**FINANCE OFFICER TRAINING CRITERIA**

**KENTUCKY DEPARTMENT OF EDUCATION**

**DIVISION OF DISTRICT SUPPORT**

**REVISED 4-26-15**

# FOREWORD

The following is an attempt to give guidance to districts, providers, and finance officers on the types of training that will be approved to meet the requirements of KRS 160.431.School finance officer—Continuing education. “(3) The school finance officer shall be required to complete forty-two (42) hours of continuing education every two (2) years from a provider approved by the Department of Education.” The requirement of forty-two hours of training every two years brings the finance officer into the same training mode as instructional leaders. The functions of the finance officer are critical to the success of the school district in meeting its goals for student achievement.

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# FINANCE OFFICER DEFINED

The finance officer serves as the financial leader of the school district and is responsible, with the assistance of the superintendent, school councils, and other finance staff, for creating a sound financial climate that reflects the district needs and expectations. The finance officer must have an understanding of generally accepted financial practices and of the financial reporting and budget processes recommended by the Governmental Accounting Standards Board and required by the Kentucky Revised Statutes, