

LEADING IN A TIME OF SCARCE RESOURCES:
CERTIFICATION, EXPERIENCE, AND PERCEIVED COMPETENCY OF
SCHOOL BUSINESS OFFICIALS

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ABSTRACT

The School Business Official (SBO) of a public school district in New York is often at the forefront of managing the financial aspects of educating children. In the wake of No Child Left Behind (NCLB) legislation and the recent economic downturn, the pressure to do more with less imposed by taxpayers calls for district leadership to be highly skilled and effective in their work.

The School Business Management Professional Standards established by the Association of School Business Officials International (ASBOI) provide a widely accepted framework for guiding the effective practice of SBOs both now and into the future. However, the eligibility criteria to serve as a SBO in many states, including New York, are diverse and evolving. This exploration examined relationships between the certification path and experience of SBOs relative to their self-reported and superintendent-reported professional competency, as measured by a modified version of the ASBO International Professional Standards Self-Assessment and Observer Assessments. The conclusions generated in this study contribute to the very limited research in this field, and suggest areas of consideration for preparation and professional development programs, as well as recruitment and retention efforts made by district leaders. A perception of greater competency exists where SBOs have experienced graduate level coursework in educational administration and professional internship. Also, it is suggested with the findings of this investigation that those perceived to be the most competent SBOs in the areas of Personnel and Benefits Administration, Ancillary: Transportation and Ancillary: Food Service are found among those with more than 11 years as an SBO.

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Chapter 1: Introduction

In this era of fiscal crisis and evolving accountability systems for all levels of government, public school systems need to be positioned to do more with less and masterfully seek creative solutions for providing quality education. These solutions should include all ethical and legal options as possibilities. Resource allocation as well as the professional preparation and competency of those performing management and allocation of resources require close examination.

In New York State (NYS) public school districts, resource allocation and financial management are functions of the district leadership team consisting of the Board of Education (BOE), the Chief School Officer (CSO), and the School Business Official (SBO). Each has a distinctive role and responsibility in this critical aspect of management, where each provides particular expertise and accountability for the team. Anne Miller, Executive Director of the Association of School Business Officials International (ASBOI) in 2004, described that “Increased accountability in education (with the No Child Left Behind Act a visible driving force) is not limited to principals and teachers; school business officials are increasingly expected to manage money effectively, demonstrate the highest level of integrity, AND help find ways to shift funds in support of academic improvement” (Bray, 2004, p. 1).

Consequently, this investigation focused primarily on the roles and responsibilities of the SBO as a member of the financial leadership team of public school districts. This study explored the perceived competency of SBOs from their own point of view and compared them with the perceptions of a random sample of CSOs related to SBO competency. Aggregated scores from SBOs and CSOs of perceived competency were also compared with the experience of the SBO as well as the pathway to preparation for the position. Conclusions and recommendations for

preparation programs, policy implications, recruitment, retention, and professional development are provided based on the findings.

Purpose Statement

The purpose of this quantitative study was to explore and describe any observable associations between the perceived competency of SBOs and their corresponding levels of experience and the eligibility category (certification) to hold their positions.

Research Questions

This study responded to the following research questions:

1. Do Chief School Officers and School Business Officials have similar perceptions of the competency of School Business Officials?
2. Is there a difference in perceived competency based on the eligibility category of the School Business Official?
3. Is there a difference in perceived competency based on the experience of a School Business Official?
4. As experience increases, is there a difference in perceived competency between civil service qualified and New York State certificated School Business Officials?

Definition of Terms

Throughout this paper, several familiar and unfamiliar terms are used and abbreviated. Definitions are provided below to clarify for the reader the intent of the researcher when the terms or abbreviations are used in context.

Association of School Business Officials International (ASBOI) . Professional organization comprised of primarily SBOs from several states and countries around the world.

Association of School Business Officials (ASBO) International Professional Standards.

Performance standards for the position of School Business Official published by ASBOI (Association of School Business Officials International [ASBOI] , 2006a).

Board of Education (BOE). Publicly elected group of district residents that is legally responsible for the governance of a public school district.

School Business Official (SBO). The member of a public school district leadership team that has responsibility to attend to fiscal affairs of the district. Knezevich and Fowlkes (1960) define the function of the SBO as "...that phase of educational administration that is primarily concerned with procuring, expending, accounting for, protecting, organizing, and maintaining fiscal and materials resources in an efficient manner so that the human resources and efforts are aided in achieving educational goals" (p. 2).

Competency. The degree of performance on a fixed set of professional standards established by the ASBOI.

Eligibility categories

Civil service. New York State (NYS) public employment category whereby eligibility for the classification is established by acquisition of pre-requisite criteria and performance on a NYS civil service sponsored exam. Titles most commonly used are School Business Manager or School Business Executive.

NYS Business Administrator (SBA). NYS leadership certificate title issued to completers of the certificate requirements prior to September 1, 2007.

NYS School District Administrator (SDA). NYS leadership certificate title issued to completers of the certificate requirements prior to September 1, 2007.

NYS School District Business Leader (SDBL). NYS leadership certificate title effective July 13, 2006. Any person employed as district level administrator in charge of the school business affairs in NYS must hold this certificate or its predecessors, the SBA/SDA.

Chief School Officer (CSO). Superintendent of Schools or Chief Executive Officer of a NYS public school district.

Experience. Total number of whole years employed as a SBO.

Interstate School Leaders Licensure Consortium (ISLLC). A team of state representatives and professional organizations sponsored by the Council of Chief State School Officers (CCSSO) that authored a set of professional standards for the practice of school leadership (Council of Chief State School Officers [CCSSO], 1996).

New York State Association of School Business Officials (NYSASBO). Founded in 1948, a not-for-profit organization affiliated with the ASBOI and chartered by the NYS Board of Regents.

Skill Dimension. Within each of the seven ASBO International Professional Standards, the specific areas of expertise that describe the standard in skill-based detail (ASBOI, 2006a).

SurveyMonkey. Internet-based software tool for conducting survey activities and aggregating survey responses.

Limitations

Although valuable for opening the discussion of the influence of certification on the professional competency of SBOs, this study had many limitations and therefore its findings and conclusions should be considered contextually. First, the survey technique captured only self-reported and observer reported perceptual data. As a result, many factors contributed to the lack

of precision and subjectivity of competency ratings as well as reporting of demographic data, including: artificially inflated perceptions, lack of understanding of the indicators being measured (Sansouci, 2008), generality of indicators, holistic performance scale, and reporting of the years of experience of SBOs by the CSOs.

The ASBO International Professional Standards Professional Skills Assessment includes self-assessment and observer assessment instruments containing seven standards, 25 skill dimensions, and 189 sub skills (ASBOI, 2006b). Therefore, in order to increase respondent motivation to complete the questionnaire and improve response rates, the indicators of competence were compressed and generalized. Therefore, sub-skills within each skill dimension were not specifically measured, yielding a holistic score for each of the 25 skill dimensions.

In order to protect the anonymity of individual responses and professional credibility of the SBOs represented in the survey, the responses of the CSOs were not matched with their corresponding district SBO. Therefore any discrepancy in their perceptions was limited to the aggregate of the groups' perceptions and not the variance in any individual cases.

Although ASBO International Professional Standards are national, the preparation programs and certification criteria as well as the professional development policies in other regions may contribute to different results and alternative interpretation of these results. Therefore, generalizability of these findings should be cautiously considered and contextualized.

Relative to the population of CSOs and SBOs in NYS, the response rate of 31.1% represented a relatively low percentage of district leaders. Results were limited to NYS public school districts; New York City School District, BOCES, special act schools, and private schools were not studied. These organizations were not considered due to the variation in the structure of their roles and responsibility relative to that of the SBO. The response rates, as well as the

homogenous design of the sample, weaken widespread generalizability of the observations made in this study. Furthermore, due to the non-experimental nature of the investigation, there was no predictive value of these findings or conclusions.

The final limitation noted for this study, was in the use of the internet-based electronic survey tool, SurveyMonkey. Technological obstacles such as access, connectivity, software functionality, and user familiarity with the tool could have contributed to a reduction in user motivation, accuracy of reporting, and collection of the data.

Chapter 2: Review of Literature

In times of scarce resources, the pressure on school districts to do more with less is stronger than ever. "Public schools represent massive financial investments and, as such, the public demands efficiency" (Kowalski, 2003, p. 29). In recent times, mandates created by the No Child Left Behind (NCLB) act, Governmental Accounting Standards Board (GASB), and assorted state legislation efforts, have positioned public school districts to be in highly accountable financial positions. To maintain public trust in district administration, strong fiscal leadership is required to effectively manage available taxpayer dollars and stimulate a new era of productivity and progress in public education. With these critical responsibilities, it is essential that the financial leadership team have both individual and collective expertise, professional competency, and effectiveness to lead districts in the 21st century.

School Business Officials: Eligibility Criteria

As an "integral part of the administrative team," the School Business Official (SBO) is traditionally the team member most connected on a daily basis with the finances of a public school district (Frombach, 2005, p. 2). As such, the preparation and credentials required to hold this position are vastly different within each organization and state. According to the Association of School Business Officials International (ASBOI), certification for SBOs nationally is an eclectic and assorted topography (Bray, 2004).

ASBOI is a professional organization comprised of approximately 6,000 educational finance leaders from several states and countries. This organization collaborates with affiliate organizations known as ASBOs "to provide programs and services to promote the highest standards of school business management practices, professional growth, and the effective use of educational resources" (ASBOI, 2010, para. 1). As a service to the field, ASBOI issues

publications and briefs to illuminate best practices in research, advocacy, and practice. Local affiliates also do advocacy, research, and best practice work but are identified with the affiliate name and the ASBO notation. In New York State (NYS), the local affiliate, entitled New York State Association of School Business Officials (NYSASBO), provides professional development, local expertise, field research, and leadership for the body of school business practitioners.

In the ASBOI (2004) brief on state credentialing, it is suggested that there is a lack of consistent requirements for SBOs across the nation and therefore little formal agreement on the competencies required for an effective SBO (Bray, 2004). In its 2003 survey results, ASBOI illustrated the status of each state's credentialing system which included a continuum from no requirements to advanced degrees, competency exams, and continuing education credit (ASBOI, 2004). Wanger (2003) conducted a study via a partnership of ASBOI and Purdue University that surveyed Chief State School Officers from all 50 states and District of Columbia. With a 61% response rate, researchers found that certification, although voluntary by its nature, was important to members of the profession, specifically among those with fewer than 10 years of experience. It was also found that 52% of chief state school officers believed that a nationally available certificate would be very beneficial or beneficial to the SBOs (Wanger, 2003).

In July 2004, ASBOI resolved that "School Business Official certification should be created and facilitated at the state/province level" and that "at minimum the chief School Business Official should hold a state/province required school business certification or a voluntary certification offered by an ASBO affiliate" (ASBOI, 2004, para. 4). Since that time, additional formal certification programs continue to be developed across the nation as well as an ASBO hosted International Credentialing Task Force. Kowalski (2003), in his book *Contemporary School Administration*, suggested that being licensed in school administration has

been an effort to "protect public interests" by "ensur[ing] that educators were competent to provide the services for which they were employed" (p. 78). This would clearly be true if standards based certification of SBOs is implemented nationally.

New York State certified School Business Official. In NYS, the accountability measures of professional certification are legislated and maintained by Education Law via the Commissioner of Education's Regulations. Currently, there are more than 600 individuals appointed by local Boards of Education (BOE) to fill the position of SBO. Officials are appointed because they were deemed qualified and eligible based on one of two categories: NYS certification or NYS Civil Service. As a NYS certified candidate, it is expected that:

The School District Business Leader works with the district leader, building leaders, the board of education or other governing entity, and key educational stakeholders to support the development and implementation of the educational vision...as well as gathers and presents financial information to shape, monitor, and evaluate the educational vision.

(New York State Education Department [NYSED] Office of Teaching Initiatives [OTI], 2009, p. 1)

As currently described by the New York State Education Department [NYSED] in Commissioners Regulations, a certified SBO may hold a School District Administrator (SDA), a School Business Administrator (SBA), or a School District Business Leader (SDBL) certificate to be eligible for the position.

The SDBL certificate began issuing in July 2006, whereas the SDA and SBA certificates ceased to be issued on August 31, 2007. Prior to the July 13, 2006 certification changes, a certificate holder of a SDA was eligible to hold the position of SBO, where holders of the School District Leader (SDL) certificate, post July 13, 2006, are not eligible to hold the SBO position

(New York State [NYS] Regulations of the Commissioner of Education, 2009). A comparison of the pathways to eligibility for the position of SBO is provided in Table 1.

Table 1

Comparison of Pathway to Eligibility for the Position of SBO

	SBA (<i>permanent</i>)	SDA (<i>permanent</i>)	SDBL - 5 year professional	Civil Service
Issue date	Prior to 8/31/2007	Prior to 8/31/2007	Post 7/13/2006	
Initial Coursework Requirements and/or content	60 graduate (24 hours in admin)	60 graduate (24 hours in admin)	<ul style="list-style-type: none"> • Completion of SED higher education program (includes 60 graduate hours which must have 24 in admin.) • Higher education endorsement 	Varies by county for exam eligibility between 0 hrs. and bachelor's degree
Internship	Yes - varies by university	Yes – varies by university	Yes - 600 hrs	None
Exam Content	None	None	<ul style="list-style-type: none"> • Supporting the District Educational Vision • Supporting Change and Sustainability in the District • Overseeing District Financial and Physical Resources • Administering Human and Support Resources to Support Learning Goals 	<ul style="list-style-type: none"> • Finance • Accounting • Budget
Experience	None - 1 yr. may be substituted for internship	None	None	Varies by county for exam eligibility
Professional Development	None	None	175 hrs every 5 years	None

Preparation programs leading to NYS Certification as a SDA, SBA, or SDBL have all required coursework in educational administration and leadership, including learning and understanding the roles of other members of the school and district administrative teams.

However, only the SDBL requires the successful completion of a standardized NYS examination. This summative certification exam for the current SDBL certificate measures competency in topics such as: supporting the district educational vision, supporting change and sustainability in the district, overseeing district financial and physical resources, developing human and support resources to support learning goals (NYSED OTI, 2009).

New York State Civil Service School Business Official. Under the laws of the NYS Civil Service Commission, a person may become eligible as a classified civil servant under the title of *School Business Manager* or *School Business Executive* (NYS Department of Civil Service [CS], 2010). The local Civil Service agency of a given municipality maintains the eligibility records for positions and administers the qualifying examination schedule, roster, and results lists (NYS Department of CS, 2010).

A local BOE may choose to fill a SBO vacancy with a competitive class civil service appointment provided that the candidate has been deemed eligible by the local agency (New York State School Boards Association [NYSSBA] & New York State Bar Association [NYSBA], 2008; NYS Department of CS, 2010). In this instance, it is the authority of the local Board of Education to determine whether the civil service eligible candidate possesses the knowledge and competencies required for the vacant position within an individual district (NYSSBA & NYSBA, 2008; NYS Regulations of the Commissioner of Education, 2009). Common job titles for SBOs with these qualifications include: business manager or school business executive (NYSSBA & NYSBA, 2008). In terms of educational background, the requirements vary among local civil service commissions but most often advanced training or education in a related field is required (NYS Department of CS, 2010).

Under current civil service qualifications, a candidate is not necessarily required to have

any training or experience in management, leadership, interpersonal relationships, oral or written communication, nor collective bargaining as are holders of the SBA, SDA, or SDBL. However, expertise in finance, accounting, budgeting, would be measured on the civil service commission examination.

School Business Officials: Accountants or System Leaders?

Whether a school business official comes to the profession from a formal education administration degree program or from a business position in government or the private sector, the professional standards can help each identify opportunities for further learning to best serve the district and its mission to educate children. (Everett & Johnson, 2005, p. 16)

The Interstate School Leaders Licensure Consortium (ISLLC) Standards define a school administrator as “an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment” (CCSSO, 1996, p. 14) and “promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context” (CCSSO, 1996, p. 20). These quotes represent the dichotomy that exists in clarifying the role of the SBO as it relates to the leadership team of a school district: where does accounting stop and leadership begin?

The ASBOI (n.d.) *School Business Management Professional Standards and Code of Ethics Executive Summary* describes the SBO as a "leader with many hats" including: "finance and policy expert, people person, learning architect, savvy technical guru, and multitasker to the nth degree" (p. 2). Stevenson & Tharpe (1999) summarized the SBO as a "person or position that is charged with being responsible for managing and coordinating the non-instructional

services of the district” and recommend that the SBO conduct themselves as an integral part of the district leadership team (p. 35). Cattaro (2005) describes the SBO as a "steward of taxpayer resources" (p. 28).

Despite the characterizations of those within the debate, several investigations have been conducted to identify the specific indicators of competency for a SBO resulting in the development and validation of the professional standards endorsed by ABSO International. According to Sansouci (2008), there is substantial evidence to demonstrate that those that have been adopted by the ASBOI are indeed those needed for successful performance in public school districts across the nation.

Evolution of the Association of School Business Officials’ International Professional Standards. In the reflective paper prepared for the National Policy Board for Educational Administration on the first 10 years of the ISLLC Standards, Murphy (2003) outlined that “standards should be high, upgrading the quality of the profession as well as recognize the collaborative nature of school leadership” (p. 44). With this sentiment, over several decades and multiple iterations, research efforts have sought to confirm the legitimacy of the ASBO International Professional Standards as the basis for policy development in certification and evaluation of SBOs. This evolution is captured in an anthological overview (see Tables 2a, 2b, 2c.) to orient readers to the comprehensive authenticity presented by the ASBO International Professional Standards. With this background highlighted, accepting the Professional Standards as the basis for assessment and benchmark for growth is an intuitive next step.

Table 2a*Anthological Overview of ASBO International Professional Standards Evolution; 1951-1986*

Authors	Study	Major Contribution	Result
ASBOI is formed 1951			
McGuffey (1980)	Ranking of necessary skills for SBO	Prioritization of competencies	<ul style="list-style-type: none"> • Fiscally-related competencies most important • SBOs have less responsibility for more specialized areas, such as facilities planning • SBOs from small districts ranked some fiscal competencies higher than did large districts' SBOs • SBOs from large districts delegated more responsibilities than did those from small districts
Mayerson (1980)	Compared SBO, Superintendent, and BOE President perceptions on importance of competencies	Agreement in 90% of competencies	<ul style="list-style-type: none"> • District leadership generally supports ASBOI competencies as determined previously.
Everett and Glass (1986)	Rank order of task clusters of necessary skills of SBO		<ul style="list-style-type: none"> • Budget planning • Accounting • Finance • Cash management • Purchasing • data processing
Odden and Geranios (1988)	California (CA) study to explore impact of business decisions on program and vice versa.	Highlighted connection between business and program sides of district operations	<ul style="list-style-type: none"> • SBOs need more skills and expertise today than in years past. • Recommendation to require state certification for SBOs based on individual assessment, with continuing education requirement
Bustillos (1989)	CA study of personal and professional characteristics of SBO. Compared SBO, Superintendent, and BOE perceptions on importance of competencies	Used perceptions of BOE president, supt., and SBO to identify local priorities in CA	<ul style="list-style-type: none"> • Accounting • Economics • Public administration • Budgeting • Finance • Data processing • Collective bargaining • Maintenance and operations • Transportation • Food services • Risk management

Table 2b*Anthological Overview of ASBO International Professional Standards Evolution; 1992-2000*

Authors	Study	Major Contribution	Result
Peterson (1992)	Replicated Everett & Glass (1986) with 708 ASBO members in US and Canada	Explored preparation paths (admin, private sector) for competencies and training required for SBOs	Recommendation for preparation path (training) based on required SBO competencies Findings of required competencies consistent with 1986 study of Everett & Glass
Socket-Berg (1994)	Arizona study: identified job competencies to include in SBO preparation program curriculum	Recommend competencies of university preparation program for SBO	School finance, school business administration, law, collective bargaining for certified and classified personnel, accounting, financial management, development and operation of fee-for-service activities, real estate and physical facilities management, maintenance and operations, development and use of computer technologies, politics, policies, certification.
Ware (1995)	177 Superintendent and principals' perceptions of essential skills for SBOs	<ul style="list-style-type: none"> • Broad agreement on skills and PD • Disagreement on preparation path 	<ul style="list-style-type: none"> • List of strongly supported essential competencies and personal characteristics for the SBO • Recommendations for recruiting SBOs from existing administrator ranks
Tharpe (1995)	88 districts in Virginia to identify persons responsible for the business functions in the district	Identified business functions delegated to those with business expertise	<ul style="list-style-type: none"> • Topics for professional development and preparation programs to include • Non-superintendent staff perform financial reporting, payroll administration, accounting, and auditing
Region 10 Education Service Center (1999)	Identified 12 skills areas and 120 competencies essential for SBO	Recommendations for essential competencies for SBO s	Eventually included in Texas certification requirements for SBO
Medeiros (2000)	Superintendents, BOE Pres, SBO perception of importance of experiences	Agreement on perceptions from all 3 groups	<p>Critical for the SBO are experience in:</p> <ul style="list-style-type: none"> • Finance • Accounting • Budgeting • Collective bargaining • Academic preparation not critical for the SBO.

Table 2c

Anthological Overview of ASBO International Professional Standards Evolution; 2000-2006

Authors	Study	Major Contribution	Result
Schneider (2000)	Illinois SBO network study to identify most essential of McGuffey's (1980) clusters	Confirmed McGuffey's clusters as most important issues	<ul style="list-style-type: none"> • Professional negotiations • Insurance management • Financial management and budgeting • Transportation services • Fiscal accounting and reporting
Santo (2000)	Supt and SBO perceptions on essential skills of entry level SBO	Both groups had very similar perceptions about essential skills	<ul style="list-style-type: none"> • Most highly ranked skills: • Budget planning • Financial operations
ASBO 2001	ASBOI Professional Standards released		
Gutman 2003	NYS Supt and SBO perceptions on preparation and professional growth	Confirmed Medeiros study related to professional growth	<ul style="list-style-type: none"> • Working knowledge more important than academic knowledge • Certified SBO preferred over civil service • Professional development essential • Level of education was NOT a critical area of preparation
ASBOI 2006a	Revised ASBOI Professional Standards Released and Include: <ul style="list-style-type: none"> • The Educational Enterprise • Financial Resource Management • Human Resource Management • Facility Management • Property Acquisition and Management • Information Management • Ancillary Services: Risk Management, Transportation, Food Service 		

In his national survey, McGuffey (1980) used several studies to develop a Competency Statement Instrument (CSI) that contained 28 major task areas. His investigation reported on a set of competencies necessary for chief school business administrators to possess, presented in rank order. With a 52% response rate from a stratified random sample of ASBO members, these competencies and their rankings became the basis for the revisions to the ASBOI suggested competencies as professional standards. This work led to additional studies that served to

validate and refine the competencies recommended for the position of SBO.

Mayerson (1980), in his nationwide study, used the suggested ASBOI competencies previously developed to seek validation among superintendents, school board presidents, and SBOs. He found broad agreement among the three groups as 90% of the ASBOI recommended competencies were ranked as of at least moderate importance by all. Everett and Glass (1986) conducted a study to prioritize the 15 task clusters that emerged from the prior work described above. When they surveyed almost 20% of the ASBO membership (943 members), the 370 respondents (40% response rate) identified the highest-ranking cluster areas as: budget planning, accounting, finance, cash management, purchasing, and data processing.

Similar to Mayerson (1980), Bustillos (1989) explored the professional and personal characteristics of California SBOs as perceived by school board presidents, superintendents, and business officials. He found that accounting, economics and public administration as well as budgeting, finance, data processing, collective bargaining, maintenance and operations, transportation, food services, and risk management were the most valued competencies for the SBO to possess.

Socket-Berg (1994) conducted a countywide study of all 55 SBOs in Maricopa County, Arizona. With a 70% return rate and using a chi-square analysis, 95% of respondents agreed on 11 job competencies recommended for a university degree program for SBOs in Arizona. These included: school finance, school business administration, law, collective bargaining for certified and classified personnel, accounting, financial management, development and operation of fee-for-service activities, real estate and physical facilities management, maintenance and operations, development and use of computer technologies, politics, policies, and certification.

Ware's (1995) ex post facto study replicated the Bustillos (1989) work with 177

superintendents and principals from central California. The findings of this study further confirmed similarities in perception between the two groups regarding the competencies for success in the SBO position, including: professional growth and service, personality competencies and skills necessary for school business management. In Texas, the Region 10 Education Service Center (1999) conducted a study that identified 12 skill areas and 120 competencies for SBOs, which were ultimately included in Texas state SBO certification requirements.

Santo (2000) focused on alignment of perceptions by adapting Mayerson's (1980) survey. His national survey used a stratified random sample of 505 superintendents and 505 SBOs. With a response rate of 45.5% of superintendents and 39.2% of SBOs, the aggregate of these groups had similar perceptions about the required competencies and essential skills for the entry-level school business administrator. Those clusters ranking as the most important were those related to budget planning and financial operations.

Schneider (2000) surveyed 330 SBOs in Illinois, yielding 60.9% (201) responses. His findings further confirmed that the most important job cluster competencies cited in McGuffey's (1980) study were indeed the most important issues facing SBOs. Those clusters were: professional negotiations, insurance management, financial management and budgeting, transportation services and fiscal accounting and reporting.

Medeiros (2000) used descriptive and ex post facto investigation to again review the consistency of perceptions of expectations of the SBO by the superintendent, principal, and SBO. His adaptation of the Bustillos (1989) and Ware (1995) survey was implemented in 80 public school districts in southern California and analyzed with one-way ANOVA, Mann-Whitney U and *t* tests. From the 68% response rate, it was found that superintendents, principals, and SBOs

placed greater value on experience in finance, accounting, budgeting, and collective bargaining than on academic preparation for the SBO. They similarly prioritized a variety of leadership skills and styles essential for the SBO. They identified the need for excellent oral and written skills and an ability to work collaboratively with principals; they also recommended that SBOs hold a district wide leadership position as a member of the superintendent's cabinet.

Gutman (2003) investigated the responses of superintendents and SBOs in NYS in an ex post facto descriptive survey based study. With an overall rate of return of 57%, she found that there were significantly different perceptions between the superintendent responses and SBO responses for 12 out of 19 expectations of professional preparation for the SBO. Superintendents noted knowledge of school finance, laws related to school budgeting, accounting, and data processing, where SBOs agreed that most important skills were knowledge of school finance and laws related to budgeting, but SBOs also included the knowledge of facilities management and laws of capital projects as important. However, both groups did concur that the educational level of the SBO was not essential as they statistically valued working knowledge higher than academic preparation. There was also concurrence among the two groups that they valued a certified SBO over a civil service qualified SBO. They also contended that ongoing professional development was a critical component of success for the SBO.

Lagas' (2004) research demonstrates a slight shift in the findings of essential competencies of SBOs. In the Connecticut-based qualitative study, the idea of key competencies was explored through 20 interviews of public school administrators. The sample was designed to select those that had worked with SBOs with a background in education and with SBOs from other industries. Lagas found that the background of the SBO did make a difference in their performance in the school district. Interviews revealed that critical to the success of the SBO

was the ability to understand the educational culture that underlies all activities and processes within a given district. Lagas likened the role to “stewardship” and acknowledged that this did not necessarily have to be taught in a certification program, but concurred that building effective relationships with all of the other district administrators was critical to the success of this position. All in all, his study recommended preparatory training for anyone entering the SBO position that includes: instruction provided by current practitioners, formal instruction in accounting for municipal organizations, school district operations, and public sector finance, as well as a residency (Lagas, 2004).

In 2006, ASBOI released their most current rendition of their Professional Standards and Code of Ethics to reflect the evolution of much of this research (ASBOI, 2006a). With the evolution outlined above, formal adoption of the ASBO International Professional Standards as the basis for certification nationally would provide a standard definition for the expectations of competency for SBOs in all districts and states.

