
Comparison Study of the Salary Structure of Educational Officers in the Department of Education

A Report to the
Governor
and the
Legislature of
the State of
Hawaii

Conducted by

The Auditor
State of Hawaii
and
Fox Lawson &
Associates LLC

Submitted by

THE AUDITOR
STATE OF HAWAII

Report No. 00-13
April 2000

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Foreword

This report was prepared pursuant to Section 36 of the General Appropriations Act of 1999 (Act 91, Session Laws of Hawaii 1999). Section 36 directed the Auditor to conduct a study comparing the salary structure of Department of Education employees to other state employees who perform similar work functions.

We wish to express our appreciation for the cooperation and assistance extended to us by officials and staff of the Department of Education, the Department of Human Resources Development, and the University of Hawaii, and by others whom we contacted during the course of the study.

We also wish to thank Fox Lawson & Associates LLC, an independent consulting firm that assisted us with the study.

Marion M. Higa
State Auditor

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Chapter 1

Introduction

This report resulted from Section 36 of the General Appropriations Act of 1999 (Act 91, Session Laws of Hawaii 1999). Section 36, a “budget proviso,” directed the Auditor to conduct a study comparing the salary structure of Department of Education employees to other state employees who perform similar work functions. The proviso required the Auditor to include, as appropriate, comparisons among Department of Education positions, between Department of Education positions and other state positions, and between state employees and private and public contractor compensation levels. The Auditor must report to the Legislature anomalies in any salary structures.

The Auditor engaged the services of Fox Lawson & Associates LLC to assist with this study. Fox Lawson is an independent consulting firm that serves clients nationally on a variety of classification, compensation, and human resources issues.

Background

Hawaii’s statewide system of public schools is governed by the state Department of Education. The state Board of Education, which heads the department, formulates policy and manages the school system through its appointed executive officer, the superintendent of education. The system includes state-level offices, seven district offices, and 256 public schools.

Recently, legislators and those involved in civil service reform have become concerned about whether various state personnel systems are “in alignment.” The Department of Education, the state civil service system, and the University of Hawaii (specifically the university’s administrative, technical, and professional positions) are three personnel systems of particular interest. The concern centers on whether pay schedules (compensation plans) are equitable and whether the three personnel systems should be more independent of each other or more integrated.

The education department positions generating the most interest have been the educational officers. A question exists whether their salaries are aligned with comparable jobs in other state agencies. Section 302A-101, Hawaii Revised Statutes (HRS), defines educational officers as principals, vice-principals, and professional employees at the state and district levels except for those classified in the civil service system. Besides principals and vice-principals, educational officers include:

- Public relations specialists,
- Budget specialists,
- Capital improvement project planners,
- Institutional analysts,
- Personnel regional officers,
- Sex equity specialists,
- Facilities planners,
- Fiscal specialists,
- Evaluation specialists,
- Data processing specialists,
- Procurement and distribution specialists, and
- Management analysis and compliance specialists.

***Department of
Education program
areas and staffing***

The proviso in Act 91, SLH 1999, asked us to examine the salary structure of employees falling under the following budgetary program identification codes of the Department of Education:

- EDN 100 (School-Based Budgeting). This code includes the basic instructional program for students in the public schools. The proviso did not mention a new code, EDN 150 (Comprehensive School Support Services), that was established by Act 91 to include special education and certain other activities.
- EDN 200 (Instructional Support). This code covers a variety of programs in such areas as assessing student needs and teaching techniques, planning and monitoring curricular programs, developing curricular documents, and providing technical and consultative services to schools and districts on school renewal and curriculum and instruction.
- EDN 300 (State and District Administration). This code includes administrative functions such as budgeting, personnel recruitment and development, employee contract negotiations, management analysis, civil rights compliance, resources and technical support services for information processing and communications, public relations, and policy making.
- EDN 400 (School Support). This code includes school food service and physical plant operation and maintenance.
- EDN 500 (School Community Service). This code includes adult education and After-School Plus (A+) programs.

The Department of Education's personnel system and the state civil service system administered by the Department of Human Resources Development are used to recruit the diverse group of employees that fall under these programs. The education department's Office of Personnel

Services is responsible for recruiting teachers and educational officers who do not fall under the civil service system. Any Department of Education position that has been classified under the civil service system is subject to the recruitment process of the Department of Human Resources Development. These civil service positions consist largely of support staff such as cafeteria workers, administrative assistants, and clerks.

Objectives of the education department's classification and compensation system

The Board of Education requires the Department of Education to establish, maintain, and administer appropriate classification and compensation systems for teachers and educational officers in accordance with statutes, departmental regulations, and collective bargaining agreements. The department's stated objectives for the classification and compensation system for educational officers are to:

- Maintain proper relationships between classes of positions in the Department of Education based on systematic job evaluation;
- Assure to the extent possible a competitive position within the labor market in which the Department of Education must compete for manpower needs;
- Maintain morale throughout all levels of the system;
- Attract and retain effective and conscientious workers in the public service; and
- Encourage every public employee to devote energy and skill to the pursuit of the Department of Education's educational goals.

Educational officers in the Department of Education

Educational officers are used in each of the five budgetary program areas listed in the Act 91 proviso. They are located at all levels of the educational system from the school to district to state level. Educational officer positions may serve as career ladders for persons who want to remain in education but seek opportunities outside the classroom.

There are close to 800 educational officer positions, of which nearly 500 are principals and vice-principals.

Ten-month and twelve-month educational officers

Educational officers are divided into two categories based on their work year: ten months and twelve months. Ten-month educational officers are school principals and vice-principals. Ten months represent the length of

the school year. Twelve-month educational officers include state and district level fiscal and business specialists, facilities planners, personnel specialists, educational specialists, and other technical personnel.

Salary structure for educational officers

Section 302A-619, HRS, requires that the Board of Education classify all educational officer positions and adopt a classification/compensation plan for these positions. Based on the classification/compensation plan, Section 302A-623, HRS, requires that salary ranges for educational officer positions be determined by the Board of Education. Section 302A-625 requires that the salary schedule for all educational officers be subject to collective bargaining negotiations and specifies credit requirements for ten-month educational officers.

The assistant superintendent of the Department of Education's Office of Personnel Services directs the Classification and Compensation Group to administer the classification of educational officers. Responsibilities include maintaining position descriptions and the educational officer salary schedule. The responsibilities do not include setting the salaries of assistant superintendents, district superintendents, and deputy district superintendents.

The classification/compensation plan for educational officers seeks to arrange positions in a logical and systematic order and to assign all classes appropriate salary ranges. The department established a classification/compensation system with 12 salary ranges for the ten-month and twelve-month educational officer positions. Salary schedules corresponding to each salary range are established through collective bargaining.

The current salary schedules for ten-month and twelve-month educational officers consist of 26 steps with a 1.4 percent difference between steps, and 12 ranges with a 4.26 percent difference between ranges. According to department personnel, movement up the 26 steps is not automatic and depends on negotiation.

Although the process for developing classification/compensation plans for educational officers and teachers is similar, the statutes for teachers are more definitive. Section 302A-618, HRS, requires that the classification of teachers be determined by the Department of Education in accordance with its certification requirements and specifies seven classes. Section 302A-622, HRS, delineates the salary ranges for teachers. The salary schedule for all teachers subject to collective bargaining negotiations is required under Section 302A-624, HRS. The statute further specifies required credits to receive salary increases.

Previous review by the Auditor

Our office has previously conducted studies and reviews on wage issues. The most relevant to the present study is *A Review of the Educational Officer Classification and Compensation Program*, Report No. 94-1.

In 1993, the Legislature directed the Auditor to review the classification and salaries of educational officers, with particular emphasis on the role of the Classification/Compensation Appeals Board. The board is administratively attached to the Department of Education and was established in 1989 to hear appeals from educational officers who disagree with the department's decisions on classification and compensation. The directive to conduct a review reflected the Legislature's intent to restructure education employees' compensation to reward those closest to students and the classroom.

The study resulted in three findings. First, the Classification/Compensation Appeals Board was not performing as intended by the Legislature. We found that the board's reliance on department staff for technical support could compromise the board's independence from the department. We also found that the board handled initial decisions in addition to appeals. These decisions included the creation of new classification criteria and salary increases—responsibilities of the department and the Board of Education.

Second, the Department of Education had not maintained an adequate classification and compensation plan for educational officers. The department was delegated classification and compensation responsibilities by the Board of Education but had only one personnel specialist handling classification and compensation issues. Furthermore, the plan for classification and compensation had not been officially updated since 1981.

Third, we found that the existing classification and compensation plan did not support the department's mission. Strong leadership at the school level had been undermined by the increasing number of ten-month educational officers who were moving to higher-paying twelve-month educational officer positions. Also, the minimum qualifications for some classes were not relevant, clear, or appropriate.

Other recent studies

In addition to the present study by our office, two other recent studies have been reviewing the classification/compensation plan for educational officers. Senate Bill No. 1638 of the 1999 Regular Session requested the Department of Education to work with the Hawaii Government Employees Association—specifically, representatives from bargaining unit 6 (educational officers)—on a study to review pay equity within the plan. The study was to include an examination of “compensational parity implications” of moving a teacher from the teacher salary schedule to the educational officer salary schedule. The study was also to include

recommendations addressing the issue of providing compensational parity between long-time educational officers and newly hired educational officers who have transferred over from high-level teaching positions. Although the governor vetoed the bill, the study was still initiated.

The second study, mandated by Section 148 of Act 91, SLH 1999, required the director of the Department of Human Resources Development to chair a committee to redesign the educational officer compensation system. In addition to the human resources department, representatives from the Board of Education, Department of Education, University of Hawaii, and Hawaii Government Employees Association bargaining unit 6 were to serve on the team. These individuals were to be selected by August 1, 1999, and a new educational officer classification and compensation plan was to be submitted to the Legislature by January 5, 2000.

Background on Job Evaluation

The purpose of job evaluation is to assess the relative relationship of jobs within an occupational group in an organization, and/or the relationship of jobs in different occupational groups in an organization. Both formal and informal job evaluation tools are used to determine the relative value or relationship of jobs for which market compensation data are not readily available. Both public and private sector organizations use formal job evaluation systems.

Seven different job evaluation methods exist and numerous variations of each method can be applied. The seven standard methods are:

1. *Whole Job Ranking* subjectively compares two or more jobs.
2. *Classification* establishes standards or criteria that determine the value of a job.
3. *Market Pricing* compares jobs to the marketplace. The focus is on external parity and extensive market survey activity is required.
4. *Factor Comparison* is similar to whole job ranking but uses specific factors in making the comparison. Extremely labor-intensive, factor comparison is effective for small organizations with a limited number of jobs.
5. *Point Factor* establishes compensable factors. Historically, this has been the most commonly used methodology. Within each factor, degrees are defined. The relative weight of each factor and degree is established. Scores are based on the total points assigned to a job. To defend the ratings, a high degree of specificity in defining jobs is required.

6. *Scored Questionnaire* is an automated approach. Employees complete a detailed questionnaire. Each question has a pre-established value, and the employee responses are computer-scored.
7. *Decision Band™* focuses on the level of decision-making/responsibility assigned to a job, and also considers supervisory relationships and the complexity and difficulty of the work. This method is extremely effective when jobs are combined in broad classes.

The first three methods are not quantifiable methods since they do not rely on defined formulas in determining job ratings. Methods four through six use defined mathematical formulas and involve determining compensable factors and the relative weight of each factor. Scored questionnaires are, in effect, automated point factor systems. However, the factors and weights are normally pre-established by the software vendor, and job evaluation ratings are computer generated.

Decision Banding involves assessing job content and focuses on the decision-making level as the primary factor. Factor comparison and point factor plans are typically used to make finite distinctions between jobs when appropriate and necessary.

The selection of a job evaluation system should be based upon insight and understanding of the types and levels of work performed by the jobs covered, the capability of the organization to maintain the system, and the available information about the jobs' specifics.

No single method of job evaluation fits the needs of *all* organizations. Organizations differ in degrees to which their job evaluation method will be:

1. Quantitative (rather than qualitative);
2. Computer-supported;
3. Able to assess many job factors (rather than a few factors);
4. Able to directly tie to, and require, up-to-date job descriptions; and
5. Uniformly using the same evaluation factors for *all* job classifications.

Because different tools yield different results, job evaluation ratings are typically viewed as being somewhat subjective. The key to having job evaluation ratings that are supported by all parties is to have the

stakeholders directly involved in determining the factors and their relative weights. However, this is neither possible nor practical in an audit situation.

Objectives of the Study

1. Determine whether the classification of educational officer positions in the Department of Education is comparable with the classification of positions within the department, in other state agencies, and in the private sector.
2. Identify any anomalies in the salary structure for these positions.
3. Make recommendations as appropriate.

Scope and Methodology

The time period of the study covered the educational officer union contract agreement periods from the fiscal biennium 1995-1997 to the present. This was the most recent contract agreement prior to current contract negotiations.

The Office of the Auditor and Fox Lawson & Associates LLC, our consultant, conducted the work of this study.

Work conducted by Office of the Auditor staff

Office of the Auditor staff reviewed relevant statutes, administrative rules and procedures, classification and compensation plans, salary schedules, reports, and other related literature. We interviewed staff from the Department of Education, Department of Human Resources Development, and University of Hawaii, and union representatives from the Hawaii Government Employees Association, which represents educational officers. We also contacted federal officials and other states' officials who were knowledgeable about common personnel practices in departments of education.

Office of the Auditor staff were responsible for selecting the sample of educational officer classes for the job analysis as well as the subsample for the desk audits. For the job analysis sample, we initially selected classifications that seemed more likely to have comparable counterparts in other state agencies. We assessed classification specifications, position descriptions, and past reports discussing comparability. We did not select classifications that were specifically linked to education, such as educational specialist, vocational/technical education specialist, complex renewal specialist, school inspection program specialist, and school bus support specialist.

We selected a sample of 24 educational officer jobs with a total of 76 classifications. For comparison purposes within the Department of Education, 30 of the 76 classifications were principals and vice-principals at the elementary, intermediate, secondary, and community school (adult education) levels. The remaining 46 classifications were selected for comparison purposes between the Department of Education and other state agencies. Subsequently, the 30 principal and vice-principal classifications were added to the 46 as it became clear that principals and vice-principals could be productively compared with other agencies' positions. When possible, comparisons were also made with the private sector.

For the desk audits, Office of the Auditor staff chose a subsample of the 76 classifications. Twenty-six individuals from various classifications were selected. We attempted to select individuals who had worked in their positions for the longest period of time. Due to time constraints, we selected only positions located on Oahu. The selection for principals and vice-principals was limited to those from the Honolulu District with the most experience. However, the sample was further limited because a number of schools were not in session when the consultant was on site for the desk audits.

***Work conducted by Fox
Lawson***

In conducting the assessment of jobs within the Department of Education, the University of Hawaii's personnel system, and the state civil service system, our consultant Fox Lawson & Associates LLC reviewed salary schedules, class descriptions, and position descriptions and conducted desk audits.

Fifty-nine position descriptions were reviewed, evaluated, and compared with Department of Education classification specifications to determine if the positions were appropriately classified on paper. Out of these 59 positions and the 30 principal and vice-principal positions, Fox Lawson conducted 26 desk audits. The desk audits consisted of interviews with incumbents using a position description questionnaire as a guide (see Appendix A). Primary areas of questioning were position purpose, reporting relationships, supervision, essential duties, knowledge, skill, and experience required. Work products and samples were also reviewed.

To assist in determining jobs that perform similar types and levels of work with the Department of Education, Fox Lawson used the Decision Band™ Method of job evaluation. This methodology was selected because it is the only tool that rates jobs by assigned levels of decision making/responsibility. Since the basis for the job evaluation process was existing job descriptions, it was necessary to use a tool that could easily capture the underlying level of authority without attempting to make finite distinctions that result through using other job evaluation tools.

The Decision Band™ Method was applied to the 39 job descriptions provided to the consultant by the Department of Education. The method allowed Fox Lawson to independently identify the job hierarchy within the Department of Education, as well as determine specific information about the nature of work and level of decision-making authority of each educational officer job within the Department of Education. The same methodology was used to evaluate University of Hawaii and state civil service job classes.

One of the major advantages of the Decision Band™ Method of evaluation is the ability to determine the level of responsibility/authority exercised by employees in individual job classes. The methodology recognizes six levels of decision making within an organization, from “Band A” decisions that affect the manner and speed with which an individual task is completed to “Band F” decisions that affect the overall goals and direction of the organization. A description of each band is summarized below.

Band F (Policy Decisions)

Band F decisions determine the scope, direction, and overall goals of the organization. They are subject to few constraints other than those imposed by law, regulations, or economic conditions. They take into consideration all the major functions of the enterprise. Such decisions also set the goals of major organizational functions, limits of funds, and scope of programs of the entire organization. The Legislature, the governor, and a limited number of other positions that control the overall goals and direction of their organizations (such as the superintendent of education and the president of the University of Hawaii) would typically be Band F positions.

Band E (Programming Decisions)

Band E decisions deal with the means of achieving the goals established at the Band F level. These decisions are concerned with formulating or adjusting programs for major functions, specifying goals for the constituent functions of these major functions, and allocating resources (people, money, materials, facilities) among these constituent functions. Positions at this level tend to be senior level executives heading up major functions. In Hawaii state government, this would normally include the department directors. Jobs at this level are considered to be executives under the definitions set forth in the Fair Labor Standards Act (FLSA). As such, they are exempt from the overtime requirements of the FLSA. In the public sector, Band E jobs are generally exempt from civil service or merit system rules and serve at the pleasure of the appointing authority.

Band D (Interpretive Decisions)

Band D decisions involve interpreting and carrying out the programs and/or goals established at the Band E level. These decisions specify what work is done by lower band levels and how allocated resources are deployed. If circumstances change, or there is uncertainty about information or outcomes, a Band D decision is required to establish what will be done in similar circumstances in the future. Positions in this group would typically include managers that control multiple programs within a department or business unit with authority to establish precedent and allocate resources among the various programs under their control. Jobs at this level are considered to be either executive or administrative under the definitions set forth in the Fair Labor Standards Act (FLSA). As such, they are exempt from the overtime requirements of the FLSA. In the public sector, Band D jobs are generally exempt from civil service or merit system rules and serve at the pleasure of the appointing authority.

Band C (Process Decisions)

Band C decisions involve the means or process of achieving the outcomes established by Band D decisions. They are subject to the limitations imposed by available technology and resources, and to the constraints set by Band D. Positions at this level would typically include professionals and supervisors that meet the criteria for exemption from the overtime requirements of the Fair Labor Standards Act.

Most of the educational officer jobs fall within Band C.

Band B (Operational Decisions)

These are decisions on implementing the process operations specified by a Band C decision. There is, within the limits set by the process, a choice as to how the operations are carried out but not what operations constitute that process. Jobs at this level would typically be non-exempt under the Fair Labor Standards Act. Included in this group would be skilled trades, non-exempt technical jobs, and skilled office positions. Based on the established requirements for jobs within the educational officer series, there should be no jobs at this level.

Band A (Defined Decisions)

Band A decisions are confined to the manner and speed of performing the elements of an operation. There is, within the limits set by the prescribed operation, a choice as to how the elements are performed, but not what elements constitute that operation. Jobs at this level would be non-exempt under the Fair Labor Standards Act. This group consists of entry level and semi-skilled positions. There are no Band A jobs within the educational officer occupational series.

Bands F, E, and D involve “adaptive decisions” in that they deal with decisions deciding how the entire organization, different parts of the organization, or major functional areas within the organization deal with new circumstances or events. The lower three Bands (C, B, A) involve “instrumental decisions” and primarily deal with carrying out decisions made at Band D or above.

Fox Lawson used the following process in determining the relative internal value of each job:

Band

To determine the appropriate decision band, Fox Lawson analyzed each duty listed on a job description in relation to the definition for each band. A band level for each specific duty was assigned based on the level of authority exercised in performing that duty. The highest-banded duty determined the decision band for the position/job. However, the job descriptions did not indicate which duties were essential, so Fox Lawson assumed that all were essential. In addition, there was no indication as to the percentage of time spent on each duty, so Fox Lawson did not eliminate duties that were minor or occupied less than 5 percent of an incumbent’s time. Consequently, the band assigned to a job may, in some cases, be inappropriate since the highest-banded task may actually be very minor and not be considered an essential duty.

Grade

The second step in job evaluation involved determining the grade for the job. Each decision band has two grades. Grades 0 and 1 are used in Band A, Grades 2 and 3 apply to Band B, Grades 4 and 5 apply to Band C, Grades 6 and 7 apply to Band D, and Grades 8 and 9 apply to Band E. A position in the higher of the two grades must be responsible and accountable for the work performed by another position that is banded at the same level but graded lower. Consequently, if one position supervises and is accountable for another position that is banded at the same level, the supervisory position would be graded in the higher grade while the subordinate position would be graded in the lower grade.

While the Decision Band™ Method normally allows credit for those who supervise at least two positions in the same band, organizational relationships are not always clear. In addition, because of the Department of Education’s size, this distinction was not made. Consequently, some positions may have been graded at a level that is higher than would normally be justified.

Sub-grade

The third and final step in the job evaluation process is sub-grading. Sub-grading is based on the relative complexity and difficulty of the job in relation to other jobs banded and graded at the same level. To determine the sub-grade, Fox Lawson looked at the number of essential duties for each job description and compared those banded at the highest level. Those with a greater percentage of highest-banded tasks were sub-graded at a higher level. For example, a job with seven or eight C-level duties was sub-graded higher than a job with only one or two C-level duties.

To determine sub-grade, Fox Lawson also looked at secondary criteria such as essential skills and knowledge, need for care and precision, consequence of error, and time pressures. The relative importance of the secondary criteria varies among organizations since there is a limited amount of subjectivity in determining sub-grade. Fox Lawson did not have information on the percentage of time spent performing each listed duty and had to rely on the minimum qualifications as the primary distinction for sub-grades. However, the margin of error is only one sub-grade. Fox Lawson also had to consider the recent trend within many organizations to allow dual career tracks. Particularly in the crafts and trades and in the information technology field, certain positions exist because of their extremely high technical qualifications rather than supervisory responsibilities. These positions are typically limited in number within an organization. In those cases, the Decision Band™ Method utilizes two additional subgrades that are considered to be equal to the 1 and 2 levels within the coordinating grade.

Throughout this report, Fox Lawson uses the terms classification specifications, class specifications, and job descriptions interchangeably. These terms refer to a generic grouping of duties into a job classification. The terms position description and position are used to refer to specific duties assigned to a particular employee within a job classification.

Fox Lawson's focus was on job content, not the number of work months or contract terms. As a result, a ten-month job can be compared to a twelve-month job since the basis of comparison is type and level of work. For pay comparisons, monthly salaries were utilized rather than annual salaries. This study is not intended to be a review of the work performed by individual employees and is not intended to determine whether the duties set forth on each job description are current. This report outlines the consultant's independent conclusions concerning the relative relationship of each existing job class.

Our work was performed from May 1999 to March 2000 in accordance with generally accepted government auditing standards.

Chapter 2

The Department of Education’s Classification and Compensation of Educational Officers Raises Questions of Fairness

The Department of Education has an outdated classification system and lacks a formal job evaluation methodology to ensure that employees’ duties and responsibilities are accurately reflected. Public and private sector organizations use formal job evaluation methodologies to assess the relative value or relationship of jobs within and between occupational groups of an organization. Since the Department of Education has not conducted formal job evaluations, questions of accuracy, consistency, and equity arise. The lack of a proven, formal job evaluation methodology can lead to unfair and inequitable treatment of employees, complaints, grievances, and lawsuits.

The human resources management field supports the strategic alignment of classification and compensation programs with organizational goals and objectives. However, classification and compensation programs are not ends unto themselves. The Department of Education has failed to realize that these programs are tools that should change over time to meet circumstances and organizational needs.

Summary of Findings

1. The Department of Education’s classification and compensation system is inequitable.
2. The department pays higher salaries than other state agencies for comparable jobs.

The Department of Education’s Classification and Compensation System is Inequitable

The Department of Education’s classification and compensation system is inequitable in several ways. First, classification series are incomplete. In addition, descriptive terms in classification specifications are unclear and inconsistently defined. Finally, minimum qualification equivalencies for many positions are inconsistent with the job level.

Principal and vice-principal classifications are used only for compensation purposes

Although the Department of Education's classification plan shows 17 separate classifications for principals and 8 separate classifications for vice-principals, we found no actual class specifications for these. There is only one generic position description for principals and one for vice-principals with similar responsibilities in their respective classes regardless of school size and level (that is, elementary, intermediate, secondary, or adult/community school). However, size and level are used to link varying salary ranges for compensation purposes. The Department of Education determines salary ranges based on school size and level, with the primary factor being student enrollment. Therefore, principals and vice-principals of schools with more students get paid more.

Although this practice is common in public school systems throughout the nation, there are potential problems. For example, positions with similar responsibility levels within their respective classifications may be compensated differently. This can result in staff grievances.

Classification series are incomplete

Several classification series are incomplete. Organizations do not typically create higher class levels without having entry or journey levels to show the natural progression of the series. Doing so can be confusing and result in inconsistencies in the overall compensation plan.

Several classification series lack entry and journey levels

Several classification series in the Department of Education lack entry and journey levels. In the department, an entry level job is designated with a "I" and a journey level job with a "II." Four classification series did not have one or both levels. The accounting operations specialist and the procurement and distribution specialist did not have a I or II level, while the auxiliary services specialist and the evaluation specialist did not have a I level.

The department reports that class specifications have not been developed for those levels. The department also reports that even if series have a I, or I and II, level, incumbents for those levels may not exist. This appears to indicate that the classification of some educational officers is structured to recruit or classify at a higher salary level than the journey level class allows.

Some supervisory positions do not actually supervise

Our review found that some supervisory positions do not actually supervise. The job classification structure within the Department of Education has evolved over a period of over 30 years. Over time, the department's goals and objectives changed, and an attempt was made to improve the tools used to classify and compensate employees. This attempt included simplification of the classification plan by creating

levels I for entry level, II for journey level, and III for supervisors (with one level above being upper management). However, some level III positions are classified as supervisors because they have more complex programmatic responsibility, and not because they have supervisory responsibilities. For example, the management analysis and compliance specialist III does not actually supervise other staff.

The Department of Education has either been inconsistently maintaining its classification system or inappropriately classifying positions that do not have supervisory responsibilities. Department personnel staff stated that someone at level III does not necessarily supervise other employees even though supervision is a common responsibility of that level. Instead, the department appears to have created a dual career path by providing two options for those at level III. One option includes supervising employees. The other option entails more complex programmatic responsibility without supervisory duties. However, the class specifications for the level III positions do not reflect a dual career path and should be revised to more accurately reflect the jobs' duties.

Over time, actual position duties change. Therefore, position descriptions and class specifications should be reviewed routinely to ensure that duties are realistically depicted.

Descriptive terms in classification specifications are unclear and inconsistently defined

The Department of Education uses unclear and inconsistently defined terms in its class specifications. Within the department, level I jobs are based on incumbents performing "simple" to "complex" assignments, while level II jobs perform a full range of assignments from the "most difficult" to "complex." However, the class specifications do not clearly define terms such as simple, routine, complex, or most complex. This lack of clarity results in subjective classification decisions.

For example, the class specifications for DOE data processing specialist use ambiguous terms to describe level-appropriate assignments. Level I "performs simple to complex assignments usually under the immediate technical supervision of the DOE Data Processing Specialist II or the DOE Data Processing Specialist III." Level II "performs the full range of responsibilities including the most difficult and complex assignments under the general administrative/technical supervision of the DOE Data Processing Specialist III." The department should clearly distinguish the two levels by defining and providing examples of simple, difficult, and complex assignments.

Minimum qualification equivalencies for many positions are inconsistent with job level

Our review of class specifications found that minimum qualifications for many positions are inconsistent with the job level. The fiscal specialist I classification is one example. This entry-level fiscal position requires a minimum of a bachelor's degree in accounting (or a closely related subject) and two years of professional work experience in the financial area. Five years of experience as a school principal or vice-principal are considered equivalent to these minimum qualifications. However, we question the relevance of a principal or vice-principal's administrative and curricular experience to a fiscal specialist position.

Using former experience as a vice-principal or principal as an experience equivalency exists for several other job classifications. For example, accounting operations specialist, institutional analyst, personnel specialist, personnel regional officer, procurement and distribution specialist, and budget specialist classifications consider former experience as a vice-principal or principal as equivalent to professional work experience in the respective field.

Inconsistencies between equivalencies and job levels could result in technically unqualified individuals filling positions that require education and/or experience in the respective field.

Some positions are inaccurately classified

In reviewing 59 educational officer positions that were not principals or vice-principals, we found a total of 11 that may be inaccurately classified.

For 14 of the 59 positions, we conducted desk audits and reviewed classification specifications and position descriptions. We found that 3 of the 14 positions were inaccurately classified. These 3 positions were the public relations specialist II, the data processing specialist II, and the management analysis and compliance specialist III.

For example, the class specification of the management analysis and compliance specialist III had conflicting data. The specification summary stated that the person "may supervise professional and clerical staff." The work is specifically distinguished from level II in that it has supervisory responsibility. However, the current position description does not assign supervision duty to the management analysis and compliance specialist III. The desk audit confirmed that the position does not have supervisory duties. As a result, this position more closely meets the class specification for a management analysis and compliance specialist II.

We could not make a determination on 1 of the 14 positions. Our review of the information specialist II was inconclusive because the class specification mentions a level III for which a specification apparently does not exist. This made it difficult to determine how the level II fits in.

For the remaining 45 of the 59 positions, we reviewed the classification specifications and position descriptions (but conducted no desk audits). We found that 8 of the 45 positions appeared to be inappropriately classified. These 8 included 1 CIP planner III, 2 auxiliary services specialist IIIs, 1 data processing specialist III, and 4 personnel specialist IIIs.

These results demonstrate that approximately 19 percent of the Department of Education's positions in the sample of 59 may not be accurately classified. Our results lead us to question the accuracy and equity of not only the positions we reviewed, the level above these positions, and the level below, but the position classification itself.

The detailed results of the desk audits are shown in Appendix B.

The Department of Education Pays More Than Other State Agencies for Comparable Jobs

Comparable jobs exist in the Department of Education, the University of Hawaii, and the State's civil service system

Overall, educational officers at the Department of Education are paid more than University of Hawaii or state civil service system employees in similar jobs. Compared to similar jobs within the University of Hawaii and the civil service system, the Department of Education's educational officer jobs do not entail a greater level of complexity.

A review of class specifications within the Department of Education, the University of Hawaii, and the state civil service system reveals that there are classes in all three systems that perform similar types and levels of work. Notably, lower level educational officer jobs are being paid higher salaries than similar jobs in the University of Hawaii and the civil service system.

Many jobs in all three systems perform similar types and levels of work

We rated all sample classifications for the Department of Education, University of Hawaii, and civil service system using the Decision Band™ Method. We then compared the three systems to each other based on the results. We should note that the University of Hawaii and the civil service system both utilize classification structures that establish more levels within each series. Appendix C shows all classes reviewed within the three systems and Decision Band™ Method ratings.

Classes with similar Decision Band™ Method ratings would have similar levels of decision-making authority, responsibility, complexity, and difficulty of work. For example, classes with a Decision Band™ Method rating of C41 would have a C level of decision making (process decisions), grade 4 level of responsibility (does not supervise other professional level employees), and a subgrade 1 level that depicts a

relatively lower level of complexity and difficulty. Classes given a C42 rating differ in their subgrade rating and have a higher level of job complexity and difficulty. Exhibit 2.1 shows some examples of the Decision Band™ Method ratings for classes in the three systems.

