

Executive Summary

ASBO International Certification Program Job Task Analysis Results

A certification for school business officials.
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**Association of School Business
Officials International**

Executive Summary: ASBO International's Job Task Analysis Results

The Association of School Business Officials International (ASBO) is developing a certification program for school business officials. ASBO International determined that the development of a professional certification credential for school business officials would provide a way for professionals to earn international credentials based on competency and raise the public's awareness of the profession. The program will encompass both the United States and Canada.

Not only will the program recognize school business officials for their job knowledge and skill set, it will also set the standards for the profession and, at the same time, limit school fiscal management risk, thus benefitting districts, schools, and the students they serve.

By earning the voluntary certification, school business officials will be able to develop and showcase their talents and competencies within the profession. This will provide school districts with leaders who are equipped to succeed with the ever-changing fiscal needs, always putting the achievements of students in the forefront.

To become certified, school business officials will have to meet eligibility criteria to sit for a professional examination. When they have passed the exam and met the other certification requirements, they will be able to use the certification credentials and maintain them through a renewal process.

Job Task Analysis

The first step in creating the program was to identify the tasks performed by school business officials and the knowledge and skills needed to perform those tasks. ASBO conducted a job task analysis to identify these areas of competency.

The job task analysis began with a three-day focus group meeting of 12 practicing school business officials, October 2–4, 2009, in Orlando, Florida. The members of the job task analysis group created an outline of the duty areas, tasks, skills, and knowledge required to perform those tasks. Subsequently, an online survey was created to validate the results of the job analysis study and finalize a certification examination blueprint.

Job Analysis Process Overview

A job analysis is a foundational requirement of any professional certification program and helps to identify the core knowledge areas, critical work functions, and skills that are common across a representative sampling of current practitioners and incumbent workers. Empirical results from the job analysis provide examinees and the public the basis of a valid, reliable, fair, and realistic assessment that reflects the skills, knowledge, and abilities required for competent job performance.

Professional Testing, Inc., ASBO International's contracted provider of this process, utilized the knowledge and expertise of school business practitioners to prepare a comprehensive list of activities associated with the job duties performed by a school business official. These expert practitioners, serving as a focus group, participated in a DACUM process to generate the list of job duties and tasks. (DACUM stands for Developing A CurricuLUM and is an occupational analysis performed by an expert panel from a particular occupation and facilitated by a trained DACUM facilitator.)

Job Task Analysis Panel

The Job Task Analysis Panel consisted of 12 practicing school business officials who represented the breadth, scope, and diversity of practicing schools business officials from across the United States and Canada. To find such a diverse group, ASBO International reached out to its state and provincial affiliate organizations and the National Business Officers Association, whose mission is to serve school business officials in private schools. Characteristics considered in the

selection process included gender, race/ethnicity, age, education, years in job, job title, career path, funding source, density, geographic location, and school/district level of education taught. Panel members were not required to be members of ASBO International.

Focus Group Meeting

The focus group meeting took place in Orlando, Florida, October 2-4, 2009. During the three and one-half day meeting, the 12 members of the job task analysis panel were introduced to the DACUM process and to the job analysis process. The members then discussed their own jobs—specifically the who, how, what, and why of what they do. They identified the duties specific to their jobs and the tasks associated with each, as well as the knowledge, skills, attributes, tools, and equipment necessary to complete each task.

Survey Validation Study Overview

Upon completion of the focus group meeting, Professional Testing, Inc., developed a survey to validate the tasks and knowledge, skills, and attitudes identified during the focus group meeting. Professional Testing, Inc., involved ASBO International throughout the development of the survey to ensure that subject content expertise was available.

The online validation survey consisted of demographic questions—both open-ended and multiple choice—to ensure the representativeness of survey respondents. Respondents were then asked to rate the tasks performed by a school business official using three survey scales: task frequency (daily, weekly, monthly, yearly, never), task importance (very important, important, somewhat important, not important), and need at entry (required at entry, within the first six months, within the first year, after the first year).

A link to the online survey was emailed to 23,600 members of the ASBO International, the National Business Officers Association, and ASBO affiliate organizations in November 2009. The survey was also posted on ASBO International's public Website, www.asbointl.org.