Assessment of Performance

In NYS specifically, Sansouci (2008) conducted an investigation for the purpose of determining the use and value of the ASBO International Professional Standards in the performance evaluation of SBOs. In a census survey of 54 questions, 674 superintendents in NYS were invited to participate. Where 310 superintendents responded, for a rate of return of 46%, Sansouci found that the ASBO International Professional Standards accurately identified competencies of SBOs. He also found that superintendents were evaluating SBOs on those ASBO International Professionals Standards that are most important. However, he also found that approximately 50% of superintendents were unaware of the existence of ASBO International Professional Standards and that superintendents had been providing no or limited evaluative

feedback to SBOs in order to shape and improve their practice consistent with research and best practice. Sansouci's (2008) findings further indicate that additional competencies could be included in the ASBO International Professional Standards.

According to veteran superintendent Samuel DePaul (2006), "evaluations put employees on notice that they are accountable for their work" (p. 34). If this is the case, the Sansouci (2008) findings present obstacles for the SBO in demonstrating their fiscal transparency and professional competency to the public, as well as hinder their ability to improve performance. Without common understanding between superintendent and SBO regarding the indicators for professional excellence in the position of SBO, evaluation is a subjective and irrelevant activity.

Since "professional persons are ethically bound to continue their personal and professional growth and development" (Stratton, 2002, p. 40), SBOs are compelled to be reflective practitioners and lifelong learners (Schön, 1983). In order to support this effort, ASBOI developed the *Professional Skills Assessment*, which includes self-assessment and observer assessment instruments to be used in SBO's self-evaluation and professional development planning activities (ASBOI, 2006b). These instruments were intended to support the SBO in identifying strengths and weaknesses in his/her position in order to inform practice and develop goals for targeted professional development.

In studies measuring the perceptions of the SBO and superintendents, McGreevy (2006) found that when superintendents did evaluate SBO proficiency, their ratings tended to be higher than the SBO self-assessments in all of the 25 standards sub-skill set areas. Trivellini (1996) found that when measuring the attitudinal changes of SBOs after training and preparation programs, superintendent and SBO perceptions of performance were very similar. Within the investigation to follow, the aggregate responses from superintendents were compared with those

of SBOs in order to provide additional information about perceptions of competency of the SBO.

Conclusion

In summary, the SBO is an essential member of public school district financial leadership team. Identifying adequate preparation and indicators of competency for high levels of performance in this position has been the work of many researchers and educational leaders throughout the past several decades. The criteria to hold this position in NYS are as varied and diverse as the criteria across the country. Examining the success of SBOs based on their preparation path and levels of experience contributes additional relevant information to consider for policy and programmatic developments related to this leadership position.

Chapter 3: Methodology

Purpose Statement

The purpose of this quantitative study was to explore and describe any observable associations between the perceived competency of SBOs and their corresponding levels of experience and eligibility category (certification) to hold their positions.

Research Questions

This study responded to the following research questions:

1. Do Chief School Officers and School Business Officials have similar perceptions of the competency of School Business Officials?
2. Is there a difference in perceived competency based on the eligibility category of the School Business Official?
3. Is there a difference in perceived competency based on the experience of a School Business Official?
4. As experience increases, is there a difference in perceived competency between civil service qualified and New York State certificated School Business Officials?

Design

This study was constructed as a survey design and analyzed for the presence of statistically significant associations among variables. “Survey research is the method of gathering data from respondents thought to be representative of some population, using an instrument of closed structure of open-ended items” (Garson, 2009, para. 1). Survey design allows participants to efficiently reflect on and respond to each of the characteristics on the self-administered questionnaires at their convenience. The ease of use and short turnaround time required made data collection for this study more feasible with a cross-sectional survey design.

The internet-based questionnaire was self-administered with the opportunity for participants to opt out.

Population and sample. The population for this study targeted the Chief School Officer (CSO) and School Business Official (SBO) of all New York State public school districts, excluding New York City, BOCES, special act, and charter schools for an approximation of 1400 total (700 CSO, 700 SBO) potential participants. In order to maximize opportunity for response rates and generalizability across SBOs and Chief School Officers (CSOs) in New York State (NYS) public school districts, a random sample was selected. Consistent with published statistical recommendations for population sizes of 700 members, and a confidence level of 95%, the sample size of approximately 248 members was identified (Payne & McMorris, 1967). Utilizing a clustered random sampling technique, 695 school districts excluding BOCES, special act schools, charter schools, and New York City schools were considered for this study. From this population, two independent samples were developed in order to maintain confidentiality for participants. Every third district was chosen using a random number generator to select the first member (Haahr, 2010). Then, the CSO for each of those districts was designated as a member of the first random sample of 240 members. This procedure was repeated where a second number was generated by an internet-based random number generator and every third district was chosen in order to identify the independent sample of 225 SBOs.

The names and email addresses of the SBOs and CSOs were obtained from widely available materials including: The New York State Association of School Business Officials (NYSASBO) member directory, the New York State Council of School Superintendents (NYSCOSS) member directory, and individual school district websites (New York State Association of School Business Officials [NYSASBO], 2010; New York State Council of School

Superintendents [NYSCOSS], 2010). Each of the CSO and SBO samples may have coincidentally contained participants from the same district but were otherwise unmatched.

Instrumentation. The initial survey was an adaptation by the researcher, with permission of the Association of School Business Officials International (ASBOI), from the self-assessment and observer assessment instruments for SBOs (ASBOI, 2006b). After adaptation, the questionnaire closely resembled the indicators of the ASBO International Professional Assessment Analysis Sheet (Appendix B) (ASBOI, 2006b). Demographic questions were added by the researcher to generate the necessary data to address the research questions.

During pilot testing of the initial survey instrument, validity was verified in five distinctly different public school districts from the population of NYS school districts, excluding BOCES, special act schools, charter schools, or New York City schools. Ten participants responded and the pilot test results and feedback were incorporated in the final survey instrument including number of items, clarity of the scale, clarification of directions, and wording of survey items. Furthermore, analysis of the alignment between the research questions, independent variable, dependent variable and survey items was conducted to ensure validity of the instrument (see Table 3). As the sample of respondents were selected from a random clustered sample, although coincidental it is possible that pilot participants also participated in the final survey.

Administration. Distribution of surveys generally followed the Salant and Dillman (1994) recommendation of a four-phase administration process. The process provided professional courtesy to participants by providing advance notice on January 20, 2010 of the commencement of the study on January 28, 2010. The survey arrived via email generated by SurveyMonkey with the electronic link for the survey questionnaire. SurveyMonkey was programmed to automatically and anonymously remind only those that hadn't responded by the

February 5, 2010 date. A second reminder was sent to non-respondents via SurveyMonkey, using the same process, on February 13, 2010 to highlight the February 22, 2010 deadline for participation. A third reminder was sent to non-respondents via SurveyMonkey, using the same process, on February 22, 2010, and the deadline was extended to March 2, 2010 in order to improve response rate. Also to improve response rate, a participant incentive was offered. This consisted of a drawing for four \$35 gift cards for Barnes and Noble Bookstores. The drawing was conducted on March 3, 2010 where four of the 138 participants were chosen at random to receive a gift card.

Within the invitation email to participate in the study, participants clicked on the SurveyMonkey link to be routed to the beginning of the electronic internet-based survey. Participants answered survey questions by clicking on the corresponding response and moving on to the next question. No questions in the survey included information that could reveal participants' personal identity. At the conclusion of the survey, participants submitted their responses electronically and then were directed to a second link which gave them opportunity to voluntarily submit their name and address for entry in the participant drawing. These two surveys were in no way connected. The summary and report generated by SurveyMonkey did not identify any names of the participants.

Variables. The variables in the study included: the rating of perceived competency for each of the seven ASBO International Professional Standards by the group of SBOs and the separate group of CSOs, the organizational role of the respondent, the experience of the SBO, and the eligibility category (certification) of the SBO. As recommended by Creswell (2009), the variables as noted in Table 3 were manipulated to perform specific statistical analysis, as described in the data analysis overview.

Table 3*Alignment of Variables, Research Questions, and Survey Items*

Variable Name	Survey Item	RQ1: Perceptions by role	RQ2: Eligibility Category	RQ3: Experience	RQ4: Experience and Eligibility
Independent: Organizational role of respondent	1	X			
Independent: SBO eligibility category	5		X		X
Independent: SBO experience	2			X	X
Dependent: SBO perceived competency	7-15	X	X	X	X

Note: Survey items 3, 4, 6 were not used in this investigation but are included in recommendations for further research

Overview of Data Analysis

Responses from participants were aggregated to the group level for CSOs and SBOs, and then compared to each other in order to explore any possible associations among the perceptions of the groups.

Procedures. After closing the survey in the SurveyMonkey internet-based software tool, a report was generated to summarize and export the data from SurveyMonkey in the form of a Microsoft Excel spreadsheet. The spreadsheet was reviewed and analyzed regarding the rate of return and response to the survey questions.

Analysis of respondent and non-respondent data was conducted where a total of 445 surveys distributed, 138 valid responses were provided for an overall response rate of 31.1% as shown in Table 4. The response rate increased to 32.8% when exclusions were made for invitees that opted out and/or had invalid email addresses. Although the total number of invitees that

Table 4*Response and Non-response Summary*

	Total #	% of sample size	CSO	SBO
Sample Size	445	N/A	220	225
Responded (<i>Partial/Complete</i>)	138 (12 / 126)	31.1% (2.7% / 28.3%)	58 --	82 --
Did not respond	282	63.4%	--	--
Opted Out/invalid email	25	5.6%	--	--

opted out and/or had invalid email addresses is known, the confidential nature of the survey responses prohibited this data from being disaggregated by organizational role. Descriptive analyses were compiled for: respondent role (SBO, CSO), years of experience values (0-5, 6-10, 11+), perceived competency values (1, 2, 3, 4, 5) for each of the seven ASBO International standards and skill dimensions as reported by all respondents, and the frequency of respondents in each eligibility category (NYS, civil service).

The survey instrument used a scale on the non-demographic items to measure the perceived competency of SBOs. The scale was defined as: almost never (1), rarely (2), occasionally (3), frequently (4), and almost always (5). To perform statistical analysis, responses were coded into categorical and numeric scores. Reliability analyses for the seven ASBO International standards and skill dimensions were conducted using Cronbach's Alpha statistic for internal consistency. On 26 scaled items, 118 valid cases were analyzed where the Cronbach's Alpha measure of internal consistency of the survey instrument was = .948.

Using the Statistical Package for the Social Sciences (SPSS) v. 17.0 software, survey responses were analyzed in order to explore and answer the proposed research questions.

Considering recommendations provided by Weinberg & Abramowitz (2008), Creswell (2009),

and Salkind (2008), a number of correlational analyses were conducted. An interpretation of each analysis was conducted by first examining the statistical significance of the results. The results were explored and interpreted in terms of the research questions (see Chapter Four). An explanation of the results related to the research questions was used to provide conclusions and make recommendations in Chapter Five. Congruence with the review of literature from Chapter Two is discussed based on the results, and implications for future research provided.

Ethical Safeguards

The highest ethical standard was ensured in this study by the Institutional Review Board for Human Subjects at the Sage Colleges (Appendix D). Participation in the survey was voluntary and based on non-experimental design and self-reported perceptions. Participant data, including district, name, and email addresses, were maintained strictly confidential and were destroyed after the completion of the study. Individual electronic response data was not linked to those providing responses in the survey and therefore presents the highest standard of anonymity. Further participant safeguards were provided as the summary data is presented and published based on aggregated calculations.

Chapter 4: Findings

This study investigated the association between the perceived competency of School Business Officials (SBOs) and their corresponding levels of experience and certification. Competency of the SBO was measured through self-assessment and observer assessment by the Chief School Officers (CSOs) related to the seven Association of School Business Officials (ASBO) International Professional Standards and corresponding skill dimensions. All respondents used the same five point scale ranging from “almost never” (one) to “almost always” (five). Experience and eligibility criteria (certification) data were collected through self-reported demographic items contained in the survey.

Overview

To answer the research questions, responses were analyzed using the Statistical Package for the Social Sciences (SPSS) v. 17.0. Participant responses were aggregated from the CSOs and the SBOs across all responses related to perceived competency within the instrument. Correlations and non-parametric statistical analyses were then used to address each research question related to the perceived competency variables.

Experience levels as self-reported by the respondents were also assigned categorical values based on a range of whole years of experience. Responses of 0-5 years were assigned “zero”, 6 years to 10 years were assigned to “one”, and 11 or more years of experience as a SBO were assigned value “two.” Research questions related to the experience level variable used these categorical values in correlational and non-parametric statistical analyses.

Eligibility category responses, also known as certification, were also assigned categorical values. Analyses were conducted with the appropriate category (Civil Service or New York State [NYS] certified) variable based on each research question. Correlations and non-

parametric statistical analyses were then used to address each research question related to the experience variable.

Descriptive statistics. Analysis of respondent and non-respondent data by response waves was conducted to determine if there was any degree of response bias. Four waves consisting of 8 days each were analyzed in Table 5.

Table 5

Respondent Waves as Compared to Total Respondents.

	# of respondents (completed survey)	% of total completed/ total (138)	# of respondents in each role	% of respondents in each role/total
Wave 1: 1/28-2/5	80	58%	32 - CSO 48 - SBO 1 - both	23.1% - CSO 34.8% - SBO .7% - both
Wave 2: 2/6-2/13	18	13.0%	11 - CSO 7 - SBO	8% - CSO 5.1% - SBO
Wave 3: 2/14-2/22	33	23.9%	13 - CSO 21 - SBO 1 - both	9.4% - CSO 15.2% - SBO .7% - both
Wave 4: 2/23-3/2	11	8%	6 - CSO 7 - SBO 2 - both	4.3% - CSO 5.1% - SBO 1.4% - both
Total	142	102.9%	62 - CSO 76 - SBO 4 - both	44.8% - CSO 60.2% - SBO 1.4% - both

In wave 1, occurring from January 28, 2010 – February 5, 2010, 58% of all respondents completed the survey. This included 23.1% of all respondents that were CSOs, and 34.8% of all respondents that were SBOs. For those respondents selecting the CSO and SBO role, the label “both” was used to represent them. Waves 2, 3, and 4 were analyzed similarly and are listed in Table 5.