**Exhibit 2.1
Band Rating Examples**

<i>Band Rating</i>	<i>DOE Classes</i>	<i>UH Classes</i>	<i>Civil Service Classes</i>
C41	Budget Specialist I	Budget Specialist II	Program Budget Analyst III
	Personnel Specialist I	Personnel Officer I	Personnel Management Specialist III
C42	Budget Specialist II	Budget Specialist III	Program Budget Analyst IV
	Institutional Analyst II	Institutional Analyst I	School Land and Facilities Specialist

Educational officer jobs do not entail a greater level of complexity than the other two systems

Educational officer jobs do not entail a greater level of complexity than similar jobs in other organizations. The Department of Education has argued that accurate job and salary comparisons cannot be made due to the complexity and nature of its programs and requirements and because it is relatively larger than other state departments. It would be difficult to dispute that managing a large and diverse organization is more complex and difficult than managing a small, single purpose organization. However, educational officer jobs are professional level jobs that have similar minimum requirements for the respective levels of work.

The Department of Education has also stated that it does not find individuals in other state agencies comparable to its employees. That is a subjective conclusion that is not substantiated based on the job requirements under each system. If there is a difference in caliber of employee, it is the result of the selection process and not the job requirements.

Classes in different state departments or agencies are performing similar types and levels of work, but have different minimum qualifications or equivalencies and are compensated at different rates. Treating jobs that perform similar types and levels of work differently across state agencies creates a competitive market between agencies, which can increase the overall cost of state government.

Both formal and actual salary ranges for Department of Education classes are higher than other systems

The Department of Education salary ranges, both formal and actual, are generally higher than those of the University of Hawaii and the state civil service system.

After determining which jobs were comparable through the job evaluation process, we used regression analysis to compare salaries within and across the Department of Education, the University of Hawaii, and the civil service system. We made comparisons between union-negotiated formal salary ranges and actual salary ranges (what employees in that range are actually paid). For purposes of analysis, we used a monthly salary for ten-month educational officers—principals and vice-principals—that we developed by dividing their annual salary by ten to represent the actual number of months they work a year. We did this even though principals and vice-principals are actually paid on a twelve-month basis. Our approach was designed to ensure a more accurate reflection and comparison of salary worth. Thus, any specific salaries mentioned in our report concerning principals and vice-principals reflect monthly figures based on a ten-month work year.

With the results of the regression analysis, a trend line was created to serve as a basis for determining the “best line of fit” for salaries of comparable jobs within the Department of Education, University of Hawaii, and civil service system. Using proven statistical methods, a line is drawn demonstrating where approximate salaries should fall for jobs evaluated as comparable using the Decision Band™ Method. In doing this, we found that the average actual salary ranges, both minimum and maximum, are higher for the Department of Education than for the University of Hawaii and the civil service system. As shown in Exhibit 2.2, the Department of Education's minimum actual salary ranges are approximately 32 percent above the University of Hawaii and the civil service system minimum actual salary ranges.

In addition, Exhibit 2.3 shows that the Department of Education's maximum actual salary ranges are approximately 33 percent above the University of Hawaii and the state civil service system.

Exhibit 2.2
Department of Education vs. University of Hawaii and Civil Service Regression Analysis
Actual Salary Range Minimum

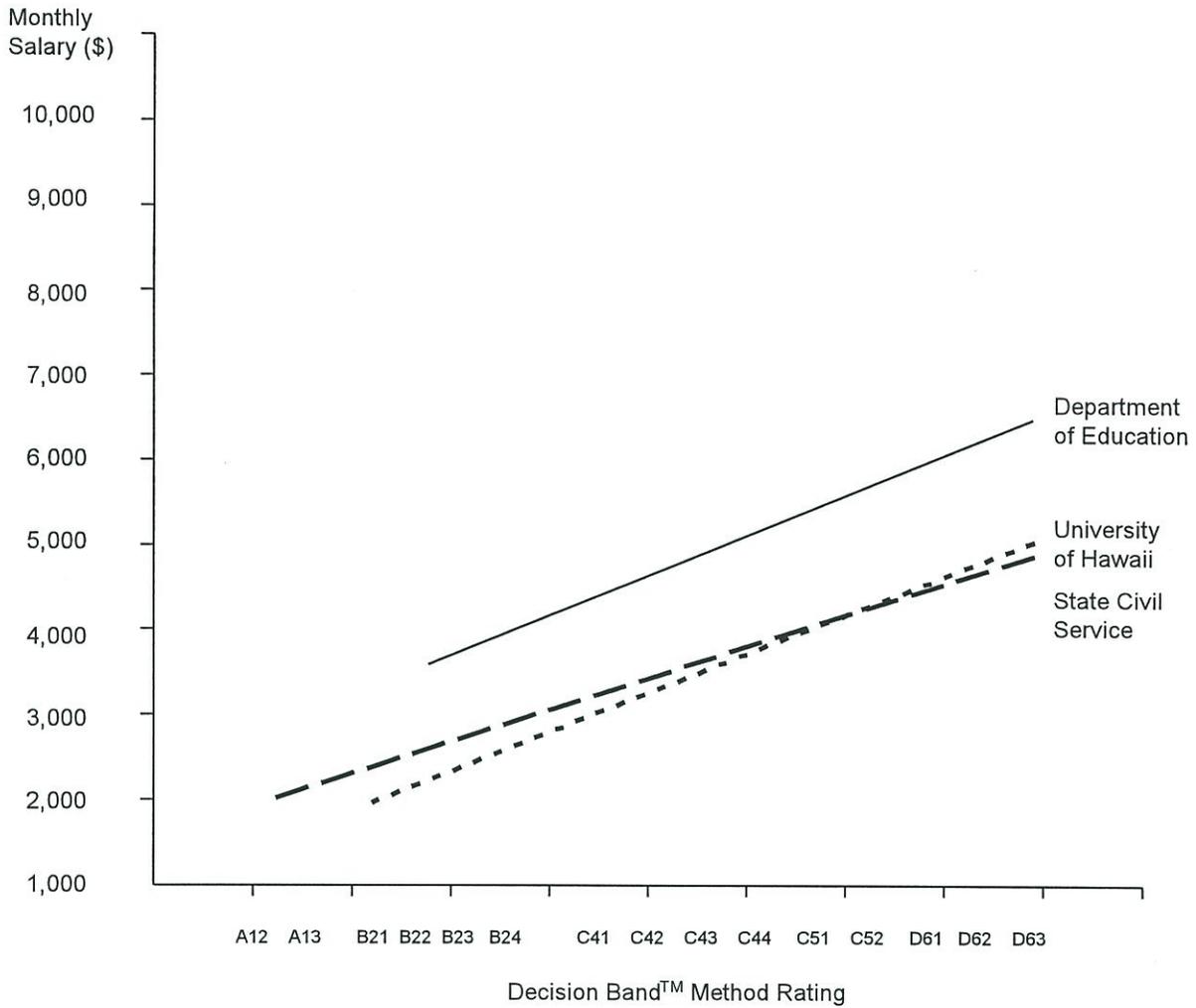
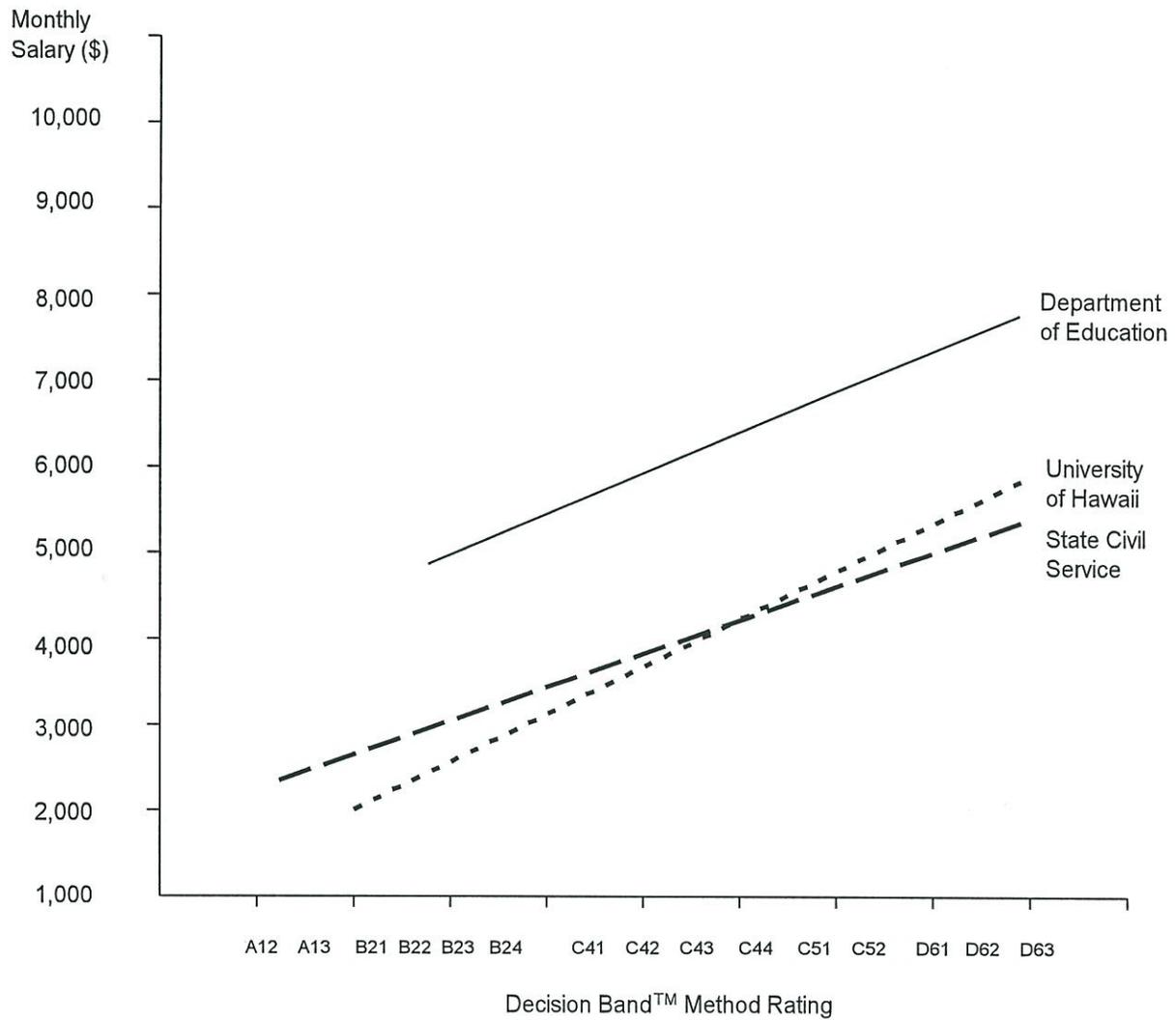


Exhibit 2.3

**Department of Education vs. University of Hawaii and Civil Service Regression Analysis
Actual Salary Range Maximum**



Using this same regression analysis, we found that negotiated, or formal minimum, salary ranges are also higher for the Department of Education than for the other two systems. Formal minimum salary ranges for the Department of Education are approximately 34 percent higher than the minimum salary ranges for the University of Hawaii and the civil service system. As seen in Exhibit 2.4, the University of Hawaii and the civil service system regression lines are almost identical.

The regression analysis also shows that maximum formal salary ranges are higher for the Department of Education than for the University of Hawaii and the civil service system. However, as seen in Exhibit 2.5, the Department of Education and University of Hawaii regression lines are closer than the other salary ranges. While the Department of Education's maximum formal salary ranges are approximately 34 percent above those of the civil service, they are only 7 percent above those of the University of Hawaii.

Exhibit 2.6 shows the averages for our sample of selected classes for both the formal and actual salary range minimum and maximum levels.

In each case, the Department of Education's averages are higher than those at the University of Hawaii and the state civil service system.

This difference can also be seen in the ranges of actual salaries paid of our sample classes. Department of Education actual salaries range from \$4,785 a month to \$9,456 a month. The range for the University of Hawaii actual salaries is from \$2,292 a month to \$6,687 and the range for the state civil service jobs for actual salaries paid runs from \$2,350 to \$6,446.

Data for specific classes also show that Department of Education classes are paid more than their counterparts at the University of Hawaii and in the civil service system. For example, classes rated C43 include a data processing systems analyst IV in the civil service system, a personnel officer IV at the University of Hawaii, and an evaluation specialist II at the Department of Education. The data processing systems analyst IV class has a salary range of \$2,859 to \$4,073; the personnel officer IV has a salary range of \$3,150 to \$6,301; and the evaluation specialist II at the Department of Education has the highest salary range at \$4,834 to \$6,843. Exhibit 2.7 shows other examples of classes within each of the three systems, their Decision BandTM Method rating, and formal salary ranges.

Exhibit 2.4
Department of Education vs. University of Hawaii and Civil Service Regression Analysis
Formal Salary Range Minimum

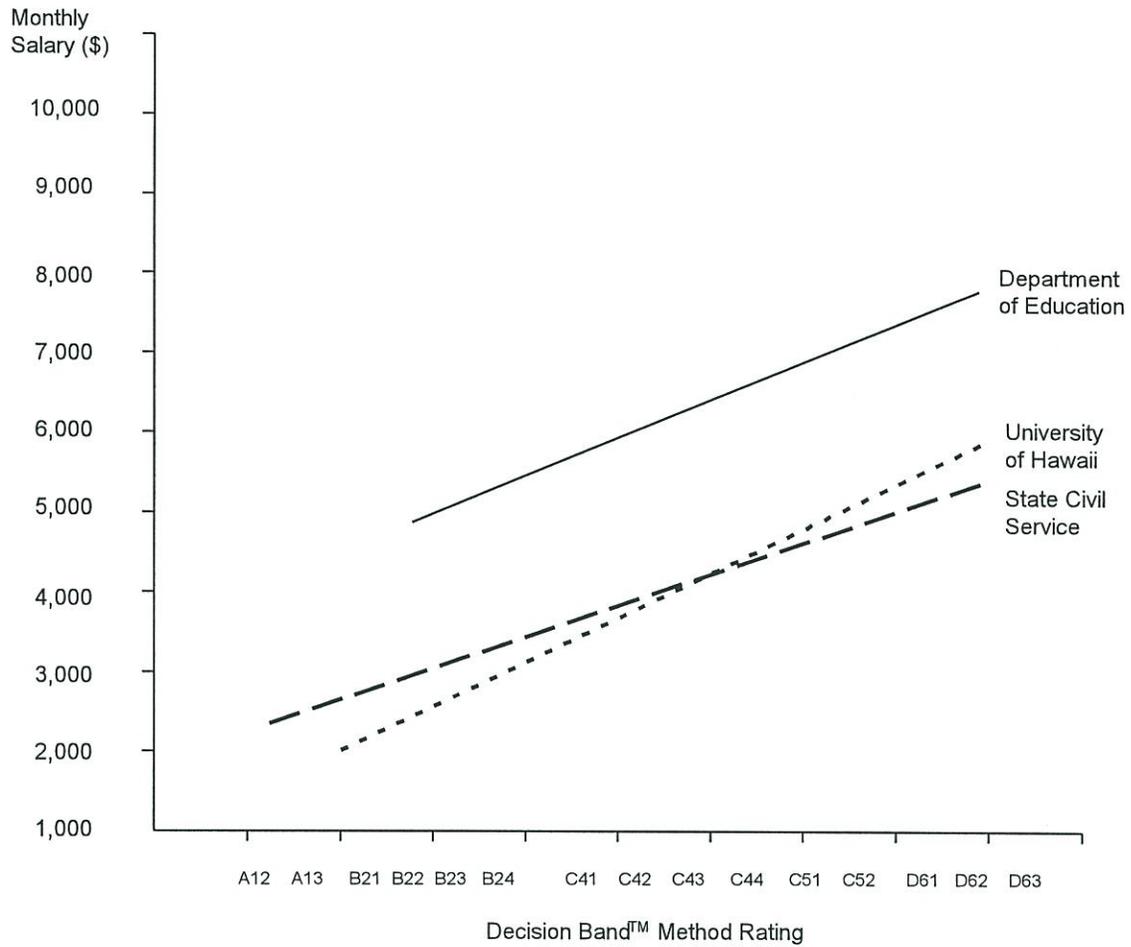


Exhibit 2.5
Department of Education vs. University of Hawaii and Civil Service Regression Analysis
Formal Salary Range Maximum

