationships;
- May direct classroom program operations for specified periods when the ECPS 3 is absent.

In summary, the remaining duties include the following:

- 10% Curriculum Assessment/Records: includes working with the ECPS 3 in planning, implementing, and documenting the curriculum; assisting in preparation of materials for instruction, bulletin board, and classroom displays; facilitating assessment of children's developmental needs, including children with disabilities; assisting in conducting intake conferences with new parents; and maintaining children's records.
- 10% Relationships with Parents: includes developing trust and rapport with parents and talking with them regularly about their children, asking questions, and providing child development information;
- 10% Health and Safety: includes assisting with physical care (e.g. lifting, carrying, diapering and bathroom; feeding, and administering prescribed medications); cleaning and

sanitizing toys and equipment; organizing classroom; and preparation and cleanup for meals and snacks.

5% Leadership: includes assigning tasks and checking work of student staff and volunteers; collaborating with ECPS 3 in evaluating job performance of student staff in classroom; directing work of part-time classroom staff and volunteers in the absence of the ECPS 3; participating as a team member.

5% Other:

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.

The **Early Childhood Program Specialist** class series concept states the following:

Positions in this series provide various childcare and educational activities for children in early childhood programs and provide information to parents on childcare techniques.

Your position is assigned to the Toddler 2 classroom in the WSU Children's Center. Therefore, your position fits the class series concept.

The **Early Childhood Program Specialist 3 (ECPS 3)** definition reads as follows:

This is the senior, specialist, or leadworker level of the series. Positions work under general direction and have responsibility for regularly assigning, instructing, and checking work of others, or have responsibility for the daily operations of an early childhood program. Responsibilities include regularly planning, presenting, and evaluating educational and recreational activities of children in the program and providing information to parents on child care techniques.

Your position had been temporarily assigned lead duties and responsibilities, and you were compensated at the ECPS 3 level for that portion of the review period. However, for the remainder of the review period, your position was not assigned a lead role. Both Mr. Boston and Ms. Jackson stated that another position, which had been allocated as an ECPS 3, was assigned lead responsibility for the Toddler 2 classroom. For most of the time period relevant to this review, your position served as the co-teacher.

Further, 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. The ECPS 3 classification identifies typical work examples that include the following:

- Assesses the social, intellectual, emotional, nutritional, and physical needs of children enrolled in the early childhood program; develops child- and adult-directed educational activities based on assessed needs;

- Assesses children's learning levels; monitors progress of each child;
- Discusses progress of the children with their parents and responds to parents' concerns; designs individualized educational materials;
- Works with economically disadvantaged parents through programs such as Headstart and Parent Education;
- Works with and implements child care licensing requirements and regulations;
- Maintains a healthy and safe environment for children in program;
- May keep written observations of interactions between parents and children on regular basis;
- May provide input to grant applications;
- May supervise or direct the work of lower level staff.

I recognize the duties described in the ECPS 2 and ECPS 3 class specifications both encompass the involvement and assessment of children's learning activities in a safe environment, as well as discussions with parents. In addition, the typical work statements for each class indicate that positions may supervise or direct the work of lower level staff.

Ms. Jackson explained there are times when she may speak with either the ECPS 3 lead teacher or the ECPS 2 co-teacher for clarification of an issue, depending on which position happens to be available at the time. Similarly, parents will often speak with the teacher in the classroom at the time they drop off or pick up their children. Further, all positions working in the classroom have a responsibility to supervise children and ensure children's safety and well-being.

At the ECPS 3 level, positions serve as senior, specialist, or lead workers. Because there was already a position serving that role for the majority of the review period, your position had not been tasked with overall duties and responsibilities at that level. Therefore, allocation to the ECPS 3 class is not appropriate for the period relevant to this review.

The **Early Childhood Program Specialist 2 (ECPS 2)** definition reads as follows:

This is the journey level of the series. Positions at this level work under general supervision. Positions direct educational activities of children including presenting basic developmental materials, provide child development information to parents as necessary, and perform attendant clerical procedures.

The State Human Resources Glossary of Classification Terms defines journey level, in part, as "[f]ully competent and qualified in all aspects of a body of work . . ."

Overall, your position performed journey level work for the time period being reviewed. Consistent with the ECPS 2 definition, your position directed educational activities of children, presented developmental materials and provided information to parents. In addition, your position's duties align with the following ECPS 2 typical work examples:

- Directs children in educational activities as well as during lunch, nap time, free time, field trips, and transition between activities and playground periods;
- Prepares materials for presentation to children under the direction of a teacher, program manager, or other staff;

- Assists teacher, program manager, and other staff in assessing the progress of each child;
- Receives visitors and telephone inquiries; explains procedures and program routine;
- Receives materials, supplies and clothing brought to the early childhood program;
- Presents basic developmental materials to children and encourages individual work and development; guides children for specified periods when the teacher, program manager, or other staff are absent;
- Administers prescribed medication and first aid; handles medical emergencies as they arise;
- May supervise or direct the work of lower level staff.

It is clear your work in the Toddler 2 classroom is recognized and highly valued. A position's allocation is not based on an evaluation of performance or an individual's ability to perform higher-level work. Rather, it is based on the majority of work assigned to a position and how that work best aligns with the available job classes. When considering the organizational structure and the division of duties and responsibilities assigned to each classroom, your position's duties at the time relevant to this review best fit the Early Childhood Program Specialist 2 (ECPS 2) classification. Therefore, allocation to the ECPS 2 classification is appropriate.

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 P.O. Box 40911, Olympia, Washington, 98504-0911. The PRB Office is located on the 4th floor of the Insurance Building, 302 Sid Snyder Avenue SW, Olympia, Washington. The main telephone number is (360) 902-9820, and the fax number is (360) 586-4694.

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

c: Zami Wilson, WSU
Lisa Skriletz, SHR

Enclosure: List of Exhibits

FRANCES LOGAN v WSU
ALLO-13-042

A. Frances Logan Exhibits

1. Letter requesting Director's Review received June 28, 2013 (2 pages)
2. May 31, 2013 WSU allocation determination memo (2 pages)
3. Position Description
4. Letter from Alexandria Anderson, student teacher
5. Letter from Becky Martin, student teacher
6. Letter from Emily Tabor, parent
7. Letter from Lisa Jones, parent
8. Letter from Crystal Vail, WSU Children's Center teacher

B. WSU Exhibits

1. Results of Classification Review May 31, 2013
2. Position Questionnaire
3. Email from Rose Jackson, dated Friday, May 17, 2013
4. WSU Position Description
5. Organizational Chart

C. Class Specifications

1. Early Childhood Program Specialist 2
2. Early Childhood Program Specialist 3