Based on the population of each sample, 695 school districts excluding BOCES, special act schools, charter schools, and New York City schools were considered for this study. Considering that each district must designate a CSO and a SBO, even if they are one in the same, the population for the survey was determined to contain 695 members for each participant group. Therefore the respondents in the survey represented 66/695 or 9.5 % of the CSOs and 80/695 or 11.5 % of the SBOs population New York State statewide.

Research Question 1: Perceptions by Role

Do Chief School Officers and School Business Officials have similar perceptions of the competency of School Business Officials?

Descriptive statistics. Using the data collected in the demographic item 1, “What is your current role?”, the dichotomous variable organizational role was created. Of the total responses received, the CSOs provided 56, and the SBOs provided 80, which reflected 41.2% and 58.8%, respectively. In four cases, the respondents identified their organizational role as both SBO and CSO; consequently these three cases were eliminated from the analyses.

Parametric analyses. For each of the seven ASBO International Professional Standards areas and skill dimensions, analyses of the SBO and CSO responses related to perceived competency scores of the SBO were conducted. An independent samples T-test was used to compare the mean responses of the groups of SBO and CSO within each skill dimension. Table 6 displays the ASBO International Professional Standards skill dimensions calculated through an Independent samples t-test, have a statistically significant difference, at the $p < .05$ and $p < .01$ level, in the mean response of perceived competency rating from the CSOs and SBOs.

Table 6*Organizational Role and Perceived Competency (Independent Samples t-test)*

Statistically significant skill dimensions	Asympt. sig. (2-tailed), $p < .05$	df
(1.1) Organization and Administration	.010**	128
(2.2) Budgeting and Financial Planning	.049*	128
(3.4) Human relations	.006**	126
(6.1) Strategic Planning	.020*	127
(6.4) Communications	.017*	127

* $p < .05$. ** $p < .01$.

Pearson correlation. Further analyses were conducted as described by Weinberg & Abramowitz (2008), to measure the strength and direction between a dichotomous variable (organizational role) and a continuous interval level variable (perceived competency). A special case of the Pearson Correlation known as point-biserial analysis was selected. Within SPSS v. 17.0, Pearson's r value is calculated as an estimate of the point-biserial correlation.

Table 7*Organizational Role and Perceived Competency (Point Bi-serial)*

Statistically significant skill dimensions	Asympt. sig. (2-tailed)	r
(1.1) Organization and Administration	.010	.226**
(2.2) Budgeting and Financial Planning	.049	.173*
(3.2) Professional Development	.047	.176*
(3.4) Human relations	.006	.244**
(6.1) Strategic Planning	.020	.205*
(6.4) Communications	.017	.209*

* $p < .05$. ** $p < .01$.

The skill dimensions displayed in Table 7 were found to have a statistically significant correlation in the perceived competency scores between the individual CSO responses and the SBO responses. The Pearson Correlation (point-biserial) is noted for each skill dimension where each is positive and weak to slightly moderate, as well as the corresponding level of statistical significance noted.

Non-parametric analysis. However, to analyze the pattern of responses of the aggregated groups, chi-square analyses were conducted. The skill dimensions displayed in Table 8 were found to have a statistically significant difference in the perceived competency score between the CSO response and the SBO response.

Table 8

Organizational Role and Perceived Competency (Chi-square)

Statistically significant skill dimensions	Asympt. sig. (2-tailed), $p < .05$	df
(2.1) Principles of School Finance	.040*	2
(2.4) Cash Management, Investments, and Debt Management	.028*	2
(3.4) Human Relations	.028*	4
(4.1) Planning and Construction	.030*	4
(4.2) Maintenance and Operations	.022*	4
(6.1) Strategic Planning	.043*	4

* $p < .05$.

Cross tabulation. The cross-tabulation summary for those skill dimensions displaying statistical significance in perceptions of competency based on organizational role of the respondent gives additional perspective on the distribution of individual responses (see Table 9).

For the Skill dimension (2.1) Principles of School Finance, 7.4% of the CSOs rated the perceived competency as level three, whereas none of the SBOs concurred with that rating.

Table 9*Cross Tabulation of Organizational Role and Perceived Competency*

Statistically significant skill dimensions	Organizational role	% of responses at each competency level				
		1	2	3	4	5
(2.1) Principles of School Finance	CSO	--	--	7.4	11.1	81.5
	SBO	--	--	--	17.1	82.9
(2.4) Cash Management, Investments, and Debt Management	CSO	--	--	9.5	18.5	72.2
	SBO	--	--	3.9	29.5	56.6
(3.4) Human Relations	CSO	1.9	7.4	18.5	37.0	35.2
	SBO	--	1.4	5.4	47.3	45.9
(4.1) Planning and Construction	CSO	3.7	5.6	9.3	35.2	46.3
	SBO	--	--	20	44	36.0
(4.2) Maintenance and Operations	CSO	1.9	11.1	7.4	35.2	44.4
	SBO	--	--	12.2	47.3	40.5
(6.1) Strategic Planning	CSO	5.7	5.7	18.9	49.1	20.8
	SBO	--	1.3	22.7	38.7	37.3
(7) Risk Management	CSO	--	--	18.9	26.4	54.7
	SBO	--	--	8.0	42.7	49.3

Also, 92.6% of the CSOs rated competency in the four and five level, where 100% of SBOs rated their competency in the four and five level.

In the skill dimension (2.4) Cash Management, Investments, and Debt Management, more than twice as many CSOs rated competency at level three than SBOs, at 9.5% and 3.9% respectively. Also, 72.2% of the CSOs rated competency at the highest competency level (five), compared to only 56.6% of the SBO's ratings.

Skill Dimension (3.4) Human Relations had nearly 28% of the competency scores at or below level three from the CSO perspective as compared to 6.8 % from the SBO perspective.

Of all SBO's responses, 100% scored their competency at least at the level three or greater in the skill dimension of (4.1) Planning and Construction, whereas 18.6% of the CSO responses rated SBO competency at the level three and below. Similarly, (4.2) Maintenance and Operations had 20.4% of SBO competency as reported by the CSOs at or below level 3 whereas only 12% of the SBOs self assessed at the level three rating.

In the skill dimension (6.1) Strategic Planning, 37.3% of the SBO responses scored their competency at the level five, whereas 20.8% of the CSOs responded at the same score. Total responses at the level three and below from CSOs and SBOs are 30.3% and 24.0% respectively; where score levels of one and two contained 11.4% of the CSO responses as compared to 1.3% of SBOs at the level two. CSOs and SBOs responded that all SBOs had perceived competency at least at level three for Risk Management, but there was a 10.9% difference in their responses related to those that performed exactly at level three.

Research Question 2: Eligibility Category

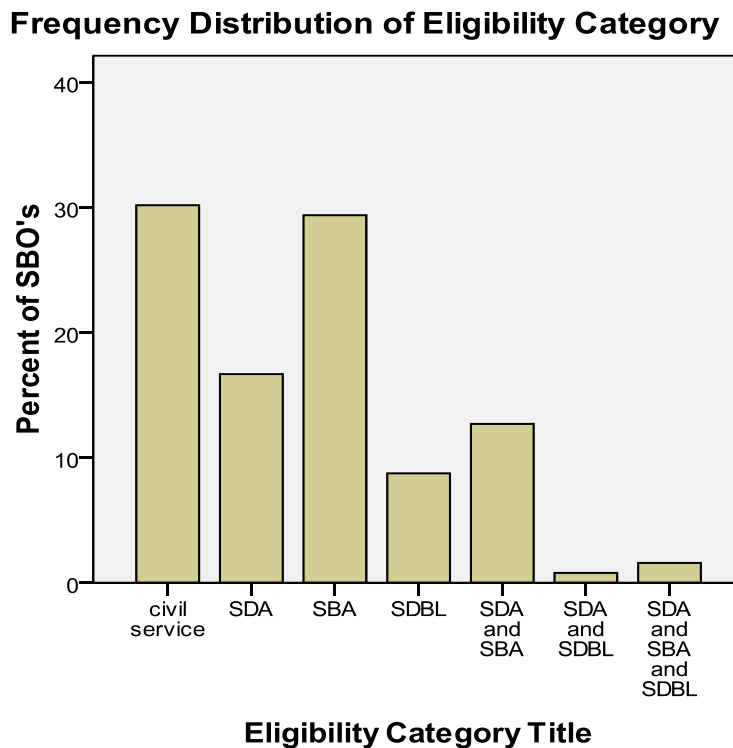
Is there a difference in perceived competency based on the eligibility category of the School Business Official?

Descriptive statistics. Using the responses collected in the demographic item five, "What is the eligibility category of the SBO to hold the current position?" the frequency distribution of responses is provided below in Table 10 and Figure 1.

From 126 responses, the respondents selected the eligibility category of the SBO being assessed where 39 (31.8%) were civil service qualified, 40 (31.7%) held a NYS School District Administrator (SDA) certificate, 56 (44.4%) held a NYS School Business Administrator (SBA) certificate, and 14 (11.1%) held a NYS School District Business Leader (SDBL) certificate.

Table 10*Frequency Distribution of Eligibility Category of SBO*

	Frequency of all respondents	Valid percent of all respondents
Civil service	38	30.2
NYS SDA	21	16.7
NYS SBA	37	29.4
NYS SDBL	11	8.7
NYS SDA and SBA	16	12.7
NYS SDA and SDBL	1	.8
NYS SDA and SBA and SDBL	2	1.6
Total	126	100.0

Figure 1. Frequency Distribution of Eligibility Category of SBO

Of all respondents, approximately one-third were prepared via civil service pathways and the remaining two-thirds via higher education preparation programs leading to an administrative certificate from the NYS Education Department (NYSED). From the approximately two-thirds holding NYS certificates, 38.2% hold NYS certificates specifically designed for school business leadership (SBA/SDBL).

The dichotomous variable (Civil Service, NYS Certification) was derived by combining all NYS certification titles (SDA, SBA, SDBL) into one NYS Certification variable and was then used in the statistical analyses.

Parametric analysis. An independent samples *t*-test was conducted to compare the mean responses of perceived competency from those respondents that self-identified their eligibility category as either Civil Service or NYS Certified. Those skill dimensions that yielded a statistically significant relationship between perceived competency based on each eligibility category are listed in Table 11.

As evidenced in Table 11, several skill dimensions from Standard 3: Human Resources had statistically significant relationships, as did those from Standard 6: Information Management, Standard 8: Ancillary: Transportation, and Standard 9: Ancillary: Food Service.

Non-parametric analysis. A non-normal distribution of the competency and eligibility categories responses was assumed based on the histogram analysis for each skill dimension. Therefore non-parametric analyses were used as advised by Weinberg & Abramowitz (2008). The chi-square analysis was selected because the dependent variable, perceived competency, is at least the ordinal level (p. 485). Results for statistically significant skill dimensions are presented in Table 12.

Table 11*Perceived Competency Based on Eligibility Category (Independent Samples t-test)*

Statistically significant skill dimensions	Asympt. Sig. (2-tailed)	df	<i>t</i>
Legal Issues	.031*	121	-2.180
Professional Development	.032*	119	-2.168
Labor Relations and Employment Agreements	.008**	120	-2.702
Human Relations	.010**	120	-2.627
Instructional Support and Program Evaluation	.009**	122	-2.650
Instructional Program Evaluation	.002**	122	-3.156
Transportation	.005**	122	-2.860
Food Service	.031*	122	-2.176

* $p < .05$. ** $p < .01$.**Table 12***Perceived Competency Based on Eligibility Category (Chi-square)*

Statistically significant skill dimensions	N	Chi-square	df	Asymp. Sig. (2-sided)
(3.3) Labor Relations and employment agreements	122	11.810	3	.008**
(6.3) Instructional Program Evaluation	123	13.906	4	.008**
(6.4) Communications	124	10.951	3	.012*
(8) Ancillary: Transportation	124	9.430	3	.024*
(9) Ancillary: Food Service	124	11.809	3	.008**

* $p < .05$. ** $p < .01$.

Similar to the results from the *t*-test of independent samples reported above, a skill dimension from Standard 3: Human Resources had a statistically significant difference in perceived competency, as did those from Standard 6: Information Management, Standard 8: Ancillary: Transportation, and Standard 9: Ancillary: Food Service.

Cross tabulation. A review of the cross tabulation of the statistically significant skill dimensions as determined in the chi-square analysis is provided in Table 13.

Table 13

Cross Tabulation of Eligibility Category and Perceived Competency

Statistically significant skill dimensions	Eligibility category	% of responses at each competency level				
		1	2	3	4	5
(3.3) Labor Relations and Employment Agreements	Civil Service	--	--	28.6	40.0	31.4
	NYS Cert	--	2.3	8.0	33.3	56.3
(6.3) Instructional Program Evaluation	Civil Service	29.7	21.6	32.4	13.5	2.7
	NYS Cert	5.8	23.3	40.7	23.3	7.0
(6.4) Communications	Civil Service	--	18.9	16.2	32.4	32.4
	NYS Cert	--	2.3	18.4	44.8	34.5
(8) Ancillary: Transportation	Civil Service	--	2.7	24.3	35.1	37.8
	NYS Cert	--	--	8.0	35.6	56.3
(9) Ancillary: Food Service	Civil Service	--	--	27.0	29.7	43.2
	NYS Cert	--	2.3	5.7	33.3	58.6

Within Standard 6: Information Management, skill dimension Instructional Program Evaluation, more than half (51.3%) of the civil service respondents rated perceived competency below level three, as compared to 29.1% of NYS certified respondents. Further, 30.3% of NYS SBOs had perceived competency ratings at level four or above, where civil service SBOs had 16.2% of respondents at level four or above. In the skill dimension (6.4) Communications, 35.1% of civil service respondents had competency ratings at level three or below as compared to 20.7% of the NYS certified SBOs perceived competency ratings.