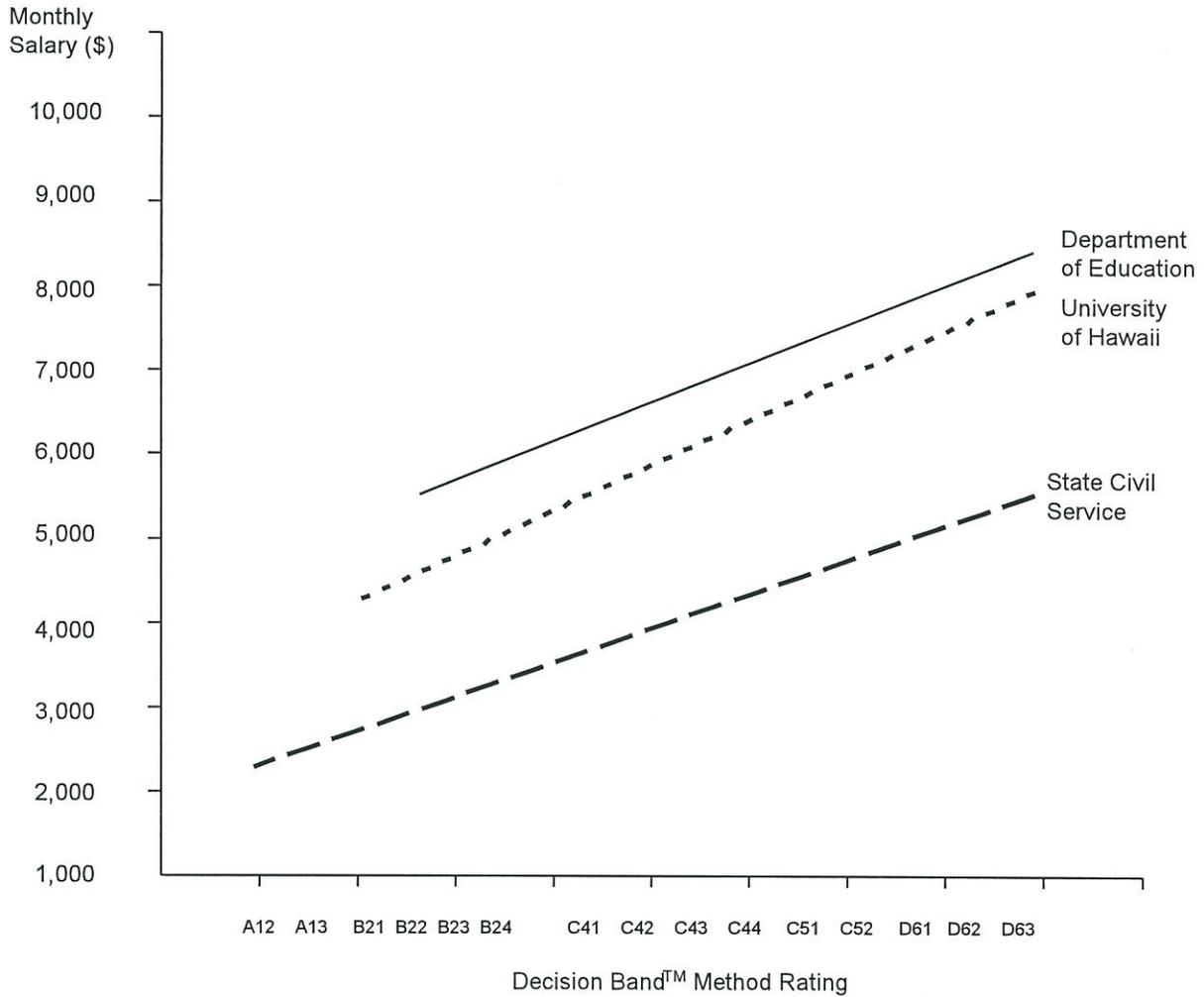


Exhibit 2.6
Salary Range Averages

	Department of Education	University of Hawaii	Civil Service
<i>FTE Positions (in Sample)</i>	539	458	1,334
Avg. Formal Range Minimum	\$5,153	\$3,118	\$2,999
Avg. Formal Range Maximum	\$7,294	\$6,237	\$4,253
Avg. Actual Range Minimum	\$5,835	\$3,266	\$3,403
Avg. Actual Range Maximum	\$7,267	\$3,971	\$4,151

While the Department of Education generally has higher formal salary ranges than the other systems, there are some exceptions. For example, at the C43 band rating, the University of Hawaii faculty housing officer has a formal salary range maximum of \$7,383 while the Department of Education evaluation specialist II and accounting operations specialist III have formal salary range maximums of \$6,843 and \$7,135, respectively. Appendix D provides a full listing of the formal salary ranges for each band rating and associated classes.

Also notable is that the highest rated civil service classification at D63 has a lower formal salary range than all the Department of Education positions at the lower D62 band rating (see Appendix D).

When we compare the actual salary ranges, there are even fewer exceptions. With only two exceptions, the Department of Education classes are paid higher salaries than the University of Hawaii and the civil service system for all comparably rated jobs across all band ratings where comparable classifications were found.

Educational officer classes and comparisons with the private sector

Comparing educational officer jobs with the private sector in the defined labor market is difficult. This is largely because comparisons need to be done by reviewing job content and not title. In addition, we were able to obtain only limited market data from the Hawaii Employers Council and the Department of Human Resources Development. Using this limited data, the Department of Education's educational officer classifications were matched, where possible, to jobs listed in the Hawaii Employers Council's survey. It is important to stress that conclusions and recommendations cannot be accurately drawn from this information.

With the above caveats in mind, we made the following comparisons and found that some Department of Education classes appear to be compensated at a rate higher than that of the private sector. For example, the Department of Education's data processing specialist I range is from

Exhibit 2.7

Examples of Decision Band™ Method Ratings and Formal Salary Ranges

Agency	Class Title	Decision Band™ Method Rating	# FTE Positions	Formal Salary Range Minimum	Formal Salary Range Maximum
UH	UH Computer Specialist I	C41	9	\$2,482	\$4,969
Civ.Serv.	Personnel Management Specialist III	C41	16	\$2,643	\$3,765
DOE	DOE Information Specialist I	C41	1	\$4,637	\$6,564
Civ.Serv.	Information Specialist III	C42	8	\$2,643	\$3,765
UH	UH Personnel Officer II	C42	6	\$2,688	\$5,377
Civ.Serv.	Program Budget Analyst IV	C42	19	\$2,859	\$4,073
UH	UH Computer Specialist IV	C42	34	\$3,150	\$6,301
DOE	DOE Personnel Specialist II	C42	18	\$4,834	\$6,843
DOE	DOE Budget Specialist II	C42	7	\$4,834	\$6,843
Civ.Serv.	Data Processing Systems Analyst IV	C43	105	\$2,859	\$4,073
UH	UH Fiscal Accounting Specialist IV	C43	9	\$3,150	\$6,301
UH	UH Personnel Officer IV	C43	10	\$3,150	\$6,301
Civ.Serv.	Program Budget Analyst V	C43	20	\$3,219	\$4,583
DOE	DOE Evaluation Specialist II	C43	4	\$4,834	\$6,843
DOE	DOE Accounting Operations Specialist III	C43	1	\$5,040	\$7,135
UH	UH Computer Specialist V	C44	20	\$3,410	\$6,821
Civ.Serv.	Program Budget Analyst VI	C44	1	\$3,481	\$4,954
DOE	DOE Data Processing Specialist II	C44	2	\$4,834	\$6,843
Civ.Serv.	Data Processing Systems Analyst V	C51	91	\$3,219	\$4,583
UH	UH Personnel Officer V	C51	2	\$3,410	\$6,821
DOE	DOE Budget Specialist III	C51	2	\$5,040	\$7,135
Civ.Serv.	Data Processing Systems Analyst VI	C52	28	\$3,481	\$4,954
UH	UH Fiscal Accounting Specialist VI	C52	5	\$3,691	\$7,383
DOE	Vice-Principal IV	C52	58	\$5,423	\$7,676
Civ.Serv.	Departmental Personnel Officer III	D62	3	\$4,501	\$6,156
DOE	Intermediate Principal VI	D62	17	\$6,145	\$8,700
Civ.Serv.	Business Management Officer III	D62	1	\$5,210	\$7,126
DOE	High School Principal VII	D62	10	\$6,407	\$9,070
Civ.Serv.	Departmental Personnel Officer IV	D63	4	\$4,962	\$6,787

Source: Fox Lawson & Associates LLC

\$4,637 to \$6,564 while the market average range is from \$1,931 to \$4,511. As another example, the Department of Education's budget specialist II and fiscal specialist II both range from \$4,834 to \$6,843, while the market average for internal auditors and budget and fiscal analysts runs from \$2,643 to \$5,550. Additional information is presented in Appendix E.

Conclusion

The Legislature has recently raised concerns about whether various state personnel systems are properly aligned and equitable. Our study looked at the classification and compensation system for educational officers at the Department of Education and whether its educational officer jobs are paid comparably to jobs in other state agencies and the private sector.

Our study found inequities in the Department of Education's classification and compensation system for educational officers. In addition, we found that the department pays more than other agencies for comparable jobs. The department needs to adopt a more appropriate classification and compensation system to alleviate the inequities.

The Legislature should consider requiring the Board of Education to take the steps necessary to correct the inequities that we identified. The Legislature should also consider (1) requiring the Department of Education to obtain the assistance of the Department of Human Resources Development in making the necessary changes and (2) establishing a process of future independent audits of the classification and compensation system for educational officers.

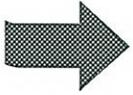
Recommendations

1. The Legislature should consider requiring the Board of Education to adopt a classification and compensation structure for educational officers that more accurately reflects the level of work being performed. The department can achieve this by:
 - a. Conducting a classification study in order to better assess positions, allocations, and classifications. This would include ensuring that minimum requirements and equivalencies are more in line with the type of work required upon entry into the classification;
 - b. Conducting a formal, comprehensive salary survey; and
 - c. Implementing a formal job evaluation methodology that is consistent with the class structure adopted.

2. The Legislature should consider requiring that the Department of Education obtain the assistance of the Department of Human Resources Development in correcting the inequities identified in our report.
3. The Legislature should consider requiring future independent audits of the Department of Education's efforts to produce an equitable classification and compensation system for educational officers.

Appendix A

State of Hawaii, Department of Education



IV. SUPERVISION GIVEN – THIS IS VERY IMPORTANT

This section asks for information regarding your supervisory responsibilities. This information will help us to fully understand the level of authority that you have. For example, do you have lead authority and assign and monitor work, or do you have full supervisory authority and sign performance evaluations. Please check all that apply and list the number of employees you have supervision over. These questions, other than the first one, should apply to those titles which are listed as *Your Subordinates* on the organizational chart, or any others that may report to those positions listed under *Your Subordinates*.

Check the following phrase or phrases that apply to your job and indicate the number of employees:

	No. of Employees
_____ I do not officially supervise other employees (sign performance reviews).	
_____ I evaluate and sign performance reviews of other regular employees.	_____
_____ I evaluate and sign performance reviews of part-time, temporary or contract employees.	_____
_____ I instruct other employees in methods or procedures needed to carry out their job (how to carry-out their assigned duties).	_____
_____ I make work assignments for others.	_____
_____ I make hiring and hiring pay recommendations.	_____
_____ I make hiring and hiring pay decisions.	_____
_____ I recommend pay changes (i.e. performance bonuses).	_____
_____ I recommend termination for poor performance.	_____
_____ I provide advice to peers that they must consider carefully before making a decision. Example: _____	
_____ I provide information to supervisors/management that they use in making a decision. Example: _____	

Appendix A

State of Hawaii, Department of Education

V. DUTIES – THIS IS VERY IMPORTANT

The list of essential duties helps us to understand those duties which are the primary reasons why your position exists. Essential duties are those duties which make up at least 5% of your time. Please provide enough detail so that someone who may not be familiar with your job will have a clear understanding of what it is that you do. For example, do not simply state “prepares reports”, but state “prepares reports such as status reports, staff reports”, or whatever other type of report(s) you may prepare. Also, please use action verbs such as prepares, calculates, operates, etc., to start off each statement. In the Decision Required section, list the decisions you make in order to carry out those duties. Please be sure to place frequencies and percentages in the last two columns so that it is clear as to where you spend the majority of your time. These need only be estimates so do not spend a great deal of time trying to come up with an exact percentage. The percentages of all duties should equal 100% over a one year period of time.

Essential Duties: Describe five to ten essential duties that make up your job. Try to describe your job so it can be understood by someone not familiar with your work. Begin each duty statement with an action verb (“calculates”, “operates”, “establishes”) that tells what is done or why and how it is done. Examples are shown below. Use additional sheets if needed.

Decisions Required: For each duty you have listed, state the decision(s) you must make in order to carry out the duties required. Refer to the examples given.

Frequency: Indicate how often you perform each duty – D = daily, W = weekly, M = monthly, Q = quarterly, A = annually, O = occasionally.

Percent of Time: Indicate how much of your time you spend on each task. The total of these percentages should not be more than 100%. Example: Sally conducts property value estimates 20% of the time, it may mean she spends one day out of five on that task, or that she spends around two hours each day.

Essential Duties	Decisions Required	Frequency DWMQAO	% of Time
<i>EXAMPLES:</i>			
<i>Prepares monthly newsletters by gathering information, writing copy, editing, preparing for publication and overseeing distribution.</i>	<i>Articles to include, editorial changes, graphics, layouts</i>	<i>M</i>	<i>25%</i>
<i>Performs inventory spot checks and monthly counts of supplies in warehouse.</i>	<i>When to check supplies</i>	<i>M</i>	<i>10%</i>
1.			

Appendix A
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Essential Duties	Decisions Required	Frequency DWMQAO	% of Time
2.			
3.			
4.			
5.			
6.			

Appendix A

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Essential Duties	Decisions Required	Frequency DWMQAO	% of Time
7.			
8.			
9.			
10.			
11.			

Appendix A

State of Hawaii, Department of Education

VI. REQUIRED KNOWLEDGE AND SKILL

This section helps us to understand the minimum levels and types of knowledge and skill you would need in order to perform your job at the *entry level*. Those items you list are those required and not what you might necessarily know or are able to do after being in the position for a number of years.

Knowledge: refers to the possession of concepts and information gained through experience, training and/or education and can be measured through testing.

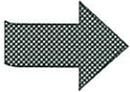
Skills: refers to the proficiency which can be demonstrated and are typically manual in nature and/or can be measured through testing.

Please list the essential duty number from Section V, Duties, that requires the specific knowledge or skill.

Knowledge/Skills:	Duty #
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	

Appendix A

State of Hawaii, Department of Education

 **VIII. EDUCATION AND EXPERIENCE – THIS IS VERY IMPORTANT**

This section helps us to determine the minimum level of education and experience required to perform the job at the entry level. Please list those educational and experience requirements that you have and those educational and experience requirements that you believe someone would need to have at *entry level into the job*. This should be the minimum level an individual should be required to have for Human Resources to consider an application for the position. Please note in d), any licenses or certifications required for your position upon *entry into the job*.

- a) What level of education do you have and what minimum level of education do you believe is needed to satisfactorily perform your job at *entry level*? Check the level that applies to your job:

You Have	You Need	
_____	_____	8 th grade or less (ability to read, write, and follow directions)
_____	_____	High School Diploma or equivalent (G.E.D.)
_____	_____	Up to one year of specialized or technical training beyond high school
_____	_____	Associate degree (A.S., A.A.) or two-year technical certificate
_____	_____	Bachelor's degree
_____	_____	Other (explain):

- b) What kinds of experience do you have and what minimum kinds of experience are needed to enter your job at *entry level*?

You Have	Type of Experience	You Need	Minimum Time Required
_____	_____	_____	_____ years
_____	_____	_____	_____ years
_____	_____	_____	_____ years

- c) What field (s) should training or degree be in?

- d) Are any state, federal, or professional licenses or certificates required to enter your job? If so please list:

Appendix A

State of Hawaii, Department of Education

XII. EQUIPMENT

Please list any equipment which you would regularly use in your position (examples: computer and software, calculator, forklift, etc.). This listing will help us to understand the types of equipment you are expected to operate in order to perform your job. Examples would include computers, fax machines, copiers, forklifts or hand and power tools.