Overall, there were 1,639 responses. The respondents were located in all 50 states and in five Canadian Provinces.

Exam Content Outline and Specifications

Results of the focus group and the online survey helped inform the content of ASBO International's certification examination.

The examination will consist of a two-part examination, along with eligibility criteria that will include level of education and years of experience. The ASBO International Certification Commission, a commission of the ASBO Board of Directors appointed to oversee development and implementation of the certification program, approved the exam blueprint in January 2010 and will create the eligibility criteria and program details in the spring of 2010.

The exam content outline (presented below) demonstrates the responsibility areas and their respective subtasks for school business officials that will be included on the certification examination.

Part 1 of the examination focuses on information that is necessary at the time of job entry; part 2 focuses on competencies needed after the professional has some experience in the job.

Content Areas and Tasks Part 1 (percentage of test) 60 items in total

Manage Accounting Systems (28% to 33%)

Maintain Accounting Software

Maintain Chart of Accounts

Reconcile General Ledger Accounts
Track Fixed Assets

Manage Accounting Functions (67% to 72%)

Manage Payroll Functions
Manage Accounts Receivable
Manage Accounts Payable Process
Manage Purchasing Procedures
Manage Annual Budgets
Prepare Financial Reports
Manage Cash Flow

Content Areas and Tasks Part 2 (percentage of test) 90 items in total

Conduct Financial Planning and Analysis (27% to 32%)

Serve as a School Leader
Review Financial Impact of Strategic Planning Goals
Develop Financial Goals
Evaluate Funding Options for Debt Management
Develop Outside Funding Sources
Analyze Economic Data
Analyze Demographic Data
Develop Multi-Year Forecast
Estimate Real Estate Property Tax Revenues

Conduct Budgeting and Reporting Activities (15% to 20%)

Project Student Enrollment
Evaluate Instructional Program(s) Costs
Develop Annual Budgets
Manage Grant Activities
Prepare for Annual Audit

Conduct Risk Management Activities (10% to 15%)

Evaluate Existing Risks
Address Results of Risk Audit
Conduct Annual Evaluation of Insurance Plans
Manage Insurance Plans

Manage School Facilities (7% to 12%)

Update Facility Master Plan
Oversee the Operation and Maintenance of School Campuses
Oversee New Construction and Renovations

Manage Information Systems (4% to 6%)

Assist in Developing a Technology Plan

Maintain Technology Systems/Oversee Telecommunication Systems

Manage Human Resource Functions (15% to 20%)

Manage Hiring of New Employees

Develop Compensation Structure

Manage Staff Development and Training Programs

Manage Evaluation Process

Manage Personnel Administration

Manage Employee Benefit Programs

Manage Ancillary Services (7% to 12%)

Manage Transportation Services

Manage Food Service Programs

Manage Purchasing Process

Manage Other Service Programs

Acknowledgments

ASBO International thanks the Job Task Analysis Panel for their dedication to the project, as well as all of the survey respondents who contributed. ASBO International also thanks Professional Testing, Inc. for their expertise and work on the project.

Looking for More Information?

Eager to learn more about ASBO International's certification program or the job task analysis process? Visit ASBO International's Website, www.asbointl.org, and read the full report, or contact Pam Weber at pweber@asbointl.org.

About the Association of School Business Officials International

ASBO International is a professional association that provides programs and services to promote the highest standards of school business management practices, professional growth, and the effective use of educational resources. Founded in 1910, ASBO International has nearly 6,000 school business management professionals as members. With an average budget oversight of \$141 million annually, ASBO International members are the finance decision makers in school districts around the world.

ASBO International members are employed in K–12 school districts, community colleges, universities, and state departments of education. They manage the business side of school district operations, including the areas of budgeting, purchasing, and financial management; facility operations and maintenance; human resources; technology; transportation and security; food service; health care; and much more.

To promote its mission, ASBO International has developed nearly 200 professional standards and a 28-point ethical code that encompasses standards, conduct, and expectations for school business officials. By following these standards and the ethical code, professionals practice at the highest levels of quality and ethics.