Standard 8: Ancillary: Transportation and Standard 9: Ancillary: Food Service had generally similar distributions of higher competency responses, where 72.9% of civil service

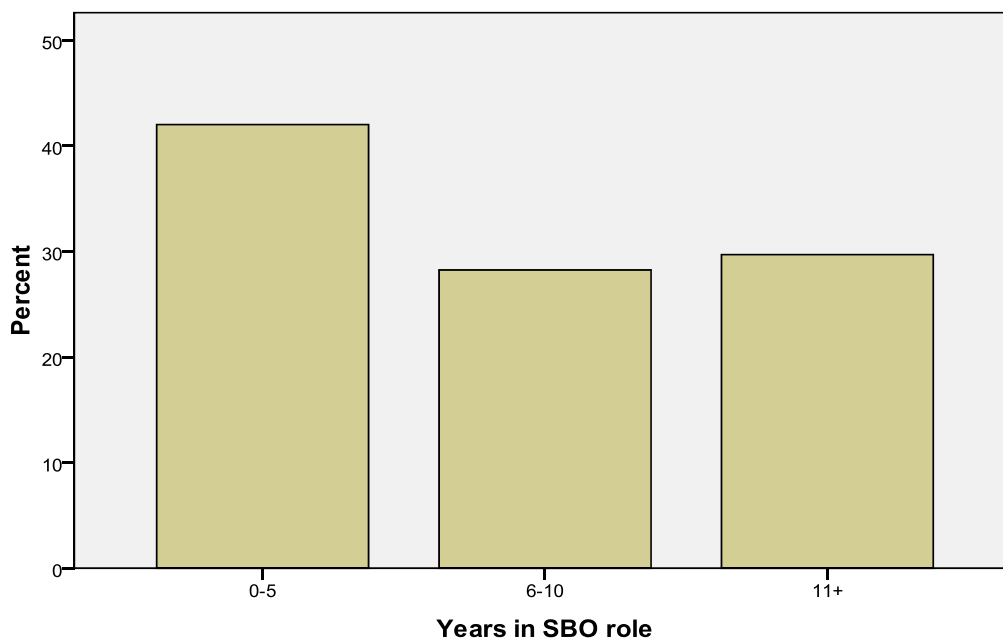
respondents rated competency at level four or above in both Ancillary: Transportation and Ancillary: Food Service, as compared with 91.9% of NYS certified respondents. For perceived competency ratings at level three or below, 27% of civil service qualified SBOs compared to 8% of NYS certified SBOs in Transportation and Food Service respectively.

Research Question 3: Experience

Is there a difference in perceived competency based on the experience of a School Business Official?

Descriptive statistics. Using the data collected in the demographic item two, “How many whole years have you been in that role?”, there were 138 valid responses. The majority (58) were early in their career as a SBO with 0-5 years of experience. The most veteran group of SBOs had more than 11 years of experience in the role, which comprised 29.7% (41) of the respondents. The middle level experience group was those with 6-10 years of experience in the position, which contained 28.3% (39) of respondents.

Figure 2. Frequency Distribution of SBO Experience Levels



Analysis of variance. Analyses of experience levels and perception of competency responses using a one-way ANOVA, (Haahr, 2010; Salkind, 2008) resulted in the findings represented in Table 14.

Table 14

One Way Analysis of Variance of Experience Levels and Perceived Competency

Statistically significant skill dimensions	df	F	Sig.
(3.1) Personnel and Benefits Administration	2	3.446	.035*
(8) Transportation	2	3.704	.027*
(9) Food Service	2	4.499	.013**

* $p < .05$. ** $p < .01$.

There were statistically significant differences in the perception of competency based on SBO experience in three skill dimensions: (3.1) Personnel and Benefits Administration and (8) Ancillary: Transportation (9) Ancillary: Food Service. From post-hoc analyses using Tukey's Honestly Significant Difference test and Scheffe's test, within the statistically significant skill dimensions found in the ANCOVA, a number of experience levels were found to have statistically significant differences as displayed in Table 15.

Table 15

Post-hoc Analysis of Experience Levels and Perceived Competency

Statistically significant skill dimensions	Tukey HSD	(I) Years in SBO role	(J) Years in SBO role	(I-J) Mean Difference	Sig.
(3.1) Personnel and Benefits Administration		11+	6-10	.447*	.026
(8) Transportation		11+	6-10	.405*	.042
(9) Food Service		11+	6-10	.482*	.015

* $p < .05$.

Within the Personnel and Benefits Administration skill dimension, the differences in perceived competency between those SBOs with 6-10 years of experience and those with more than 11 years of experience are statistically significant in the Tukey HSD tests, where $p < .026$. Also from the Tukey HSD test within the Transportation perceived competency ratings, there is a difference in the mean scores between the 6-10 and 11+ years of experience level with $p < .042$. Food Service demonstrated similar trends with a statistically significant difference between the ratings of 6-10 and 11+ years according to the Tukey HSD tests at $p < .015$.

Research Question 4: Experience and Eligibility

As experience increases, is there a difference in perceived competency between civil service qualified and New York State certificated SBOs?

Using the data collected in the demographic items 2, 5, and competency related items #7-15, the dichotomous independent variable eligibility category was assigned (Civil Service, New York State Certification= CERTTWO). The ordinal independent variable, years of experience, (0-5 years, 6-10 years, 11+ years = YRSSELF) was also assigned. The criterion variable was the perception of competency ratings of the SBO as determined by the respondents. The perceived competency rating was examined for several skill dimensions of the ASBO International Professional Standards.

Descriptive statistics. From 126 respondents, approximately one-third (38) were civil service eligible and two-thirds (88) were New York State certified SBOs.

Within the civil service group the majority of SBOs (17) were in the induction years (0-5 years experience), with the next highest number of SBOs (12) being the most experienced with more than 11 years experience. The middle level experience category of 6-10 years had nine civil service eligible SBOs. Similarly as shown in Table 16 from the NYS certified category, the

Table 16*Frequency Distribution of Eligibility Category and Experience Level +*

Eligibility category	Years in SBO role			Total
	0-5	6-10	11+	
Civil service	17	9	12	38
NYS certified	37	28	23	88
Total	54	37	35	126

majority of respondents (37) had the least amount of experience as an SBO with 0-5 years. The most experienced (11+ years experience) New York State certified group contained 23 SBOs where 6-10 years of experience had 28 respondents.

Using a linear regression model for each skill dimension area within the ASBOI standards, the strength of the model (r squared) was less than 15% in all skill dimensions. Therefore the strength for use to identify statistically significant relationships is not relevant in this analysis. However, based on the findings in question 2 and 3, we can use the *Analysis of co-variance* (ANCOVA) to provide clarification related to the confounding nature of each of the independent variable relationship with the dependant variable, perceived competency.

Analysis of co-variance. From Research Question 2 it was determined that the following skill dimensions demonstrated a statistically significant difference in perceived competency based on the eligibility category of the SBO; Labor Relations and Employment Agreements, Instructional Program Evaluation, Communications, Ancillary: Transportation, Ancillary: Food Service, Legal Issues, Professional Development, Instructional Support and Program Evaluation.

In order to isolate the impact of SBO experience on the perceived competency rating for

statistically significant skill dimensions, the influence of eligibility category was controlled.

Therefore, in the model design of the ANCOVA, eligibility category was designated as a co-variate and experience level was examined as a fixed factor.

Table 17

ANCOVA: Certification is Co-variate, Experience is Fixed Factor with Perceived Competency

Statistically significant skill dimensions <i>Overall Model is significant at $p < .01$ for each skill dimension</i>	R squared	Adjusted R squared	Sig.	df
(1.3) Legal Issues (<i>sig in T-test only</i>)	.970	.969	.000**	3
(3.2) Professional Development (<i>sig in T-test only</i>)	.951	.949	.000**	3
(3.3) Labor Relations and Employment Agreements (<i>sig in T-test and chi-square</i>)	.973	.972	.000**	3
(6.2) Instructional Support and Program Evaluation (<i>sig in T-test and chi-square</i>)	.904	.901	.000**	3
(6.3) Instructional Program Evaluation (<i>sig in T-test and chi-square</i>)	.887	.883	.000**	3
(8) Transportation (<i>sig in T-test and chi-square</i>)	.977	.976	.000**	3
(9) Food Service (<i>sig in T-test and chi-square</i>)	.975	.974	.000**	3

** $p < .01$.

With a strong relationship between the dependent and independent variables, as determined by R squared (at least 89%+) and adjusted R squared (at least 88%+), for each skill dimension the model is statistically significant (.000 for each). After the influence of the eligibility category was controlled, there was determined to be statistically significant differences in perceived competency based on experience in each of the skill dimensions identified in Table 17.

Similarly, in order to isolate the influence of eligibility category on perceived competency, the statistically significant differences in perceived competency based on

experience as identified in question 3 (Personnel and Benefits Administration, Transportation, and Food Service) were designated as co-variates in the ANCOVA analyses. Eligibility category was designated as a fixed factor and the results in Table 18 were obtained.

Table 18

ANCOVA: Experience is co-variate, Eligibility Category is Fixed Factor with Perceived Competency

Statistically significant skill dimensions	R squared	Adjusted R squared	Sig.	df
(3.1) Personnel and Benefits Administration	.971	.970	.000**	2
(8) Ancillary: Transportation	.976	.975	.000**	2
(9) Ancillary: Food Service	.973	.973	.000**	2

** $p < .01$.

As demonstrated in Table 18, with the influence of experience controlled, there is a statistically significant relationship between eligibility category and perception of competency rating in each of the skill dimensions: Personnel and Benefits Administration, Transportation, Food Service. The findings from the ANCOVA in both Table 17 and Table 18 provides further evidence that the statistically significant differences determined in research questions 2 and 3 are uniquely attributable to the respective variables.

Cross tabulation. A review of the cross-tabulations in Table 19 for Personnel and Benefits Administration, Table 20 for Ancillary: Food Service, and Table 21 for Ancillary: Transportation provide additional findings regarding the patterns of response of the participants.

Within Personnel and Benefits Administration, considering level four and five perceived competency ratings, of the total 122 respondents in this skill dimension, 35 (28.7%) respondents were reported as civil service eligible and 87 (71.3%) were reported as NYS certified. Within those distributions, of the SBOs rated at competency level four and five from the civil service category, 40% (14/35) had 0-5 years of experience, 14.3% (5/35) had 6-10 years of experience,

Table 19*Cross Tabulation of Eligibility Category, Experience Level, and Perceived Competency*

Years in SBO role		Personnel and Benefits Administration perceived competency level				Total
		2	3	4	5	
Eligibility Category: Civil Service						
0-5	Count	1	1	5	9	16
	% within Years in SBO role	6.3%	6.3%	31.3%	56.3%	100%
	% within Personnel & Benefits Administration	100%	25.0%	38.5%	52.9%	45.7%
	% of Total	2.9%	2.9%	14.3%	25.7%	45.7%
6-10	Count	--	3	3	2	8
	% within Years in SBO role	--	37.5%	37.5%	25.0%	100%
	% within Personnel & Benefits Administration	--	75.0%	23.1%	11.8%	22.9%
	% of Total	--	8.6%	8.6%	5.7%	22.9%
11+	Count	--	--	5	6	11
	% within Years in SBO role	--	--	45.5%	54.5%	100%
	% within Personnel & Benefits Administration	--	--	38.5%	35.3%	31.4%
	% of Total	--	--	14.3%	17.1%	31.4%
Eligibility Category: NYS Certified						
0-5	Count	1	4	11	20	36
	% within Years in SBO role	2.8%	11.1%	30.6%	55.6%	100%
	% within Personnel & Benefits Administration	50.0%	50.0%	35.5%	43.5%	41.4%
	% of Total	1.1%	4.6%	12.6%	23.0%	41.4%
6-10	Count	1	4	12	11	28
	% within Years in SBO role	3.6%	14.3%	42.9%	39.3%	100%
	% within Personnel & Benefits Administration	50.0%	50.0%	38.7%	23.9%	32.2%
	% of Total	1.1%	4.6%	13.8%	12.6%	32.2%
11+	Count	--	--	8	15	23
	% within Years in SBO role	--	--	34.8%	65.2%	100%
	% within Personnel & Benefits Administration	--	--	25.8%	32.6%	26.4%
	% of Total	--	--	9.2%	17.2%	26.4%

Table 20

*Cross Tabulation of Eligibility Category, Experience Level, and Perceived Competency in Ancillary:
Food Service*

Years in SBO role		Ancillary: Food Service perceived competency level				Total
		2	3	4	5	
Eligibility Category: Civil Service						
0-5	Count	--	5	6	5	16
	% within Years in SBO role	--	31.3%	37.5%	31.3%	100.0%
	% within Food Service	--	50.0%	54.5%	31.3%	43.2%
	% of Total	--	13.5%	16.2%	13.5%	43.2%
6-10	Count	--	4	4	1	9
	% within Years in SBO role	--	44.4%	44.4%	11.1%	100.0%
	% within Food Service	--	40.0%	36.4%	6.3%	24.3%
	% of Total	--	10.8%	10.8%	2.7%	24.3%
11+	Count	--	1	1	10	12
	% within Years in SBO role	--	8.3%	8.3%	83.3%	100.0%
	% within Food Service	--	10.0%	9.1%	62.5%	32.4%
	% of Total	--	2.7%	2.7%	27.0%	32.4%
Eligibility Category: NYS Certified						
0-5	Count	1	2	13	20	36
	% within Years in SBO role	2.8%	5.6%	36.1%	55.6%	100.0%
	% within Food Service	50.0%	40.0%	44.8%	39.2%	41.4%
	% of Total	1.1%	2.3%	14.9%	23.0%	41.4%
6-10	Count	1	3	10	14	28
	% within Years in SBO role	3.6%	10.7%	35.7%	50.0%	100.0%
	% within Food Service	50.0%	60.0%	34.5%	27.5%	32.2%
	% of Total	1.1%	3.4%	11.5%	16.1%	32.2%
11+	Count	--	--	6	17	23
	% within Years in SBO role	--	--	26.1%	73.9%	100.0%
	% within Food Service	--	--	20.7%	33.3%	26.4%
	% of Total	--	--	6.9%	19.5%	26.4%