List the duty number from Section V. – Duties (page 5-7) and the equipment you use to perform that duty.

Example: Duty 1 – Computer, camera, etc.

XIII. ADDITIONAL COMMENTS

In this section please note any additional comments you may have and/or attach additional sheets. Also, please sign and date the questionnaire on this page and on page 14 to note your agreement with the contents of the questionnaire. You may wait to sign page 14 until after you have read any comments made by your supervisor.

Are there any additional comments you would like to make to be sure you have described your job adequately (Use additional sheets if necessary)

Employee Signature: _____ Date: _____

PLEASE PROCEED TO SECTION XV. TO COMPLETE THE QUESTIONNAIRE.

**Appendix B
Results of Position Description Review and Desk Audits**

Class Title	Finding
<p>Public Relations Specialist II (One position)</p>	<p>Classification Specifications and Position Descriptions Revealed:</p> <p>Position #67673, Public Relations Specialist II duties appear to involve less responsibility and decision making authority than outlined in the class specification for Public Relations Specialist II which was rated as a C42. Based on the information contained in the position description, this position would more appropriately be classified as Public Relations Specialist as a B23 since all duties are operational in nature and do not appear to involve making of process or Band C decisions.</p> <p>A review and evaluation of the class specification for the DOE Public Relations Officer was conducted. Based on responsibilities and decision making authority this classification would be rated as a C43/C51.</p> <p>Desk Audit Revealed:</p> <p>Position #67673 currently classified in the Public Relations Specialist II classification was audited. The desk audit revealed that the incumbent was performing at a higher level than indicated in the position description submitted to the State Auditor’s office. Due to a downsizing in the Department, the incumbent performs a range of duties in both the Public Relations Specialist II and the DOE Public Relations Officer classifications but appears to be performing primarily within the scope of the class specification for the DOE Public Relations Officer. Responsibilities include serving as the DOE spokesperson and media contact and providing staff assistance to the Superintendent in planning and implementing the public relations and public information activities of the Department of Education.</p> <p>Note: The incumbent believed the position title to be Director of Communications. The position was listed on the audit interview list as Communications Specialist II. This title was confirmed in a memo from Amy Yamashita, DOE Personnel Office, dated 7/30/99 stating the Communications Specialists series titles are working titles only. The official class titles are DOE Public Relations Specialist I and II and DOE Public Relations Officer. It appears the position would more appropriately be classified in the DOE Public Relations Officer classification.</p>
<p>Budget Specialist II (Four positions)</p>	<p>Classification Specifications and Position Descriptions Revealed:</p> <p>Four positions, position #60082, #69286, #60040, and #69993 were reviewed and all appear to be consistent with the class specification for Budget Specialist II. However, two position descriptions were identical and focus on preparation of the department’s operating budget but only cover 46% of the relative time spent. No data was provided to account for the remaining 54% of the relative time spent.</p> <p>The other two position descriptions were also identical. While these descriptions reflect 100% of the relative time spent, there are no distinctions between the two positions.</p> <p>Desk Audit Revealed:</p> <p>Position #60082 currently classified as a Budget Specialist II was audited. A Position Description dated 9/29/99 and approved 9/30/99 by the Immediate Supervisor and the Director was provided at the time of the</p>

Class Title	Finding
	<p>desk audit. Position duties represent 90% of the relative time spent. No data was provided for the remaining 10% of the relative time spent. Incumbent accounted for 75% of time spent. The desk audit found the position duties to be consistent with the class specification.</p>
<p>Budget Specialist III (Two positions)</p>	<p>Classification Specifications and Position Descriptions Revealed:</p> <p>Two positions, #69262 and #69284, were reviewed. One position description only covers 31% of the relative time spent. No data was provided to account for the remaining 69% of the relative time spent. The duties listed on the position description appear to be consistent with the class specification.</p>
<p>Management Analysis and Compliance Specialist III (One position)</p>	<p>Classification Specifications and Position Descriptions Revealed:</p> <p>The position description for position #69701 was reviewed and 100% of the relative time spent was accounted.</p> <p>The Management Analysis and Compliance Specialist III class specification has conflicting data. The summary states it "may supervise professional and clerical staff" while in the distinguishing characteristics it states the classification is distinguished from the II level in that it has program responsibility including supervision of professional and clerical personnel.</p> <p>The current position description does not have any assigned supervision duty and that appears to be one of the primary distinctions between the Management Analysis and Compliance Specialist II and Specialist III. Accordingly, this position more closely meets the class specification for Management Analysis and Compliance Specialist II.</p> <p>Desk Audit Revealed:</p> <p>Position #69701 currently classified as a Management and Compliance Analyst III was audited. The desk audit revealed a memo dated 5/4/98 which approved the change of name of the Management Analysis and Compliance Office to the Civil Rights Compliance Office. An organization chart dated 9/25/98 indicates the Office title change and the change in title of the Management Analysis and Compliance Specialist III to Civil Rights Compliance Specialist III. It is unclear if this change was directed through and approved by the DOE Office of Personnel Services or if this is simply a new working title.</p> <p>The audit confirmed and the incumbent accounted for 100% of the time spent.</p> <p>The civil rights responsibilities are found to be in the Management Analysis and Compliance Specialist classes.</p> <p>The desk audit confirmed the position does not have supervisory duties. Given that the program responsibilities, including supervision of professional and clerical staff, are the distinction between the Management Analysis and Compliance Specialist II and the III, this position more closely aligns with the II level – Management Analysis and Compliance Specialist II.</p>

Class Title	Finding
<p>Institutional Analyst II (One position)</p>	<p>Classification Specifications and Position Descriptions Revealed:</p> <p>Position #69263 was reviewed and is appropriately classified. The position accounts for 42% of the relative time spent. No data was provided to account for the remaining 58% of the relative time spent.</p> <p>Desk Audit Revealed:</p> <p>Position #69263 currently classified as an Institutional Analyst II was audited. Although the position description only reflects 42% of the relative time spent, the incumbent accounted for 100% of time. The desk audit found the position duties to be consistent with the classification specification.</p> <p>A review of the Institutional Analyst III classification notes the distinguishing characteristic of this classification to be "has program responsibility in a specialized area including supervision of a staff of professional and clerical personnel." Based on the desk audit of the Institutional Analyst II position, the only positions reporting to the Institutional Analyst III were found to be the Institutional Analyst II and a Secretary.</p>
<p>Evaluation Specialist II (four positions)</p>	<p>Classification Specifications and Position Descriptions Revealed:</p> <p>Four positions, position #60068, #60254, #69806, and #73402 were reviewed. Two of the position descriptions only reflect 62% and 59% of the relative time spent by the incumbents. No data was provided to account for the remaining 38% and 41% of the relative time spent. All four positions appear to be appropriately classified.</p> <p>Desk Audit Revealed:</p> <p>Position #60254, currently classified as Evaluation Specialist II was audited. Although the position description only reflects 59% of the relative time spent, the incumbent accounted for 100% of time. The desk audit found the position duties to be consistent with the classification specification.</p>
<p>Evaluation Specialist III (One position)</p>	<p>Classification Specifications and Position Descriptions Revealed:</p> <p>Position #60047 appears to be appropriately classified although the position description only reflects 45% of the relative time spent. No data was provided to account for the remaining 55% of relative time spent.</p>
<p>Fiscal Specialist II (One position)</p>	<p>Classification Specifications and Position Descriptions Revealed:</p> <p>Position #69290 appears to be appropriately classified although the position description only reflects 38% of the relative time spent. No data was provided to reflect the remaining 62% of the relative time spent.</p> <p>Desk Audit Revealed:</p> <p>Position #69290 was audited. The position description provided at the time of the audit was identical to the position description provided to the State Auditor's Office. Although the position description only reflects 38% of the relative time spent, the incumbent accounted for 100% of time. The desk audit found the position duties to be consistent with the classification specification.</p>

Class Title	Finding
Fiscal Specialist III (One position)	<p>Classification Specifications and Position Descriptions Revealed:</p> <p>Position #69252 appears to be appropriately classified.</p>
Procurement and Distribution Specialist III (One position)	<p>Classification Specifications and Position Descriptions Revealed:</p> <p>Position #60062 appears to be appropriately classified although the position description only reflects 38% of the relative time spent. No data was provided to reflect the remaining 62% of the relative time spent.</p> <p>Desk Audit Revealed:</p> <p>Position #60062, currently classified as Procurement and Distribution Specialist III was audited. Although the position description only reflects 38% of the relative time spent, the incumbent accounted for 100% of time. The desk audit found the position duties to be consistent with the classification specification.</p>
Accounting Operations Specialist III (One position)	<p>Classification Specifications and Position Descriptions Revealed:</p> <p>Position #66414 appears to be appropriately classified although the position description only reflects 38% of the time spent by the incumbent. No data was provided to reflect the remaining 62% of time spent. Please note the Accounting Operations class series has only one level, a level III.</p> <p>Desk Audit Revealed:</p> <p>Position #66414 currently classified as Accounting Operations Specialist III was audited. The desk audit revealed the position to be consistent with the position description provided during the desk audit, the class specification and position description provided to the State Auditor's Office. Incumbent accounted for 100% of time spent. The desk audit found the position duties to be consistent with the classification specification.</p>
CIP Planner II (One position)	<p>Classification Specifications and Position Descriptions Revealed:</p> <p>Position #60069 was reviewed and appears to be appropriately classified although the position description only reflects 35% of the time spent. No data was provided to account for the remaining 65% of time spent.</p> <p>Desk Audit Revealed:</p> <p>Position #60069 currently classified as CIP Planner II was audited. Although the position description only reflects 35% of the relative time spent, the incumbent accounted for 100% of time. The desk audit found the position duties to be consistent with the classification specification.</p>
CIP Planner III (One position)	<p>Classification Specifications and Position Descriptions Revealed:</p> <p>Position #69287 was reviewed. The class specification for this position requires that the position supervise professional level employees. The position description indicates that the incumbent supervises one Secretary II and only provides general supervision to two staff Specialist II positions. Accordingly, this position appears to be over classified. The more appropriate classification would be CIP Planner II.</p> <p>Information obtained during the desk audit for the CIP Planner II indicates the number of positions reporting to the CIP Planner III may be four, an</p>

Class Title	Finding
	<p>Engineer IV, a Land Planner, a Secretary and the CIP Planner II. The audit was not able to confirm the number of positions and the type of supervision provided.</p>
<p>Facilities Planner II (One position)</p>	<p>Classification Specifications and Position Descriptions Revealed:</p> <p>Position #68017 was reviewed and appears to be appropriately classified.</p> <p>Desk Audit Revealed:</p> <p>Position #68017 currently classified as Facilities Planner II was audited. A Position Description dated and approved 9/22/99 by the Immediate Supervisor and the Director was provided at the time of the desk audit. The position description did not indicate the percentage of time spent on duties however the incumbent accounted for 100% of time. The desk audit found the position duties to be consistent with the classification specification.</p>
<p>Facilities Planner III (One position)</p>	<p>Classification Specifications and Position Descriptions Revealed:</p> <p>Position #60004 was reviewed and appears to be appropriately classified.</p>
<p>Auxiliary Services Specialist II (One position)</p>	<p>Classification Specifications and Position Descriptions Revealed:</p> <p>No position descriptions were provided for review.</p> <p>Desk Audit Revealed:</p> <p>Position #60010 currently classified as Auxiliary Services Specialist II was audited. A draft Position Description for an Operations and Maintenance Specialist II was provided at the time of the desk audit. The incumbent indicated the Auxiliary Specialist class series is currently being re-titled to the Operation and Maintenance Specialist series. The draft position description uses both scales for the percentage of time spent performing a duty; 30% to the relative time spent scale and 70% to the percent of time spent. The incumbent accounted for 100% of time spent. The desk audit found the position duties to be consistent with the class specification.</p>
<p>Auxiliary Services Specialist III (Two positions)</p>	<p>Classification Specifications and Position Descriptions Revealed:</p> <p>Positions #60003 and #69283 were reviewed. The class specification for these positions requires that the positions supervise professional level employees. Position #60003 supervises one Secretary II, a Landscape Architect IV and a School Custodial Services Superintendent. Accordingly, this position appears to be over classified. However, the desk audit of the Auxiliary Service Specialist II indicated two additional positions were supervised, the Auxiliary Services Specialist II and an Engineer. This information could not be confirmed. If the Auxiliary Services Specialist III supervises these two additional positions, the current classification would be appropriate.</p> <p>The other position description – position #69283 – makes no reference to supervision of professional level employees. The appropriate classification for this position would be Auxiliary Services Specialist II.</p> <p>In addition, both descriptions reflect less than 50% of the relative time spent by the incumbents. No data was provided for the remaining 50% of the relative time spent.</p>

Class Title	Finding
Information Specialist I (One position)	<p>Classification Specifications and Position Descriptions Revealed:</p> <p>Position #60067 was reviewed and appears to be appropriately classified.</p>
Information Specialist II (One position)	<p>Classification Specifications and Position Descriptions Revealed:</p> <p>Position #68622 was reviewed and appears to be appropriately classified although the description only reflects a relative time spent index of 13 as opposed to percentage of time spent on each activity. Thus, it is unclear as to time spent performing each task.</p> <p>Desk Audit Revealed:</p> <p>Position #68622 currently classified as an Information Specialist II was audited. Incumbent accounted for 100% of time spent. The desk audit identified this position supervises two positions, an Information Specialist I and a position in the same classification, an Information Specialist II. Depending on the current classification policy for supervising same level employees, the appropriate classification level may be at the current II level or at a higher level. A class specification for the III level is mentioned in the class plan but was not provided by the DOE. Upon asking for a copy of the specification, we were told the class did not exist.</p>
Data Processing Specialist II (Two positions)	<p>Classification Specifications and Position Descriptions Revealed:</p> <p>Two positions, positions #60937 and #60938, were reviewed and appear to be appropriately classified.</p> <p>Desk Audit Revealed:</p> <p>Position #60937 currently classified as a Data Processing Specialist II was audited. Incumbent accounted for 100% of time spent. According to the class specifications, the Data Processing Specialist II performs the full range of responsibilities including the most difficult and complex assignments under the general administrative/technical supervision of a DOE III. This position reports directly to the Director of the Department. According to the incumbent: there is one other Data Processing Specialist II and two Data Processing Specialist IIIs in the department, each of the IIs and IIIs are assigned a subsystem of the department, and the IIIs are not supervising IIs. The desk audit found it difficult to tell if the incumbent is appropriately classified. The distinguishing characteristics states the IIIs have program responsibility and supervise professional and clerical staff; whereas, the II may supervise professional staff and clerical personnel under the guidance of a III. This position does not report to a III so it appears that it would be more appropriately classified as a III. As the III positions were not audited, it is difficult to tell if this position should in fact be a III, or if the IIIs should be IIs.</p>
Data Processing Specialist III (Three positions)	<p>Classification Specifications and Position Descriptions Revealed:</p> <p>Three positions, positions #69266, #60014, and #66415 were reviewed. Two of these positions appear to be appropriately classified although the position descriptions only reflect 52% of the time spent. No data was provided for the remaining 48% of time spent.</p> <p>The third position does not supervise other professional level employees. Accordingly, it would more appropriately be classified as a Data</p>

Class Title	Finding
	<p>Processing Specialist II. In addition, the position description for this position only covers 55% of the time spent. No data was provided for the remaining 45% of time spent.</p>
<p>Personnel Specialist II (Ten positions)</p>	<p>Classification Specifications and Position Descriptions Revealed:</p> <p>Positions #60044, #66018, #74633, #60006, #69987, #60078, #60051, #60043, #74640, and #69986 were reviewed. All ten of these positions appear to be appropriately classified although one position - #66018, reflects 48% of the relative time spent. No data was provided to account for the remaining 52% of relative time spent. The position descriptions for positions #74640 and #69986 do not indicate the percent of time spent on each duty.</p> <p>Desk Audit Revealed:</p> <p>Position #74640, currently classified as a Personnel Specialist II, was audited. Position description provided at the time of the audit was identical to the position description provided to the State Auditor's office. The position description does not identify percentage of time spent on each of the duties and responsibilities; however, the incumbent accounted for 100% of time spent. The desk audit found the position duties to be consistent with the class specification.</p>
<p>Personnel Specialist III (Five positions)</p>	<p>Classification Specifications and Position Descriptions Revealed:</p> <p>Positions #69978, #69985, #69981, #64827, and #69984 were reviewed. Of the five positions reviewed only one position, position #69978 appears to meet the requirements of the job classification relative to supervision of professional level employees. However, that position description only covered 37% of the time spent by the incumbent. No data was provided to account for the remaining 63% of time spent.</p> <p>The remaining four Specialist III positions do not appear to have supervisory responsibilities over professional level positions although one position does provide some degree of supervision to a single Personnel Specialist II. All four of these positions appear to be over classified.</p>
<p>Personnel Regional Officer II (13 positions)</p>	<p>Classification Specifications and Position Descriptions Revealed:</p> <p>Positions #74637, #67826, #67830, #64824, #60100, #68467, #66062, #67849, #68468, #69930, #67771, #67857, and #67842 were reviewed. The 13 position descriptions are identical although each position is assigned to a different regional office. The position descriptions do not identify the percentage of time spent on each duty. However, the duties outlined in the position description are consistent with the class specification. Accordingly, these twelve positions are appropriately classified.</p> <p>Desk Audit Revealed:</p> <p>Position #67826 currently classified as a Personnel Regional Officer was audited. The position description does not identify percentage of time spent on each of the duties and responsibilities; however, the incumbent accounted for 100% of time spent. The desk audit found the position duties to be consistent with the class specification.</p>

Class Title	Finding
Principal (250 Positions)	<p>Classification Specifications and Position Descriptions Revealed:</p> <p>There was no Principal class specification or Principal classification series provided for review. There was only one generic position description for Principal.</p> <p>Desk Audit Revealed:</p> <p>Positions #61143, #60371, #64267, #61757, #61258, #60258, #60371, #67706, and #61896 (as a high school principal) currently classified as Principal were audited. The desk audits found all positions to be consistent with the generic position description for Principal. The duties and responsibilities were consistent from one position to the other with emphasis in duties shifting, dependent upon the individual school needs. The only distinction found, from one position to the other, was the grade level of the students served and the size of the student population.</p> <p>Only one classification level of Principal was found through the desk audits.</p>
Vice Principal (219 Positions)	<p>Classification Specifications and Position Descriptions Revealed:</p> <p>There was no Vice Principal class specification or Vice Principal classification series provided for review. There was only one generic position description for Vice Principal.</p> <p>Desk Audit revealed:</p> <p>Positions #67133, #73654, and #71400, currently classified as Vice Principal, were audited. All positions were found to be consistent with the generic position description for Vice Principal. The duties and responsibilities were consistent from one position to the other with emphasis in duties shifting dependent upon the individual school needs. The only distinction found, from one position to the other, was the grade level of the students served and the size of the student population.</p> <p>Only one classification level of Vice Principal was found through the desk audits.</p>

Appendix C

Comparison of DOE, UH and the State's Civil Service System Job Evaluation Ratings

Agency	Decision Band™ Method Rating	Salary Grade	Class Title
Band A:			
Civ Serv	A12	SR 16	Computer Programmer I
Civ Serv	A13	SR 18	Computer Programmer II
Band B:			
Civ Serv	B21	SR 16	Accountant I
Civ Serv	B21	SR 16	Auditor I
Civ Serv	B21	SR 20	Computer Programmer III
Civ Serv	B21	SR 16	Information Specialist I
Civ Serv	B21	SR 16	Management Analyst I
Civ Serv	B21	SR 16	Personnel Management Specialist I
Civ Serv	B21	SR 16	Planner I
Civ Serv	B21	SR 16	Procurement and Supply Specialist I
Civ Serv	B21	SR 16	Program Budget Analyst I
Civ Serv	B21	SR 16	Program Evaluation Analyst I
Civ Serv	B21	SR 16	Purchasing Specialist I
Civ Serv	B21	SR 16	Research Statistician I
UH	B21	PO3	UH Procurement & Property Management Specialist I
Civ Serv	B22	SR 18	Accountant II
Civ Serv	B22	SR 22	Computer Programmer IV
Civ Serv	B22	SR 18	Engineer I
Civ Serv	B22	SR 18	Management Analyst II
Civ Serv	B22	SR 18	Personnel Management Specialist II
Civ Serv	B22	SR 18	Planner II
Civ Serv	B22	SR 18	Procurement and Supply Specialist II
Civ Serv	B22	SR 18	Program Budget Analyst II
Civ Serv	B22	SR 18	Program Evaluation Analyst II
Civ Serv	B22	SR 18	Purchasing Specialist II
Civ Serv	B22	SR 18	Research Statistician II
UH	B22	PO5	UH Procurement & Property Management Specialist II
Civ Serv	B23	SR 18	Auditor II
Civ Serv	B23	SR 24	Computer Programmer V
Civ Serv	B23	SR 16	Data Processing Systems Analyst I
Civ Serv	B23	SR 20	Engineer II
DOE	B23	EO6	DOE Public Relations Specialist I (Entry/Trainee)
UH	B23	PO3	UH Administrative Officer I
UH	B23	PO3	UH Auxiliary and Facilities Services Officer I
UH	B23	PO3	UH Budget Specialist I

Agency	Decision Band™ Method Rating	Salary Grade	Class Title
UH	B23	PO3	UH Fiscal Accounting Specialist I
UH	B23	PO7	UH Procurement & Property Management Specialist III
UH	B23	PO3	UH Systems Programmer I
Civ Serv	B24	SR 18	Data Processing Systems Analyst II
UH	B24	PO5	UH Systems Programmer II
Band C:			
Civ Serv	C41	SR 20	Accountant III
Civ Serv	C41	SR 24	Administrative Assistant V
Civ Serv	C41	SR 20	Auditor III
Civ Serv	C41	SR 22	Computer Operations Scheduler
Civ Serv	C41	SR 20	Data Processing Systems Analyst III
Civ Serv	C41	SR 20	Employment Analyst III
Civ Serv	C41	SR 22	Engineer III
Civ Serv	C41	SR 18	Information Specialist II
Civ Serv	C41	SR 20	Management Analyst III
Civ Serv	C41	SR 20	Personnel Management Specialist III
Civ Serv	C41	SR 20	Planner III
Civ Serv	C41	SR 20	Procurement and Supply Specialist III
Civ Serv	C41	SR 20	Program Budget Analyst III
Civ Serv	C41	SR 20	Program Evaluation Analyst III
Civ Serv	C41	SR 20	Purchasing Specialist III
Civ Serv	C41	SR 20	Research Statistician III
DOE	C41	E06	DOE Budget Specialist I
DOE	C41	E06	DOE CIP Planner I
DOE	C41	E06	DOE Facilities Planner I
DOE	C41	E06	DOE Fiscal Specialist I
DOE	C41	E06	DOE Information Specialist I
DOE	C41	E06	DOE Institutional Analyst I
DOE	C41	E06	DOE Management Analysis and Compliance Specialist I
DOE	C41	E06	DOE Personnel Regional Officer I
DOE	C41	E06	DOE Personnel Specialist I
DOE	C41	E06	DOE Sex Equity Specialist I
UH	C41	PO1	UH Administrative and Fiscal Support Specialist
UH	C41	PO5	UH Administrative Officer II
UH	C41	PO5	UH Auxiliary and Facilities Services Officer II
UH	C41	PO5	UH Budget Specialist II
UH	C41	PO3	UH Computer Specialist I
UH	C41	PO5	UH Computer Specialist II
UH	C41	PO5	UH Fiscal Accounting Specialist II
UH	C41	PO5	UH Internal Auditor I
UH	C41	PO3	UH Personnel Officer I
UH	C41	PO7	UH Systems Programmer III
Civ Serv	C42	SR 22	Accountant IV

Agency	Decision Band™ Method Rating	Salary Grade	Class Title
Civ Serv	C42	SR 26	Administrative Assistant VI
Civ Serv	C42	SR 22	Auditor IV
Civ Serv	C42	SR 24	Capital Improvements Coordinator
Civ Serv	C42	SR 22	Data Processing Facilities Analyst
Civ Serv	C42	SR 22	Employment Analyst IV
Civ Serv	C42	SR 20	Information Specialist III
Civ Serv	C42	SR 22	Management Analyst IV
Civ Serv	C42	SR 22	Personnel Management Specialist IV
Civ Serv	C42	SR 22	Planner IV
Civ Serv	C42	SR 22	Program Budget Analyst IV
Civ Serv	C42	SR 22	Program Evaluation Analyst IV
Civ Serv	C42	SR 22	Purchasing Specialist IV
Civ Serv	C42	SR 22	Research Statistician IV
Civ Serv	C42	SR 22	School Land and Facilities Specialist
Civ Serv	C42	SR 24	Telecommunications Planner
DOE	C42	E07	DOE Budget Specialist II
DOE	C42	E07	DOE CIP Planner II
DOE	C42	E06	DOE Data Processing Specialist I
DOE	C42	E07	DOE Facilities Planner II
DOE	C42	E07	DOE Fiscal Specialist II
DOE	C42	E07	DOE Information Specialist II
DOE	C42	E07	DOE Institutional Analyst II
DOE	C42	E07	DOE Management Analysis and Compliance Specialist II
DOE	C42	E07	DOE Personnel Regional Officer II
DOE	C42	E07	DOE Personnel Specialist II
DOE	C42	E07	DOE Public Relations Specialist II
DOE	C42	E07	DOE Sex Equity Specialist II
UH	C42	PO7	UH Administrative Officer III
UH	C42	PO7	UH Auxiliary and Facilities Services Officer III
UH	C42	PO7	UH Budget Specialist III
UH	C42	PO7	UH Computer Specialist III
UH	C42	PO9	UH Computer Specialist IV
UH	C42	PO7	UH Engineer I
UH	C42	PO7	UH Fiscal Accounting Specialist III
UH	C42	PO4	UH Institutional Analyst I
UH	C42	PO7	UH Internal Auditor II
UH	C42	PO5	UH Personnel Officer II
UH	C42	PO7	UH Personnel Officer III
UH	C42	PO9	UH Procurement & Property Management Specialist IV
UH	C42	PO9	UH Systems Programmer IV
Civ Serv	C43	SR 22	Data Processing Systems Analyst IV
Civ Serv	C43	SR 24	Employment Analyst V
Civ Serv	C43	SR 24	Engineer IV
Civ Serv	C43	SR 22	Information Specialist IV
Civ Serv	C43	SR 24	Management Analyst V
Civ Serv	C43	SR 24	Personnel Management Specialist V

Agency	Decision Band™ Method Rating	Salary Grade	Class Title
Civ Serv	C43	SR 24	Planner V
Civ Serv	C43	SR 24	Program Budget Analyst V
Civ Serv	C43	SR 24	Program Evaluation Analyst V
DOE	C43	E08	DOE Accounting Operations Specialist III
DOE	C43	E07	DOE Evaluation Specialist II
UH	C43	PO9	UH Administrative Officer IV
UH	C43	PO9	UH Auxiliary and Facilities Services Officer IV
UH	C43	PO9	UH Budget Specialist IV
UH	C43	PO9	UH Engineer II
UH	C43	P12	UH Facilities Planner I
UH	C43	P13	UH Faculty Housing Officer
UH	C43	PO9	UH Fiscal Accounting Specialist IV
UH	C43	PO8	UH Institutional Analyst II
UH	C43	PO9	UH Internal Auditor III
UH	C43	PO9	UH Personnel Officer IV
UH	C43	P11	UH Systems Programmer V
Civ Serv	C44	SR 26	Program Budget Analyst VI
Civ Serv	C44	SR 26	Program Evaluation Analyst VI
DOE	C44	E07	DOE Data Processing Specialist II
UH	C44	P11	UH Computer Specialist V
Civ Serv	C44/C51	SR 24	Accountant V
Civ Serv	C44/C51	SR 24	Auditor V
Civ Serv	C44/C51	SR 26	Engineer V
Civ Serv	C44/C51	SR 24	Research Statistician V
UH	C44/C51	P11	UH Administrative Officer V
UH	C44/C51	P11	UH Engineer III
UH	C44/C51	P14	UH Facilities Planner II
UH	C44/C51	P10	UH Institutional Analyst III
UH	C44/C51	P11	UH Internal Auditor IV
Civ Serv	C51	EM 05	Business Management Officer I
Civ Serv	C51	SR 24	Data Processing Systems Analyst V
Civ Serv	C51	EM 01	Departmental Personnel Officer I
Civ Serv	C51	SR 26	Management Analyst VI
Civ Serv	C51	SR 26	Personnel Management Specialist VI
Civ Serv	C51	SR 26	Planner VI
Civ Serv	C51	SR 22	Procurement and Supply Specialist IV
Civ Serv	C51	SR 24	Purchasing Specialist V
DOE	C51	E08	DOE Auxiliary Services Specialist III
DOE	C51	E08	DOE Budget Specialist III
DOE	C51	E08	DOE CIP Planner III
DOE	C51	E08	DOE Evaluation Specialist III
DOE	C51	E08	DOE Facilities Planner III
DOE	C51	E08	DOE Fiscal Specialist III
DOE	C51	E08	DOE Institutional Analyst III

Agency	Decision Band™ Method Rating	Salary Grade	Class Title
DOE	C51	E08	DOE Management Analysis and Compliance Specialist III
DOE	C51	E08	DOE Personnel Specialist III
DOE	C51	E08	DOE Procurement and Distribution Specialist III
UH	C51	P11	UH Auxiliary and Facilities Services Officer V
UH	C51	P11	UH Budget Specialist V
UH	C51	P13	UH Computer Specialist VI
UH	C51	P11	UH Fiscal Accounting Specialist V
UH	C51	P11	UH Personnel Officer V
UH	C51	P11	UH Procurement & Property Management Specialist V
Civ Serv	C45/C52	SR 28	Program Evaluation Analyst VII
UH	C45/C52	P12	UH Institutional Analyst IV
Civ Serv	C52	SR 26	Accountant VI
Civ Serv	C52	SR 26	Auditor VI
Civ Serv	C52	SR 26	Data Processing Systems Analyst VI
Civ Serv	C52	SR 26	Research Statistician VI
DOE	C52	E08	DOE Data Processing Specialist III
DOE	C52	E03 - E06	Vice-Principal (includes all 8 classes)
UH	C52	P13	UH Administrative Officer VI
UH	C52	P15	UH Administrative Officer VII
UH	C52	P13	UH Auxiliary and Facilities Services Officer VI
UH	C52	P15	UH Auxiliary Services Manager
UH	C52	P13	UH Budget Specialist VI
UH	C52	P13	UH Fiscal Accounting Specialist VI
UH	C52	P13	UH Internal Auditor V
UH	C52	P13	UH Personnel Officer VI
UH	C52	P13	UH Systems Programmer VI
Band D:			
Civ Serv	D61	SR 28	Auditor VII
Civ Serv	D61	EM 07	Business Management Officer II
Civ Serv	D61	SR 24	Business Manager V
Civ Serv	D61	EM 03	Departmental Personnel Officer II
Civ Serv	D61	SR 28	Engineer VI
Civ Serv	D61	SR 26	Fiscal Officer I
Civ Serv	D61	SR 28	Planner VII
Civ Serv	D61	SR 24	Public Information Officer
Civ Serv	D61	SR 28	Research Statistician VII
UH	D61	P13	UH Procurement & Property Management Specialist VI
DOE	D61 - D63	E05 - E11	Principal (includes all 17 classes)
Civ Serv	D62	EM 08	Business Management Officer III
Civ Serv	D62	EM 05	Departmental Personnel Officer III
Civ Serv	D63	EM 07	Departmental Personnel Officer IV