Table 21

Cross Tabulation of certification category, experience level, and perceived competency ratings in skill dimension Ancillary: Transportation

Years in SBO role		Ancillary: Transportation perceived competency level				Total
		2	3	4	5	
Eligibility Category: Civil Service						
0-5	Count	1	4	5	6	16
	% within Years in SBO role	6.3%	25.0%	31.3%	37.5%	100.0%
	% within Transportation	100.0%	44.4%	38.5%	42.9%	43.2%
	% of Total	2.7%	10.8%	13.5%	16.2%	43.2%
6-10	Count	--	4	4	1	9
	% within Years in SBO role	--	44.4%	44.4%	11.1%	100.0%
	% within Transportation	--	44.4%	30.8%	7.1%	24.3%
	% of Total	--	10.8%	10.8%	2.7%	24.3%
11+	Count	--	1	4	7	12
	% within Years in SBO role	--	8.3%	33.3%	58.3%	100.0%
	% within Transportation	--	11.1%	30.8%	50.0%	32.4%
	% of Total	--	2.7%	10.8%	18.9%	32.4%
Eligibility Category: NYS Certified						
0-5	Count	--	3	16	17	36
	% within Years in SBO role	--	8.3%	44.4%	47.2%	100.0%
	% within Transportation	--	42.9%	51.6%	34.7%	41.4%
	% of Total	--	3.4%	18.4%	19.5%	41.4%
6-10	Count	--	4	10	14	28
	% within Years in SBO role	--	14.3%	35.7%	50.0%	100.0%
	% within Transportation	--	57.1%	32.3%	28.6%	32.2%
	% of Total	--	4.6%	11.5%	16.1%	32.2%
11+	Count	--	--	5	18	23
	% within Years in SBO role	--	--	21.7%	78.3%	100.0%
	% within Transportation	--	--	16.1%	36.7%	26.4%
	% of Total	--	--	5.7%	20.7%	26.4%

and 31.4% (11/35) had 11+ years of experience. Of the SBOs rated at competency level four and five from the NYS certificated, 35.6% (31/87) had 0-5 years of experience, 26.4% (23/87) had 6-10 years of experience, and 26.4% (23/87) had more than 11+ years of experience. A review of the cross-tabulation for Ancillary: Food Service in Table 20 provides additional findings regarding the patterns of response.

Within standard 9: Ancillary: Food service, when considering level four and five perceived competency ratings, of the total respondents, 27 (21.7%) people were reported as civil service eligible and 80 (64.5%) were reported as NYS certified. Within those distributions, of the SBOs rated at competency level four and five from the civil service category, 40.7% (11/27) had 0-5 years of experience, 18.5% (5/27) had 6-10 years of experience, and 40.7% (11/27) had 11+ years of experience. Of the SBOs rated at competency level four and five from the NYS certificated, 41.3% (33/80) had 0-5 years of experience, 30% (24/80) had 6-10 years of experience, and 28.8% (23/80) had more than 11+ years of experience. A review of the cross-tabulation for Ancillary: Transportation in Table 21 provides additional findings regarding the patterns of responses.

Within Standard 8: Ancillary: Transportation, when considering level four and five competency ratings, of the total respondents, 27 (21.7%) respondents were reported as civil service eligible and 80 (64.5%) were reported as NYS certified. Within those distributions, of the SBOs rated at competency level four and five from the civil service category, 40.7% (11/27) had 0-5 years of experience, 18.5% (5/27) had 6-10 years of experience, and 40.7% (11/27) had 11+ years of experience. Of the SBOs rated at competency level four and five from the New York State certificated, 41.3% (33/80) had 0-5 years of experience, 30% (24/80) had 6-10 years of experience, and 28.8% (23/80) had more than 11+ years of experience.

Chapter 5: Conclusions and Recommendations

Conclusions

As a result of various analytical techniques, statistically significant findings emerged within the responses of the School Business Officials (SBOs) and Chief School Officers (CSOs) related to experience, eligibility category, and perceived competency of SBOs. Identifying these relationships assists the discussion about attributes that contribute to highly competent financial leadership in New York State's public school districts. Armed with this information, district administration can work to hone the skills of those charged with leading a public school district to do "more with less." These findings are summarized and interpreted, as well as recommendations for educational system leaders and future research provided in the discussion that follows.

Research Question 1: Perceptions by Role

Do Chief School Officers and School Business Officials have similar perceptions of the competency of School Business Officials?

Based on the findings of the point bi-serial correlation, there were several skill dimensions within the ASBO International professional standards in which the aggregated SBO group viewed their competency ratings similarly to the aggregated group of CSOs. The ASBO International skill dimensions where perceptions were similar:

- (1.1) Organization and Administration
- (2.2) Budgeting and Financial Planning
- (3.2) Professional Development
- (3.4) Human relations
- (6.1) Strategic Planning
- (6.4) Communications

Although these skill dimensions noted statistically significant positive relationships, the practical significance is minor, as the strength of each correlation is weak ($r=.173$) to slightly

moderate ($r=.244$).

A review of the non-parametric analysis chi-square, provided additional skill dimensions with statistically significant patterns of response:

- (2.1) Principles of School Finance
- (2.4) Cash Management, Investments, and Debt Management
- (4.1) Planning and Construction
- (4.2) Maintenance and Operations

Further investigation of the cross tabulations revealed that all skill dimensions had higher mean responses from SBOs than CSOs except in the following areas: Cash Management, Investments, and Debt Management, Supply and Fixed Asset Management, Real Estate Management, Instructional Program Evaluation. However, since none of these areas were statistically significant, practically and effectively the CSOs ratings were not higher than the SBOs self-assessment. These findings somewhat contrast with those of McGreevy (2006) where it was found that mean CSO ratings tended to be higher than mean SBO self-assessments in *all* of the 25 standards sub-skills.

Research Question 2: Eligibility Category

Is there a difference in perceived competency based on the eligibility category of the School Business Official?

Table 22 demonstrates that both parametric and non-parametric analysis determined that, based on the ratings of all respondents, there is a statistically significant difference in the competency ratings of the SBOs based on the eligibility category of the SBO in multiple skill dimensions. However, in the skill dimension Communications, the comparison of the means of the aggregated groups in the independent samples *t*-test did not detect the statistically significant relationship that was identified by inspecting the patterns of response in the chi-square analysis.

Table 22

Comparison of Parametric and Non-parametric Analysis of Eligibility Category and Perceived Competency of the SBO

Statistically significant skill dimensions	independent	
	<i>t</i> -test	chi-square
Legal Issues	yes	no
Professional Development	yes	no
Labor Relations and Employment Agreements	yes	yes
Human relations	yes	yes
Instructional Support and Program Evaluation	yes	yes
Instructional Program Evaluation	yes	yes
Communications	no	yes
Transportation	yes	yes
Food Service	yes	yes

Review of the cross-tabulations (see Table 13) provides a more detailed picture of any patterns of response within the statistically significant skill dimensions. Overall, without exception, the NYS certified SBOs had a greater number of respondents rating competency at the level four and five than did the civil service eligible SBOs. Based on the certification requirements for each preparation path (New York State [NYS] Regulations of the Commissioner of Education, 2009), this finding suggests that a perception of greater competency exists where SBOs have experienced graduate level coursework in educational administration and professional internship.

More specifically, within the individual standards and skill dimensions, Instructional Support Program Evaluation and Instructional Program Evaluation contain areas for discussion. More than twice as many respondents in the perceived competency levels one and two were from the civil service eligibility category than from the NYS certified category, with 37.8% and 51.3% respectively, as compared to 17.2% and 29.1%. In this same skill dimension, 30.3% of NYS

certified SBOs had perceived competency ratings at level four or above, where civil service SBOs had 16.2% of respondents at level four or above.

These findings support the certification policy work in New York State. It is more likely that a program of graduate educational administration study and public school district internship provides competency in instructional program and instructional program support evaluation than eclectic preparation in civil service. An examination of experience levels in the SBO position from research question 3 provides more insight into this discussion.

Standard 8: Ancillary: Transportation and Standard 9: Ancillary: Food Service had generally similar distributions of higher perceived competency responses. At perceived competency level four and five, 72.9% of civil service respondents were compared with 91.9% of certified respondents. For perceived competency ratings at level 3 or below, 27% of civil service qualified SBOs compared to just 8% of NYS certified SBOs in Ancillary: Transportation and Ancillary: Food service respectively. Although many skills inherent in the skill dimensions of Transportation and Food Service may be transferrable from other professions or preparation paths, the legislative mandates and bureaucracy of educational organizations in NYS are position specific. Therefore, it is suggested that a NYS certified SBO is more holistically prepared to demonstrate competency at level three or above in the Ancillary areas of Transportation and Food Service, than a civil service prepared counterpart. Because these skills may not be intuitive nor addressed in the preparation path of civil service as it is in the programs of NYS certificated administrators, it is critical that policy makers and potential employers consider means for educating and mentoring SBOs in the ASBO International skill dimensions (Transportation and Food Service).

Research Question 3: Experience

Is there a difference in perceived competency based on the experience of a School Business Official?

From exploring one way ANOVA analysis, Tukey HSD and Sheffe's post hoc tests, it can be determined that based on the mean scores of all respondents, there is evidence that supports a difference in the perceived competency of the SBO based on their level of and experience in the position. The select cases of Personnel and Benefits Administration, Ancillary: Transportation, and Ancillary: Food Service (see Table 15), the post-hoc examination reported differences in perceived competency between those SBOs with 6-10 years of experience and those with more than 11 years of experience as statistically significant. With these findings, it is suggested that the most competent SBOs in Personnel and Benefits Administration, Ancillary: Transportation, and Ancillary: Food Service are found among those with the most experience, specifically more than 11 years in this role. These finding should be explored further to determine the strength and direction of these relationships.

Research Question 4.

As experience increases, is there a difference in perceived competency between civil service qualified and NYS certificated SBOs?

As found in analyses of research questions two and three, a difference in perceptions of competency does exist based on experience and eligibility category in select skill dimensions of the ASBO International Professional Standards. Although causal relationships cannot be determined without additional investigation, the statistical analyses in Personnel and Benefits Administration, Ancillary: Food Service, and Ancillary: Transportation demonstrated that more NYS certified SBOs reported high levels (level four and five) of competency than did the civil service eligible when considering more years of experience.

Within Food Service, only 2.7% of the civil service qualified SBOs with 6-10 years of experience reported the highest level of competency as compared to 27% of the more veteran

group of 11+ years of experience. Ancillary: Transportation was similar with 2.7% and 18.9 % respectively reporting the highest level of competency. Within NYS certification the pattern was similar. For skill dimension Ancillary: Food service, 16.1% of SBOs with 6-10 years of experience and 19.5% of the veterans at 11+ years of experience were reported at highest levels of competency. Ancillary: Transportation had 16.1 % and 20.7 % respectively.

However, in the skill dimension Personnel and Benefits Administration, at high competency levels (four and five), far less SBOs were found with more than 11+ years of experience than those with 0-5 years in both the civil service and NYS certified categories. Also, when considering greater experience (more than 11 years), neither civil service nor NYS certified SBOs had competency ratings at the lower levels (level one, two, or three). Although statistical significance in the correlations was demonstrated, practical significance for isolating the key factors of SBO competency between experience and certification in the areas of Personnel and Benefits Administration are not likely from this investigation.

Overall from the Ancillary: Transportation and Food Service skill dimensions, the concentration of SBOs at the highest level of competency (level 5) and each eligibility category (civil service, NYS) varies more within 6-10 years of experience than 11+ years. Ancillary: Food responses from those with 6-10 years of experience had 2.7 % (civil service) and 16.1% (NYS certified); whereas 11+ years of experience had 27% (civil service) and 19.5% (NYS certified). Transportation responses from those with 6-10 years of experience also had 2.7 % (civil service), but 16.1% were NYS certified. Responses for Ancillary: Transportation with 11+ years of experience had 18.9% from civil service path and 20.7% from NYS certified. Although the trends appear to be opposite for the Food Service and Transportation skill dimensions in the 11+ years of experience levels, this investigation did not explore the direction nor the statistical

significance of the apparent direction of the relationships between eligibility categories. Overall, however, it can be described that with increase in experience there is a perception of greater competency of NYS certified than civil service SBOs in select skill dimensions. However after more than 11 years of experience in the position, the statistical and practical significant differences in perceived competency are generally minimal.

Recommendations for System Leaders

As the demand to “do more with less” is clearly articulated by taxpayers, it is critical for policy makers, legislators, and district leadership to consider research efforts in order to respond with greater efficiency and effectiveness. The increasing emphasis being placed on leadership and the validity of the ASBO International Performance Standards suggests that the SBO position be re-evaluated.

Policy development for School Business Official eligibility. Several skill dimensions from this investigation demonstrated statistically significant differences where NYS certificate holders were reported as having higher competency than those with civil service qualified SBOs. Although the results should be generalized cautiously, they do call into question the reasons for higher competency in the NYS certificated SBOs. It was indicated in some skill dimensions (Ancillary: Food Service, Ancillary: Transportation) that experience in the SBO position has an impact on the higher competency ratings, but other factors not considered in this study could be interacting. With this, it is prudent for policy makers to consider the indicators of success for the SBO position. The ASBO International Professional Standards should serve as the foundation for defining the legal requirements for the SBO position due to the considerable research and revision that has been completed to validate the indicators of success. Eligibility criteria in NYS need to include demonstration of knowledge in each of the Professional Standards areas as a

requirement for holding the SBO position.