Appendix D
Salary Ranges by Band Rating

Agency	Class Title	Decision Band™ Method Rating	# FTE Positions	Formal Salary Range Minimum	Formal Salary Range Maximum
Civ Serv	Computer Programmer I	A12	3	\$2,260	\$3,219
Civ Serv	Computer Programmer II	A13	9	\$2,445	\$3,481
Civ Serv	Computer Programmer III	B21	7	\$2,643	\$3,765
Civ Serv	Accountant I	B21	0	\$2,260	\$3,219
Civ Serv	Auditor I	B21	1	\$2,260	\$3,219
Civ Serv	Information Specialist I	B21	0	\$2,260	\$3,219
Civ Serv	Management Analyst I	B21	0	\$2,260	\$3,219
Civ Serv	Personnel Management Specialist I	B21	1	\$2,260	\$3,219
Civ Serv	Planner I	B21	0	\$2,260	\$3,219
Civ Serv	Procurement and Supply Specialist I	B21	1	\$2,260	\$3,219
Civ Serv	Program Budget Analyst I	B21	1	\$2,260	\$3,219
Civ Serv	Program Evaluation Analyst I	B21	0	\$2,260	\$3,219
Civ Serv	Purchasing Specialist I	B21	0	\$2,260	\$3,219
Civ Serv	Research Statistician I	B21	1	\$2,260	\$3,219
UH	UH Procurement & Property Management Specialist I	B21	3	\$2,482	\$4,969
Civ Serv	Accountant II	B22	4	\$2,445	\$3,481
Civ Serv	Personnel Management Specialist II	B22	5	\$2,445	\$3,481
Civ Serv	Engineer I	B22	5	\$2,445	\$3,481
Civ Serv	Management Analyst II	B22	1	\$2,445	\$3,481
Civ Serv	Planner II	B22	0	\$2,445	\$3,481
Civ Serv	Procurement and Supply Specialist II	B22	1	\$2,445	\$3,481
Civ Serv	Program Budget Analyst II	B22	0	\$2,445	\$3,481
Civ Serv	Program Evaluation Analyst II	B22	0	\$2,445	\$3,481
Civ Serv	Purchasing Specialist II	B22	0	\$2,445	\$3,481
Civ Serv	Research Statistician II	B22	1	\$2,445	\$3,481
Civ Serv	Computer Programmer IV	B22	20	\$2,859	\$4,073
UH	UH Procurement & Property Management Specialist II	B22	2	\$2,688	\$5,377
Civ Serv	Data Processing Systems Analyst I	B23	0	\$2,260	\$3,219
Civ Serv	Auditor II	B23	2	\$2,445	\$3,481
Civ Serv	Engineer II	B23	7	\$2,643	\$3,765
Civ Serv	Computer Programmer V	B23	5	\$3,219	\$4,583
UH	UH Administrative Officer I	B23	19	\$2,482	\$4,969
UH	UH Fiscal Accounting Specialist I	B23	7	\$2,482	\$4,969
UH	UH Auxiliary and Facilities Services Officer I	B23	2	\$2,482	\$4,969
UH	UH Budget Specialist I	B23	0	\$2,482	\$4,969
UH	UH Systems Programmer I	B23	0	\$2,482	\$4,969
UH	UH Procurement & Property Management Specialist III	B23	3	\$2,910	\$5,821
DOE	DOE Public Relations Specialist I (Entry/Trainee)	B23	0	\$4,637	\$6,564
Civ Serv	Data Processing Systems Analyst II	B24	0	\$2,445	\$3,481
UH	UH Systems Programmer II	B24	1	\$2,688	\$5,377
Civ Serv	Information Specialist II	C41	1	\$2,445	\$3,481
Civ Serv	Accountant III	C41	46	\$2,643	\$3,765
Civ Serv	Auditor III	C41	3	\$2,643	\$3,765
Civ Serv	Data Processing Systems Analyst III	C41	7	\$2,643	\$3,765

Agency	Class Title	Decision Band™ Method Rating	# FTE Positions	Formal Salary Range Minimum	Formal Salary Range Maximum
Civ Serv	Personnel Management Specialist III	C41	16	\$2,643	\$3,765
Civ Serv	Planner III	C41	6	\$2,643	\$3,765
Civ Serv	Research Statistician III	C41	27	\$2,643	\$3,765
Civ Serv	Purchasing Specialist III	C41	9	\$2,643	\$3,765
Civ Serv	Procurement and Supply Specialist III	C41	2	\$2,643	\$3,765
Civ Serv	Program Budget Analyst III	C41	2	\$2,643	\$3,765
Civ Serv	Employment Analyst III	C41	0	\$2,643	\$3,765
Civ Serv	Management Analyst III	C41	1	\$2,643	\$3,765
Civ Serv	Program Evaluation Analyst III	C41	0	\$2,643	\$3,765
Civ Serv	Engineer III	C41	95	\$2,859	\$4,073
Civ Serv	Computer Operations Scheduler	C41	2	\$2,859	\$4,073
Civ Serv	Administrative Assistant V	C41	2	\$3,219	\$4,583
UH	UH Administrative and Fiscal Support Specialist	C41	34	\$2,292	\$4,590
UH	UH Computer Specialist I	C41	9	\$2,482	\$4,969
UH	UH Personnel Officer I	C41	3	\$2,482	\$4,969
UH	UH Administrative Officer II	C41	34	\$2,688	\$5,377
UH	UH Computer Specialist II	C41	20	\$2,688	\$5,377
UH	UH Fiscal Accounting Specialist II	C41	9	\$2,688	\$5,377
UH	UH Auxiliary and Facilities Services Officer II	C41	4	\$2,688	\$5,377
UH	UH Budget Specialist II	C41	1	\$2,688	\$5,377
UH	UH Internal Auditor I	C41	0	\$2,688	\$5,377
UH	UH Systems Programmer III	C41	0	\$2,910	\$5,821
DOE	DOE Budget Specialist I	C41	0	\$4,637	\$6,564
DOE	DOE CIP Planner I	C41	0	\$4,637	\$6,564
DOE	DOE Facilities Planner I	C41	0	\$4,637	\$6,564
DOE	DOE Fiscal Specialist I	C41	0	\$4,637	\$6,564
DOE	DOE Information Specialist I	C41	1	\$4,637	\$6,564
DOE	DOE Institutional Analyst I	C41	0	\$4,637	\$6,564
DOE	DOE Management Analysis and Compliance Specialist I	C41	0	\$4,637	\$6,564
DOE	DOE Personnel Regional Officer I	C41	1	\$4,637	\$6,564
DOE	DOE Personnel Specialist I	C41	1	\$4,637	\$6,564
DOE	DOE Sex Equity Specialist I	C41	0	\$4,637	\$6,564
Civ Serv	Information Specialist III	C42	8	\$2,643	\$3,765
Civ Serv	Accountant IV	C42	58	\$2,859	\$4,073
Civ Serv	Auditor IV	C42	54	\$2,859	\$4,073
Civ Serv	Management Analyst IV	C42	12	\$2,859	\$4,073
Civ Serv	Personnel Management Specialist IV	C42	61	\$2,859	\$4,073
Civ Serv	Planner IV	C42	14	\$2,859	\$4,073
Civ Serv	Research Statistician IV	C42	34	\$2,859	\$4,073
Civ Serv	Program Budget Analyst IV	C42	19	\$2,859	\$4,073
Civ Serv	Purchasing Specialist IV	C42	2	\$2,859	\$4,073
Civ Serv	Data Processing Facilities Analyst	C42	0	\$2,859	\$4,073
Civ Serv	Employment Analyst IV	C42	0	\$2,859	\$4,073
Civ Serv	Program Evaluation Analyst IV	C42	2	\$2,859	\$4,073
Civ Serv	School Land and Facilities Specialist	C42	0	\$2,859	\$4,073
Civ Serv	Capital Improvements Coordinator	C42	1	\$3,219	\$4,583
Civ Serv	Telecommunications Planner	C42	0	\$3,219	\$4,583
Civ Serv	Administrative Assistant VI	C42	3	\$3,481	\$4,954
UH	UH Institutional Analyst I	C42	3	\$2,583	\$5,169
UH	UH Personnel Officer II	C42	6	\$2,688	\$5,377
UH	UH Administrative Officer III	C42	44	\$2,910	\$5,821
UH	UH Computer Specialist III	C42	37	\$2,910	\$5,821
UH	UH Fiscal Accounting Specialist III	C42	22	\$2,910	\$5,821
UH	UH Personnel Officer III	C42	12	\$2,910	\$5,821
UH	UH Auxiliary and Facilities Services Officer III	C42	4	\$2,910	\$5,821

Agency	Class Title	Decision Band™ Method Rating	# FTE Positions	Formal Salary Range Minimum	Formal Salary Range Maximum
UH	UH Budget Specialist III	C42	0	\$2,910	\$5,821
UH	UH Engineer I	C42	1	\$2,910	\$5,821
UH	UH Internal Auditor II	C42	0	\$2,910	\$5,821
UH	UH Computer Specialist IV	C42	34	\$3,150	\$6,301
UH	UH Procurement & Property Management Specialist IV	C42	7	\$3,150	\$6,301
UH	UH Systems Programmer IV	C42	2	\$3,150	\$6,301
DOE	DOE Data Processing Specialist I	C42	0	\$4,637	\$6,564
DOE	DOE Personnel Specialist II	C42	18	\$4,834	\$6,843
DOE	DOE Budget Specialist II	C42	7	\$4,834	\$6,843
DOE	DOE Personnel Regional Officer II	C42	12	\$4,834	\$6,843
DOE	DOE CIP Planner II	C42	1	\$4,834	\$6,843
DOE	DOE Facilities Planner II	C42	1	\$4,834	\$6,843
DOE	DOE Fiscal Specialist II	C42	1	\$4,834	\$6,843
DOE	DOE Information Specialist II	C42	1	\$4,834	\$6,843
DOE	DOE Institutional Analyst II	C42	0	\$4,834	\$6,843
DOE	DOE Management Analysis and Compliance Specialist II	C42	0	\$4,834	\$6,843
DOE	DOE Public Relations Specialist II	C42	1	\$4,834	\$6,843
DOE	DOE Sex Equity Specialist II	C42	0	\$4,834	\$6,843
Civ Serv	Information Specialist IV	C43	4	\$2,859	\$4,073
Civ Serv	Data Processing Systems Analyst IV	C43	105	\$2,859	\$4,073
Civ Serv	Planner V	C43	28	\$3,219	\$4,583
Civ Serv	Program Evaluation Analyst V	C43	7	\$3,219	\$4,583
Civ Serv	Personnel Management Specialist V	C43	51	\$3,219	\$4,583
Civ Serv	Program Budget Analyst V	C43	20	\$3,219	\$4,583
Civ Serv	Management Analyst V	C43	4	\$3,219	\$4,583
Civ Serv	Engineer IV	C43	92	\$3,219	\$4,583
Civ Serv	Employment Analyst V	C43	1	\$3,219	\$4,583
UH	UH Institutional Analyst II	C43	3	\$3,027	\$6,056
UH	UH Administrative Officer IV	C43	16	\$3,150	\$6,301
UH	UH Auxiliary and Facilities Services Officer IV	C43	9	\$3,150	\$6,301
UH	UH Engineer II	C43	3	\$3,150	\$6,301
UH	UH Fiscal Accounting Specialist IV	C43	9	\$3,150	\$6,301
UH	UH Personnel Officer IV	C43	10	\$3,150	\$6,301
UH	UH Budget Specialist IV	C43	1	\$3,150	\$6,301
UH	UH Internal Auditor III	C43	1	\$3,150	\$6,301
UH	UH Systems Programmer V	C43	2	\$3,410	\$6,821
UH	UH Facilities Planner I	C43	1	\$3,548	\$7,096
UH	UH Faculty Housing Officer	C43	0	\$3,691	\$7,383
DOE	DOE Evaluation Specialist II	C43	4	\$4,834	\$6,843
DOE	DOE Accounting Operations Specialist III	C43	1	\$5,040	\$7,135
Civ Serv	Program Budget Analyst VI	C44	1	\$3,481	\$4,954
Civ Serv	Program Evaluation Analyst VI	C44	0	\$3,481	\$4,954
UH	UH Computer Specialist V	C44	20	\$3,410	\$6,821
DOE	DOE Data Processing Specialist II	C44	2	\$4,834	\$6,843
Civ Serv	Accountant V	C44/C51	31	\$3,219	\$4,583
Civ Serv	Auditor V	C44/C51	42	\$3,219	\$4,583
Civ Serv	Research Statistician V	C44/C51	16	\$3,219	\$4,583
Civ Serv	Engineer V	C44/C51	110	\$3,481	\$4,954
UH	UH Institutional Analyst III	C44/C51	4	\$3,277	\$6,556
UH	UH Administrative Officer V	C44/C51	8	\$3,410	\$6,821
UH	UH Engineer III	C44/C51	4	\$3,410	\$6,821
UH	UH Internal Auditor IV	C44/C51	0	\$3,410	\$6,821
UH	UH Facilities Planner II	C44/C51	0	\$3,840	\$7,682

Agency	Class Title	Decision Band™ Method Rating	# FTE Positions	Formal Salary Range Minimum	Formal Salary Range Maximum
Civ Serv	Program Evaluation Analyst VII	C45/C52	1	\$3,915	\$5,573
UH	UH Institutional Analyst IV	C45/C52	1	\$3,548	\$7,096
Civ Serv	Procurement and Supply Specialist IV	C51	3	\$2,859	\$4,073
Civ Serv	Data Processing Systems Analyst V	C51	91	\$3,219	\$4,583
Civ Serv	Purchasing Specialist V	C51	1	\$3,219	\$4,583
Civ Serv	Planner VI	C51	13	\$3,481	\$4,954
Civ Serv	Personnel Management Specialist VI	C51	14	\$3,481	\$4,954
Civ Serv	Management Analyst VI	C51	0	\$3,481	\$4,954
Civ Serv	Departmental Personnel Officer I	C51	0	\$3,702	\$5,064
Civ Serv	Business Management Officer I	C51	2	\$4,501	\$6,156
UH	UH Budget Specialist V	C51	6	\$3,410	\$6,821
UH	UH Fiscal Accounting Specialist V	C51	4	\$3,410	\$6,821
UH	UH Auxiliary and Facilities Services Officer V	C51	2	\$3,410	\$6,821
UH	UH Personnel Officer V	C51	2	\$3,410	\$6,821
UH	UH Procurement & Property Management Specialist V	C51	1	\$3,410	\$6,821
UH	UH Computer Specialist VI	C51	2	\$3,691	\$7,383
DOE	DOE Personnel Specialist III	C51	7	\$5,040	\$7,135
DOE	DOE Budget Specialist III	C51	2	\$5,040	\$7,135
DOE	DOE Auxiliary Services Specialist III	C51	2	\$5,040	\$7,135
DOE	DOE CIP Planner III	C51	1	\$5,040	\$7,135
DOE	DOE Evaluation Specialist III	C51	1	\$5,040	\$7,135
DOE	DOE Facilities Planner III	C51	1	\$5,040	\$7,135
DOE	DOE Fiscal Specialist III	C51	1	\$5,040	\$7,135
DOE	DOE Institutional Analyst III	C51	1	\$5,040	\$7,135
DOE	DOE Management Analysis and Compliance Specialist III	C51	1	\$5,040	\$7,135
DOE	DOE Procurement and Distribution Specialist III	C51	1	\$5,040	\$7,135
Civ Serv	Auditor VI	C52	12	\$3,481	\$4,954
Civ Serv	Accountant VI	C52	5	\$3,481	\$4,954
Civ Serv	Research Statistician VI	C52	4	\$3,481	\$4,954
Civ Serv	Data Processing Systems Analyst VI	C52	28	\$3,481	\$4,954
UH	UH Administrative Officer VI	C52	15	\$3,691	\$7,383
UH	UH Auxiliary and Facilities Services Officer VI	C52	2	\$3,691	\$7,383
UH	UH Fiscal Accounting Specialist VI	C52	5	\$3,691	\$7,383
UH	UH Personnel Officer VI	C52	2	\$3,691	\$7,383
UH	UH Budget Specialist VI	C52	0	\$3,691	\$7,383
UH	UH Internal Auditor V	C52	0	\$3,691	\$7,383
UH	UH Systems Programmer VI	C52	1	\$3,691	\$7,383
UH	UH Administrative Officer VII	C52	1	\$3,995	\$7,993
UH	UH Auxiliary Services Manager	C52	0	\$3,995	\$7,993
DOE	Vice-Principal I	C52	75	\$4,785	\$6,774
DOE	Community School Vice Principal I	C52	1	\$4,785	\$6,774
DOE	Vice-Principal II	C52	33	\$4,989	\$7,062
DOE	Community School Vice Principal II	C52	0	\$4,989	\$7,062
DOE	DOE Data Processing Specialist III	C52	3	\$5,040	\$7,135
DOE	Vice-Principal III	C52	43	\$5,201	\$7,363
DOE	Community School Vice Principal III	C52	3	\$5,201	\$7,363
DOE	Vice-Principal IV	C52	58	\$5,423	\$7,676
DOE	Community School Vice Principal IV	C52	6	\$5,423	\$7,676
Civ Serv	Public Information Officer	D61	2	\$3,219	\$4,583
Civ Serv	Business Manager V	D61	3	\$3,219	\$4,583
Civ Serv	Fiscal Officer I	D61	5	\$3,481	\$4,954
Civ Serv	Planner VII	D61	2	\$3,915	\$5,573

Agency	Class Title	Decision Band™ Method Rating	# FTE Positions	Formal Salary Range Minimum	Formal Salary Range Maximum
Civ Serv	Engineer VI	D61	56	\$3,915	\$5,573
Civ Serv	Auditor VII	D61	0	\$3,915	\$5,573
Civ Serv	Research Statistician VII	D61	0	\$3,915	\$5,573
Civ Serv	Departmental Personnel Officer II	D61	8	\$4,082	\$5,584
Civ Serv	Business Management Officer II	D61	2	\$4,962	\$6,787
UH	UH Procurement & Property Management Specialist VI	D61	0	\$3,691	\$7,383
Civ Serv	Departmental Personnel Officer III	D62	3	\$4,501	\$6,156
Civ Serv	Business Management Officer III	D62	1	\$5,210	\$7,126
DOE	Elementary Principal I	D62	4	\$5,201	\$7,363
DOE	Community School Principal I	D62	0	\$5,201	\$7,363
DOE	Elementary Principal II	D62	75	\$5,423	\$7,676
DOE	Community School Principal II	D62	0	\$5,423	\$7,676
DOE	Elementary Principal III	D62	68	\$5,654	\$8,003
DOE	Intermediate Principal IV	D62	3	\$5,654	\$8,003
DOE	Community School Principal III	D62	1	\$5,654	\$8,003
DOE	High School Principal V	D62	5	\$5,894	\$8,344
DOE	Intermediate Principal V	D62	19	\$5,894	\$8,344
DOE	Elementary Principal IV	D62	16	\$5,894	\$8,344
DOE	Community School Principal IV	D62	0	\$5,894	\$8,344
DOE	Intermediate Principal VI	D62	17	\$6,145	\$8,700
DOE	High School Principal VI	D62	8	\$6,145	\$8,700
DOE	Community School Principal V	D62	2	\$6,145	\$8,700
DOE	Community School Principal VI	D62	7	\$6,407	\$9,070
DOE	High School Principal VII	D62	10	\$6,407	\$9,070
DOE	High School Principal VIII	D62	12	\$6,680	\$9,456
Civ Serv	Departmental Personnel Officer IV	D63	4	\$4,962	\$6,787

**Appendix E
Market Comparisons**

Personnel Jobs:

Employer	Class Title	# FTE Positions	Formal Salary Range Minimum	Formal Salary Range Maximum	Range Spread	Median Market Salary
Market	Compensation Analyst	15	\$2,604	\$4,525	74%	\$3,084
DOE	DOE Personnel Specialist II	18	\$4,834	\$6,843	42%	
DOE	DOE Sex Equity Specialist II	0	\$4,834	\$6,843	42%	
DOE	DOE Mgmt Analyst & Compl Specialist II	0	\$4,834	\$6,843	42%	

OVERALL SUMMARY STATISTICS (MARKET):

Not Applicable

Employer	Class Title	# FTE Positions	Formal Salary Range Minimum	Formal Salary Range Maximum	Range Spread	Median Market Salary
Market	Human Resources Manager	49	\$2,500	\$11,583	363%	\$4,119
DOE	DOE Personnel Regional Officer II	12	\$4,834	\$6,843	42%	
DOE	DOE Personnel Specialist III	7	\$5,040	\$7,135	42%	
DOE	DOE Mgmt Analyst & Compl Specialist III	1	\$5,040	\$7,135	42%	

OVERALL SUMMARY STATISTICS (MARKET):

Not Applicable

Information Technology Jobs:

Employer	Class Title	# FTE Positions	Formal Salary Range Minimum	Formal Salary Range Maximum	Range Spread	Median Market Salary
Market	Systems Analyst, Entry Level	16	\$1,750	\$4,290	145%	\$3,052
Market	Programmer/Analyst, Entry Level	41	\$1,852	\$3,709	100%	\$2,500
Market	Human Resource Information Systems Specialist	10	\$2,192	\$5,535	153%	\$3,499
DOE	DOE Data Processing Specialist I	0	\$4,637	\$6,564	42%	

OVERALL SUMMARY STATISTICS (MARKET):

Unweighted Average: \$1,931 \$4,511 133% \$3,017

Employer	Class Title	# FTE Positions	Formal Salary Range Minimum	Formal Salary Range Maximum	Range Spread	Median Market Salary
Market	Systems Analyst	100	\$2,100	\$5,998	186%	\$4,344
Market	Database Analyst, Senior Level	14	\$3,040	\$5,108	68%	\$4,304
DOE	DOE Data Processing Specialist II	2	\$4,834	\$6,843	42%	

OVERALL SUMMARY STATISTICS (MARKET):

Unweighted Average: \$2,570 \$5,553 127% \$4,324

Employer	Class Title	# FTE Positions	Formal Salary Range Minimum	Formal Salary Range Maximum	Range Spread	Median Market Salary
Market	Systems Analyst, Senior Level	93	\$3,100	\$6,232	101%	\$4,760
Market	Manager, Systems Analysis	23	\$3,833	\$7,808	104%	\$5,385
Market	Programming Supervisor	79	\$3,854	\$6,257	62%	\$4,962
DOE	DOE Data Processing Specialist III	3	\$5,040	\$7,135	42%	

OVERALL SUMMARY STATISTICS (MARKET):

Unweighted Average: \$3,596 \$6,766 89% \$5,036

Fiscal/Purchasing Jobs:

Employer	Class Title	# FTE Positions	Formal	Formal	Range Spread	Median Market Salary
			Salary Range Minimum	Salary Range Maximum		
Market	Internal Auditor	28	\$2,080	\$5,949	186%	\$3,618
Market	Financial Analyst	41	\$2,755	\$6,125	122%	\$4,125
Market	Budget Analyst	19	\$3,094	\$4,575	48%	\$3,753
DOE	DOE Budget Specialist II	7	\$4,834	\$6,843	42%	
DOE	DOE Fiscal Specialist II	1	\$4,834	\$6,843	42%	

OVERALL SUMMARY STATISTICS (MARKET):

Unweighted Average: \$2,643 \$5,550 119% \$3,832

Employer	Class Title	# FTE Positions	Formal	Formal	Range Spread	Median Market Salary
			Salary Range Minimum	Salary Range Maximum		
Market	Accounting Manager	81	\$2,000	\$8,420	321%	\$4,333
Market	Budget Manager	7	\$4,750	\$6,824	44%	\$5,833
DOE	DOE Budget Specialist III	2	\$5,040	\$7,135	42%	
DOE	DOE Fiscal Specialist III	1	\$5,040	\$7,135	42%	
DOE	DOE Accounting Operations Specialist III	1	\$5,040	\$7,135	42%	

OVERALL SUMMARY STATISTICS (MARKET):

Unweighted Average: \$3,375 \$7,622 182% \$5,083

Employer	Class Title	# FTE Positions	Formal	Formal	Range Spread	Median Market Salary
			Salary Range Minimum	Salary Range Maximum		
Market	Purchasing Manager	37	\$1,750	\$7,420	324%	\$3,639
Market	Contract Administrator	7	\$3,333	\$4,500	35%	\$3,718
DOE	DOE Procurement and Distribution Specialist III	1	\$5,040	\$7,135	42%	

OVERALL SUMMARY STATISTICS (MARKET):

Unweighted Average: \$2,542 \$5,960 180% \$3,678

Notes: Private sector information was derived and developed from 1999 data originating with the Hawaii Employers Council.

"Market" refers to private sector.

Responses of the Affected Agencies

Comments on Agency Responses

We transmitted drafts of this report to the Board of Education, the Department of Education, and the Department of Human Resources Development on April 14, 2000 inviting them to comment on our recommendations. A copy of the transmittal letter to the Board of Education is included as Attachment 1. On the same date, we transmitted a draft of the report to the University of Hawaii while indicating that the university need not submit comments. The Department of Education's response is included as Attachment 2. The Board of Education and the Department of Human Resources Development did not submit responses.

In its response, the Department of Education described what it saw as limitations to our study.

First, the department acknowledged disparities between educational officers' salaries and other positions at the University of Hawaii and in civil service. However, the department claimed that we (the Auditor) implicitly accept that all salaries should be identical, and that our acceptance "reifies the very practice that ensures mediocrity in government service." Noting that in the private sector "pay differentials are essential to recruiting, hiring, and retaining quality professionals," the department seeks our advice on "how changes in operating procedures can ensure superior performance using these pay differentials as incentives."

We note that our study points out that treating jobs that perform similar types and levels of work differently across state agencies creates a competitive market between agencies. The State is competing with itself. We believe that a decision needs to be made as to whether that is appropriate from a policy standpoint. Clearly, private organizations compete with each other. However, divisions within a large corporation are not typically allowed to compete directly with other divisions to the detriment of the corporation as a whole. As the Legislature weighs the department's position that identical salaries for identical jobs leads to mediocrity, it may wish to pursue the department's philosophical underpinnings for its own classification and compensation system.

Second, the department expressed concern about our using the Decision Band™ Method of job evaluation for comparative analysis. The department indicated that our study "admits that job evaluation methods, including this one, are 'typically viewed as being somewhat subjective.'" As such, the department questioned the validity of our findings.

Actually, our report described job evaluation *ratings* (not *methods*) as typically viewed as somewhat subjective. We made this observation in the context of pointing out that while stakeholder involvement in determining the factors and their relative weights is the key to building support for the ratings by all parties, this involvement is not possible or practical in an audit situation. Furthermore, the department's comments suggest that it was disagreeing with the use of *any* job evaluation methodology in comparison studies. Such disagreement is not conducive to efforts to examine educational officers' compensation. We stand by our methodology and our findings.

Third, the department commented that although our study purported to assess only those job classifications that were not specifically linked to education, we actually included principals and vice-principals, whose role, said the department, has a managerial aspect and also an "educational, professional [aspect] that is . . . incomparable to other settings." Including principals and vice-principals, the department suggested, would exaggerate pay differentials.

Our published report contains clarifications of our scope and methodology in response to the department's concern about the inclusion of principal and vice-principal classifications. In essence, principal and vice-principal classifications were added for comparison with other agencies when it became clear that doing so would be productive.

Fourth, the department expressed disappointment that despite our caveats, such as limited data, we attempted to compare educational officer classifications with jobs in the private sector. We acknowledge the department's concern. Nevertheless, we asked our consultant to perform some private sector comparisons in order to respond as fully as possible to the Legislature's request for the study. Our report tries to put the private sector comparisons in proper context so as to forestall unwarranted conclusions and recommendations.

While finding our study "limited in its utility," the department found usefulness where some of our desk audits brought documentation issues and consistency of classifications to the surface. The department also expressed interest in working with our office or other outside professional organizations to review how the department's classification and compensation system could be improved. However, in order to preserve its independence, the Office of the Auditor avoids consulting with agencies. The department is of course free to seek assistance from other organizations as appropriate.

Our published report also includes a few minor editorial changes for reasons of style.

STATE OF HAWAII
OFFICE OF THE AUDITOR
465 S. King Street, Room 500
Honolulu, Hawaii 96813-2917



MARION M. HIGA
State Auditor

(808) 587-0800
FAX: (808) 587-0830

April 14, 2000

COPY

Dr. Mitsugi Nakashima, Chair
Board of Education
Department of Education
Queen Liliuokalani Building
1390 Miller Street
Honolulu, Hawaii 96813

Dear Dr. Nakashima:

Enclosed for your information are 14 copies, numbered 6 to 19 of our draft report, *Comparison Study of the Salary Structure of Educational Officers in the Department of Education*. We ask that you telephone us by Monday, April 17, 2000, on whether or not you intend to comment on our recommendations. Please distribute the copies to the members of the board. If you wish your comments to be included in the report, please submit them no later than Wednesday, April 19, 2000.

The Department of Education, Department of Human Resources Development, University of Hawaii, Governor, and presiding officers of the two houses of the Legislature have also been provided copies of this draft report.

Since this report is not in final form and changes may be made to it, access to the report should be restricted to those assisting you in preparing your response. Public release of the report will be made solely by our office and only after the report is published in its final form.

Sincerely,

Marion M. Higa
State Auditor

Enclosures

STATE OF HAWAII
DEPARTMENT OF EDUCATIONP.O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

RECEIVED
APR 24 9 32 AM '00
OFC. OF THE AUDITOR
STATE OF HAWAII

April 24, 2000

Ms. Marion Higa
State Auditor
Office of the Auditor
465 S. King Street, Room 500
Honolulu, HI 96813-2917

Dear Ms. Higa:

I write in response to your audit report, *Comparison Study of the Salary Structure of Educational Officers in the Department of Education*. We always welcome any program audit that provides a knowledgeable and balanced review of our department and that provides a basis for us to improve our operations; however, we are compelled to cite limitations to this audit based upon the following:

1. The educational officer positions are seen as an extension of an educational career ladder for those employees who wish to contribute their school based expertise in other DOE operations. As your audit finds, there are disparities in pay comparing the salaries of educational officers with other positions at the University of Hawai'i and in civil service. That fact alone is not the essential issue. Your implicit acceptance that all salaries should be identical reinforces that view and reifies the very practice that ensures mediocrity in government service. The larger issue then, is to secure your advice as to how these differentials can result in the employment of the highest quality people. The audit does not address the basic question as to whether everyone should be at identical levels of pay. Clearly that is not the case in the private sector where pay differentials are essential to recruiting, hiring, and retaining quality professionals. Its silence on this question doesn't offer any suggestions as to what is desirable in a system that now requires new levels of flexibility and responsiveness. What would be most helpful would be your offering an analysis that goes beyond the *status quo* to advise as to how changes in operating procedures can ensure superior performance using these pay differentials as incentives.

Ms. Marion Higa
Page 2
April 24, 2000

2. We have strong concerns about the use of the Decision Band method of job evaluation for comparative analysis. The audit itself admits that job evaluation methods, including this method, are "typically viewed as being somewhat subjective." As such, we question the validity of the audit's findings in this area and the advisability of overemphasis is through a literal reading of them.
3. The audit purports to assess only those classifications that were not "specifically linked to education;" however, principals and vice-principals were included. While there is certainly a managerial aspect to the principal's role, there is also an educational, professional one that is incomparable to other settings. We therefore don't understand the audit's position of claiming to focus on position "specifically linked to education" while including in its review these positions that are specifically linked to education. The impact of this methodological choice would seem to exaggerate pay differentials, much as if the salaries of medical doctors (professionals) were to be compared to store managers on the premise that both have some managerial aspects to their work.
4. Despite the audit's caveats that the job "comparisons need to be done by reviewing job content and not title," and that "conclusions and recommendations cannot be accurately drawn between educational officer classifications and jobs in the private sector," we are disappointed that the audit tries to make such comparisons anyway, and does so with only very limited data (in one instance, probably highly selective -- and therefore biased positions).

Based on these comments, we find the audit limited in its utility. What we find most useful is its validity with respect to some of the desk audit findings wherein documentation issues and consistency of classifications surface. We would appreciate working with the Auditor's Office or other outside professional organizations to review how our classification and compensation system could be improved. Given that we have only one (1) position that can be assigned to classification and compensation functions, outside expertise would be essential to remediate such problems.

I appreciate the opportunity to comment on your audit. If you have any questions, please call me at 586-3310.

Very truly yours,



Paul G. LeMahieu, Ph.D.
Superintendent

PLEM:jo