Preparation programs. Preparation programs leading to the acquisition of the legal requirements for eligibility as a SBO need to strongly consider research findings. With the ASBO International Professional Standards validated and confirmed extensively, it behooves preparation programs to create standards-based models of instruction and assessment. This investigation demonstrates that there are skill dimensions where those at “induction” level of experience demonstrate low competency. The preparation paths of these candidates have not adequately strengthened SBO candidates to perform their responsibilities and thus have compromised an entire school district’s ability to do more with less.

Furthermore, as suggested by the ASBOI in creating the standards based self-assessment instruments, it behooves preparation programs to incorporate formal reflection and self-assessment into the activities and practices of the aspiring SBO. Using the ASBOI self-assessment and observer assessment instruments as the basis for reflection will support SBOs in identifying their strengths and weaknesses and therefore provide focus for prioritized coursework and internship experiences. With instructional and assessment opportunities to demonstrate adequate competency in each of the Professional Standards, SBO candidates will be well positioned for competitive appointments in NYS public school districts.

Recruitment. Previous research suggested the ASBO International Professional Standards are a widely endorsed set of competencies for indicating success in the position of SBO. As district leaders seek to recruit the best SBO, this investigation suggests that neither certification path nor experience are conclusive nor independent predictors of competency for the position of SBO, as measured with the ASBO International Professional Standards. Therefore district leaders should require evidence and expertise in each of the areas of the standards

regardless of the certification or preparation path described on a candidate resume.

Professional development. Several studies have indicated that the set of ASBO International Professional Standards are recommended areas of expertise for SBOs. Formative and summative standards-based assessment of SBO expertise will reveal areas of strength and weakness. Using instruments such as the ASBOI self-assessment and observer assessment will identify targeted areas that can be prioritized as key areas for focused professional development. This study demonstrates that skill dimensions Ancillary: Transportation and Ancillary: Food Service especially should have strong considerations for early intervention and professional development with less experienced SBOs. However, once 11+ experience have been reached, the differences in perceived competency between the two preparation paths have been generally minimized. Overall, regardless of preparation path or experience, targeting professional development in the areas of lower perceived competency will strengthen SBO performance as well as the financial leadership team

Recommendations for Future Research.

This investigation provided an opening for the discussion of the impact of certification and experience on SBO competency. Additional targeted research activities can enrich these findings as well as contribute to more extensive recommendations. The questionnaire in this study yielded additional demographic information that could be used to explore supplemental research questions shown in Table 23 as examples.

An additional random sample could be generated from the population of NYS public school districts excluding BOCES, special act and charter schools, and New York City, to identify Board of Education (BOE) Presidents for participation. By inviting them to complete the survey questionnaire in this study, additional quantitative comparisons could be made

Table 23*Supplemental Research Questions*

Variable Name	Research Questions	Item on Survey
Independent variable 4: Team Experience	Is there a relationship between perceived competency and the number of years the team of CSO and SBO have been in place?	Items #7-15 competency ratings Item# 4
Independent variable 2: NYS Certification	Is there a statistically significant difference in perceived competency of School Business Officials with (SBA/SDBL) and (SDA) certificates?	Items # 7-15 competency ratings Item# 5

regarding the perceptions of SBO competency from the perspective of each of the members of the district's financial leadership team: SBO, CSO, and BOE president. Comparisons to the literature cited in Chapter 2 can be made to establish a basis for recommendation of policy development and best practice.

In an alternative investigation, by modifying the methodology, one of the limitations of this study could be reversed. With the modification of the sample to include only matched pairs of SBO and CSO from the same districts, another correlational analysis could be conducted as well as a qualitative root cause analysis for differences in perceived competency ratings. The root cause analysis might also be in the format of a case study of small, medium and large districts where consideration of district fiscal health and student achievement indicators are also considered.

Furthermore, an extensive study could use the existing ASBOI self-assessment and observer assessment instruments to measure all 188 sub-skills in the Professional Standards. Measuring competency at the most specific indicator level will reduce the impact of some limitations described in chapter 1, including: generality of indicators, holistic scoring of skill

dimension, and lack of understanding of the indicators being measured. Many of the same statistical analyses used in this investigation would be applicable across the more extensive list of competency ratings of all 188 sub-skills.

Finally, designing a longitudinal study in 5, 10, and 15 years after the implementation of the NYS SDBL certification to examine the perceptions of competency, may be worthwhile in refining the certification requirements for the SBO. Empirical and anecdotal findings will inform policymakers about the needs of public school districts as well as the strengths of SBOs as a result of updated preparation programs and eligibility requirements.

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Appendix A: Survey Permission

Subject : dissertation survey instrument
Date : Tue, Nov 10, 2009 01:12 PM EST
From : ["Arlene H. Olkin" <Aolkin@asbointl.org>](mailto:Aolkin@asbointl.org)
To : [Nicole Eschler <eschln@sage.edu>](mailto:eschln@sage.edu)

CC : Pam Weber <pweber@asbointl.org>

Hi Nicole,

Sorry for the delay in getting back to you, but I'm just digging out after the annual meeting.

Your survey instrument will be fine. Simply credit ASBO international in a full citation with the original on which it is based and refer readers to our website to access the original:
www.asbointl.org .

We would love to see the results of your research and perhaps share it in some fashion with our members. Please keep me informed of your progress.

I wish you the very best of luck on your dissertation!

Best regards,

Arlene

Arlene H. Olkin, Ph.D.
Director of Professional Development
Association of School Business Officials International
11401 North Shore Drive
Reston, VA 20190
Tel: 1.866.682.2729 x 7074
DD: 703.708.7074
Fax: 703.478.0205
aolkin@asbointl.org

Appendix B: Self Assessment Analysis Worksheet



The Association of School Business Officials International

Professional Assessment Analysis Sheet

Participant's Name: _____ Date: _____

Instructions:

1. Using your completed Self-Assessment, take the Skill Quotient calculated at the end of each Skill Dimension and copy it into the Skill Quotient column in the analysis chart below.
2. When you have collected Observer Assessments from all the colleagues to whom they were given, average their Skill Quotients along each Skill Dimension and enter the mean for each into the Observer Average column below.
3. Finally, for each Skill Dimension below, subtract the Observer Average from your own self-assessed Skill Quotient and enter the difference into the final column on the chart. Include any negative numbers which may occur.

Analysis:

1. Study the results. Differences of plus or minus several points may indicate areas to focus on for professional development.
2. Questions to consider:
 - In which skill dimensions do others see you performing better than you see yourself? In which ones do you see yourself performing better than your observers perceive you to be performing?
 - What do you wish to accomplish in resolving the differences between your assessment and that of your colleagues? What sort of timeline will you set for yourself in order to check the progress in your professional improvement?

Skill Set	Skill Dimension	Skill Quotient	Observer Average	Difference
The Educator	A. Organization and Administration			

	B. Public Policy and Intergovernmental Relations			
	C. Legal Issues			
Financial Resource Management	A. Principles of School Finance			
	B. Budgeting and Financial Planning			
	C. Accounting, Auditing, and Financial Reporting			
	D. Cash Management, Investments, and Debt Management			
	E. Technology for School Finance Operations			
Human Resource Management	A. Personnel and Benefits Administration			
	B. Professional Development			
	C. Labor Relations and Employment Agreements			
	D. Human Relations			
Facility Management	A. Planning and Construction			
	B. Maintenance and Operations			
Property Acquisition and Management	A. Purchasing			
	B. Supply and Fixed Asset Management			
	C. Real Estate Management			

Skill Set	Skill Dimension	Skill Quotient	Observer Average	Difference
Strategic Management	A. Strategic Planning			

	B. Instructional Support Program Evaluation			
	C. Instructional Program Evaluation			
	D. Communications			
	E. Management Information Systems			
Ancillary Services	A. Risk Management			
	B. Transportation			
	C. Food Service			

For assistance or additional information, visit the ASBO International Web site at www.asbointl.org/ProfessionalStandards, or contact our Professional Development staff at 866/ 682-2729, x7065, or by e-mail at pweber@asbointl.org.

ASBO International
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Appendix C: ASBO International Observer Assessment of Professional Standards

ASBO International Observer Assessment of Professional Standards – Educational Enterprise



The Association of School Business Officials International

Observer Assessment of Professional Standards

Participant's Name:

Observer's Name: _____ Date:

Purpose:

This Observer Assessment is to be distributed to professionals who can assess their colleague's practices because they are familiar with that person's job responsibilities and recent work. Once an observer has completed his or her assessment, this document is to be returned to the participant. The participant will then compare it to the Self-Assessment using the Skills Analysis Sheet (both available as separate documents).

You, the Observer, are helping your school business colleague form a realistic impression of his or her skill levels. They will accomplish this by comparing this Observer Assessment against the parallel Self-Assessment they perform.

This professional assessment process is intended for your colleague's personal use; as such, your ratings and comments should remain confidential between you and your colleague.

You are to give an honest appraisal of your colleague's current practices and on-the-job behavior as they relate to each skill dimension. After you have rated your colleague's job practices on the Observer Assessment charts, you will arrive at a total "Skill Quotient" for each skill dimension. Once your colleague collects your assessment and compares his or her self-assessed Skill Quotients with those from other observers, he or she will be able to form a clear picture of their skill levels and how those skills come across when working with others on the job.

Instructions:

The following skill set is composed of a general definition of the skills to be assessed, followed by two or more skill dimensions (A, B, C, etc.), and a series of specific statements on job behavior.

1. Read the definition for each skill set.
2. Reflect on your colleague's current behavior and practices as they relate to the skill area and its definition.
3. Read each behavioral statement within the skill dimensions and circle the number for each item as it best describes your colleague's behavior along the given scale. Be honest. Remember that this professional assessment is intended for your colleague's personal use and your responses should be kept private.
4. At the end of each chart, total the numbers you have circled, divide the total by the number of questions in that chart, and enter the total as the Skill Quotient for that particular skill dimension.
5. After completing all of the charts within the skill sets you have been asked to complete, return the full Observer Assessment to your colleague.

For assistance or additional information, visit the ASBO International website at www.asbointl.org,

or contact our Professional Development staff at 866/ 682-2729 ext. 7065 or by e-mail at pweber@asbointl.org.

ASBO International
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The Educational Enterprise

The public is giving more attention to the relationship between a school's sound business practices and the quality education of students. Legislative mandates, such as the "No Child Left Behind Act" in the United States, from all levels of government have drawn more scrutiny to the utilization of resources in schools. School business officials have been recognized as being central to the successful operation of the educational enterprise. School business practices permeate the entire school district. The local education enterprise often maintains the largest budget in the community. Therefore, due to the public's increased demand for accountability, transparency, and independence; the challenge to do more with less; and the needed expertise to manage the financial resources of the school, the school business official must endorse certain standards in organization and administration, public policy and intergovernmental relations, and the legal framework of our public school districts.

A. Organization and Administration

1 = Almost Never 2 = Rarely 3 = Occasionally 4 = Frequently 5 = Almost Always NA = Not Applicable

This school business official understands and demonstrates the ability to:

1.	Identify and apply various organizational leadership models.	1	2	3	4	5	na
2.	Identify techniques for motivating others, delegating authority, making decisions, processing information, planning, and allocating resources.	1	2	3	4	5	na
3.	Examine methods of assigning personnel and resources to accomplish specific goals and objectives, and utilizes scheduling techniques for the coordination of tasks to maximize personnel and resource utilization.	1	2	3	4	5	na
4.	Identify problems, secure relevant information, and recognize possible causes of conflict.	1	2	3	4	5	na
5.	Utilize questioning techniques, fact-finding, categorizing information, and retention of relevant data	1	2	3	4	5	na
6.	Apply concepts of change, group dynamics, interpersonal relationships, and effective problem solving.	1	2	3	4	5	na
7.	Delegate and assigns responsibilities to staff; collect, analyze, and evaluate information to generate contingency plans; and apply basic concepts of organizational development.	1	2	3	4	5	na
8.	Maintain a positive working relationship with all staff.	1	2	3	4	5	na
Add up the circled numbers, divide the sum by 8, and enter the result here:		Organization and Administration Skill Quotient: _____					

B. Public Policy and Intergovernmental Relations

1 = Almost Never 2 = Rarely 3 = Occasionally 4 = Frequently 5 = Almost Always NA = Not Applicable

This school business official understands and demonstrates the ability to:

1.	Develop and apply the policies and roles of all relevant education authorities and local and national governments.	1	2	3	4	5	na
2.	Identify the role of special interest groups (public and private) within a school district, and their ability to influence those who approve district policy.	1	2	3	4	5	na
3.	Analyze the political and legislative process as it relates to local board elections, municipal governments, state/provincial legislatures, and other governmental jurisdictions.	1	2	3	4	5	na
4.	Use the skills necessary to interpret and evaluate local school board policies and administrative procedures to ensure consistent application in the daily operation of the school district.	1	2	3	4	5	na
Add up the circled numbers, divide the sum by 4, and enter the result here:		Public Policy and Inter-Governmental Relations Skill Quotient _____					

C. Legal Issues

1 = Almost Never 2 = Rarely 3 = Occasionally 4 = Frequently 5 = Almost Always NA = Not Applicable

This school business official understands and demonstrates the ability to:

1.	Identify the local and national constitutional rights that apply to individuals within the public and private education system.	1	2	3	4	5	na
2.	Review and analyze appropriate statutory and constitutional authority regarding the administration of public and private schools.	1	2	3	4	5	na
3.	Review and analyze significant statutory and case law relative to financial resource management, human resource management, facility management, property management acquisition, information management (including freedom of information and protection of privacy), and management of ancillary services	1	2	3	4	5	na
4.	Apply the highest values and ethical standards as they relate to the entire profession of school business administration.	1	2	3	4	5	na
5.	Protect all stakeholders' interests with respect to responsibility and financial integrity.	1	2	3	4	5	na
Add up the circled numbers, divide the sum by 5, and enter the result here:		Legal Issues Skill Quotient: _____					

Appendix D: IRB Approval Letter

Subject IRB Approval 09 10 068

:

Date : Tue, Jan 12, 2010 09:02 PM EST

From : [Institutional Review Board Email <sageirb@sage.edu>](mailto:sageirb@sage.edu)

To : sageirb@sage.edu, eschln@sage.edu, buttej@sage.edu

Your IRB project has been approved. You may begin now. A letter will follow.

You must complete the study following the procedures that have been approved. Any changes in procedures must be approved by the IRB in writing before you carry them out.

Be sure you follow all procedures required at the completion of the project. Notify the IRB if you discontinue the project. Notify the IRB if any human subject issues arise during the study. If the letter of approval indicates that you must file a final report or an annual report, please do so following our instructions in our document: How to Apply for a Project Review. The form for those reports is on our website.

Good Luck

Appendix E: Participant Survey

Chief School Business Officials

Welcome Superintendents and School Business Officials !

This survey will ask you to holistically assess the competency of your Chief School Business Officials (or self-assess) in the skill dimensions of the 7 professional standards of the Association of School Business Officials International (ASBOI).

Please recall that your responses are anonymous and cannot be linked to you in any way. At the end of the survey, you will have an opportunity to connect to a second survey where you may enter the participant drawing by including your name and address.

Visit <http://www.asbointl.org> for more details regarding the ASBO standards and sub-standards.

Questions regarding this survey should be directed to:

Nicole Eschler - Student Researcher

eschln@sage.edu

518-774-4717

OR

Dr. James Butterworth - Faculty Researcher

buttej@sage.edu

Demographics

Please tell us a bit about who you are:

What is your current role?

☐ Superintendent of Schools

☐ Chief School Business Official

How many whole years have you been in that role?

☐ 0-5

☐ 6-10

☐ 11+

Demographics

Please tell us a bit about your current district:

How many whole years has the Chief School Business Official been in that role in your current district:

☐ 0

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ 6

☐ 7

☐ 8

☐ 9

☐ 10

☐ 11+

Chief School Business Officials

How many whole years has the current team of Chief School Business Official and Superintendent been in place in your district?

☐ 0

☐ 4

☐ 8

☐ 1

☐ 5

☐ 9

☐ 2

☐ 6

☐ 10

☐ 3

☐ 7

☐ 11+

What is the eligibility category of the Chief School Business Official to hold the current position?

☐ Civil Service qualified "school business manager"

☐ New York State Certification: School Business Administrator

☐ New York State Certification: School District Administrator

☐ New York State Certification: School District Business Leader

Other (please specify)

What is the official title of the current Chief School Business Official in your district?

☐ Business Manager

☐ Assistant Superintendent for Business

☐ Superintendent

☐ Deputy Superintendent for Business

Other (please specify)

Assessment - Education

For each skill dimension, please holistically assess (or self-assess) the overall competency of the Chief School Business Official during the 2008-2009 year.

Visit <http://www.asbointl.org> for more details regarding the standards and sub-standards.

Chief School Business Officials

The Educational Enterprise

Due to the public's increased demand for accountability, transparency, and independence; the challenge to do more with less; and the needed expertise to manage the financial resources of the school, the school business official must endorse certain standards in organization and administration, public policy and intergovernmental relations, and the legal framework of our public school districts.

Describe how often the Chief School Business Official (or self) understands and demonstrates competency in the skill-dimensions defined below.

	almost never	rarely	occasionally	frequently	almost always
1. Organization and Administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Public Policy and Intergovernmental Relations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Legal Issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Assessment - Finance

For each skill dimension, please holistically assess (or self-assess) the overall competency of the Chief School Business Official during the 2008-2009 year.

Visit <http://www.asbointl.org> for more details regarding the standards and sub-standards.

Chief School Business Officials

Financial Resource Management

School business officials must be able to demonstrate, understand, and comprehend the principles associated with school finance, budgeting, financial planning, accounting, auditing, financial reporting, cash management, investments, debt management, and technology

Describe how often the Chief School Business Official (or self) understands and demonstrates competency in the skill-dimensions defined below.

	almost never	rarely	occasionally	frequently	almost always
1. Principles of School Finance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Budgeting and Financial Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Accounting, Auditing, and Financial Reporting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Cash Management, Investments, and Debt Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Technology for School Finance Operations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Assessment- Human Resources

For each skill dimension, please holistically assess (or self-assess) the overall competency of the Chief School Business Official during the 2008-2009 year.

Visit <http://www.asbointl.org> for more details regarding the standards and sub-standards.

Chief School Business Officials

Human Resource Management

In the education sector, the critical importance of human resource management is the administration and monitoring of personnel, benefits, professional development, labor relations, employment agreements, and the fostering of human relations. Human resource management, while involving many day-to-day practical considerations, also requires an understanding of both theory and practice, recognizing that theory often determines practice. School business officials cannot fulfill their human resource management role efficiently and effectively without being aware of relevant management concepts and theories as well as local and national rules and regulations.

Describe how often the Chief School Business Official (or self) understands and demonstrates competency in the skill-dimensions defined below.

	almost never	rarely	occasionally	frequently	almost always
1. Personnel and Benefits Administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Professional Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Labor Relations and Employment Agreements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Human Relations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Assessment - Facilities

For each skill dimension, please holistically assess (or self-assess) the overall competency of the Chief School Business Official during the 2008-2009 year.

Visit <http://www.asbointl.org> for more details regarding the standards and sub-standards.

Facilities Management

Expertise in areas such as physical plant, planning, accountability for capital resources, and administration of the substantial public investment in schools are basic performance competencies for school business officials.

Describe how often the Chief School Business Official (or self) understands and demonstrates competency in the skill-dimensions defined below.

	almost never	rarely	occasionally	frequently	almost always
1. Planning and Construction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Maintenance and Operations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Assessment - Property

Chief School Business Officials

For each skill dimension, please holistically assess (or self-assess) the overall competency of the Chief School Business Official during the 2008-2009 year.

Visit <http://www.asbointl.org> for more details regarding the standards and sub-standards.

Property Acquisition and Management

Effective acquisition of property, materials, equipment, and services requires a systematic purchasing system, operated by established procedures, and managed by competent professionals. Acquiring the products and services needed for the educational enterprise is an integral part of the instructional program. Accountability in education begins with the procurement of school property and materials. Effective, efficient, and proper procurement of property, materials, equipment, and services supports accountability in education. School business officials coordinate the economic, the efficiency and cost-effectiveness of property acquisition and management according.

Describe how often the Chief School Business Official (or self) understands and demonstrates competency in the skill-dimensions defined below.

	almost never	rarely	occasionally	frequently	almost always
1. Purchasing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Supply and Fixed Asset Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Real Estate Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Assessment - Information

For each skill dimension, please holistically assess (or self-assess) the overall competency of the Chief School Business Official during the 2008-2009 year.

Visit <http://www.asbointl.org> for more details regarding the standards and sub-standards.

Chief School Business Officials

Information Management

In a technological environment where information flows to and from school organizations in gigabytes per second, the prerequisite competencies to direct, protect, analyze, and update this information has become a primary focus for school business officials. Ultimately, information management is more than simply overseeing technical data; it also involves the presentation and articulate communication of information to key decision-making individuals and groups in the school environment.

Describe how often the Chief School Business Official (or self) understands and demonstrates competency in the skill-dimensions defined below.

	almost never	rarely	occasionally	frequently	almost always
1. Strategic Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Instructional Support Program Evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Instructional Program Evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Communications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Management Information Systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Assessment - Ancillary

For each skill dimension, please holistically assess (or self-assess) the overall competency of the Chief School Business Official during the 2008-2009 year.

Visit <http://www.asbointl.org> for more details regarding the standards and sub-standards.

Risk Management

- to anticipate and limit those risks that may affect the activities of the school
- developing standards of benchmarking, best practices, and performance measurement.
- Financial standards such as claim statistics and cost-of-risk analysis
- strategies to contain costs of workers' compensation, litigation management, employee relations, loss control, and cost containment.

Describe how often the Chief School Business Official (or self) understands and demonstrates competency in the skill-dimensions defined below.

	almost never	rarely	occasionally	frequently	almost always
Risk Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Chief School Business Officials

Transportation

In addition to getting the students to and from school, educational visits are an additional responsibility. In the United States, it is one of the largest public mass transportation systems. With the volume of vehicles, passengers, and miles traveled, problems are inevitable.

Describe how often the Chief School Business Official (or self) understands and demonstrates competency in the skill-dimensions defined below.

	almost never	rarely	occasionally	frequently	almost always
Transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Food Service

Breakfast programs, lunch programs, and after-school meals/snacks are provided through contracted or provision of services. Funding of food services is nationally peculiar to the country and local governmental unit.

Describe how often the Chief School Business Official (or self) understands and demonstrates competency in the skill-dimensions defined below.

	almost never	rarely	occasionally	frequently	almost always
Food Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank You !

This concludes the survey. These responses will be analyzed for patterns and correlations across the aggregate of responses. To request a copy of the findings, please send email to the student researcher below OR link to the entry form below. Your contributions are appreciated!

*To be entered in the participant drawing for one of the 4 gift cards (\$35) for Barnes&Noble Bookstore, click on the link below (or copy and paste into your internet browser) to complete the independent entry form.

<http://www.surveymonkey.com/s/TX6NHBN>

Student researcher:
Nicole Eschler
(518)774-4717
eschln@sage.edu

Appendix F: Participant Drawing Survey

Participant Drawing

1. Default Section

*** 1. If you would like to be entered in the participant drawing to receive one of the 4 gift cards (\$35.00) for Barnes&Noble Bookstore, please include your contact information below.**

Name:
Company:
Address:
Address 2:
City/Town:
State:
ZIP/Postal Code:
Country:
Email Address:
Phone Number:

2. Indicate here if you would like to receive a summary copy of the final report of the study:

Leading in a time of scarce resources: Certification, experience, and competency of Chief School Business Officials

☐ YES

☐ NO

Appendix G: Scripts

Advance Notice of survey:

Dear School Business Official and Superintendent of Schools,

As a doctoral candidate in the Educational Leadership degree program at Sage Graduate School in Albany, NY, I am writing to invite you to participate in my anonymous research study to better understand the role of the School Business Official as a school leader in times of scarce resources. Your realistic, complete, and honest assessment is critical to the success of this investigation and will provide a great contribution to our field.

Participation:

To demonstrate my appreciation for your efforts and sacrifice of time, you will have the opportunity to voluntarily enter a drawing to receive one of four \$35.00 gift cards for Barnes & Noble bookstores.

You have been selected in a random sample to be invited to participate in this study. Your participation and responses are completely voluntary and will have no remuneration associated with the response to the items. Please follow the on-screen instructions to complete the 5 minute survey.

Thank you for your consideration,

Nicole Eschler

* Questions regarding this study and to request a report, please contact:
Nicole Eschler, Student Researcher. 518-774-4717 or eschln@sage.edu
Dr. James Butterworth, Doctoral Research Committee Chairperson, Sage College of Albany, (518) 292-8618 or buttej@sage.edu

Here is a link to the survey:

http://www.surveymonkey.com/s.aspx?sm=axqs40fkoPCbhT0dGa2fPg_3d_3d

This link is uniquely tied to this survey and your email address. Please do not forward this message.

Please note: If you do not wish to receive further emails from us, please click the link below, and you will be automatically removed from our mailing list. http://www.surveymonkey.com/optout.aspx?sm=axqs40fkoPCbhT0dGa2fPg_3d_3d

Invitation to participate:

To: [Email]

From: eschln@sage.edu

Subject: Sage Ed.D research - School Business Officials

Body: Dear School Business Official and Superintendent of Schools,

As a doctoral candidate in the Educational Leadership degree program at Sage Graduate School in Albany, NY, I am writing to invite you to participate in my anonymous research study to better understand the role of the School Business Official as a school leader in times of scarce resources. Your realistic, complete, and honest assessment is critical to the success of this investigation and will provide a great contribution to our field.

Participation:

- To demonstrate my appreciation for your efforts and sacrifice of time, you will have the opportunity to voluntarily enter a drawing to receive one of four \$35.00 gift cards for Barnes & Noble bookstores.
- You have been selected in a random sample to be invited to participate in this study.
- Your participation and responses are completely voluntary and will have no remuneration associated with the response to the items.
- Linked to this email, you will find a 5 minute electronic anonymous survey. Please follow the on-screen instructions to complete the 5 minute survey.

Thank you for your consideration,
Nicole Eschler

*** Questions regarding this study and to request a report, please contact:**

Nicole Eschler, Student Researcher. 518-774-4717 or eschln@sage.edu

Dr. James Butterworth, Doctoral Research Committee Chairperson, Sage College of Albany, (518) 292-8618 or buttej@sage.edu

To: [Email]
From: eschln@sage.edu
Subject: Reminder: Final Chance to participate
Body: Dear School Business Officials and Superintendents,

Last week you received a reminder to participate in a 3-5 minute survey related to my doctoral research about the role of School Business Officials in district leadership. Survey Monkey has not yet received your completed survey and the SURVEY WILL CLOSE on Monday, February 22 @ 10:00 pm.

Please recall that all participants have the opportunity to enter the drawing for one of the four Barnes and Noble gift cards (\$35).
Your responses are really appreciated and critical to the success of this study!
<http://www.surveymonkey.com/s.aspx>

Thanks for your participation!
Nicole Eschler
518-774-4717

Reminder 2:

To: [Email]
From: eschln@sage.edu
Subject: Re: Extended Deadline for survey reminder
Body: Dear School Business Officials and Superintendents,

DUE TO THE VACATION WEEK FOR MANY, DEADLINE HAS BEEN EXTENDED TO WEDNESDAY 2/24/10 @ 10:00 PM. You have GREAT odds for winning a gift card in the participant drawing!

Last week you received a reminder to participate in a 3-5 minute survey related to my doctoral research about the role of School Business Officials in district leadership. Survey Monkey has not yet received your completed survey and the SURVEY WILL CLOSE on Monday, February 22 @ 10:00 pm.

Please recall that all participants have the opportunity to enter the drawing for one of the four Barnes and Noble gift cards (\$35).
Your responses are really appreciated and critical to the success of this study!
Thanks for your participation!
Nicole Eschler
518-774-4717
neschler@wsweboces.org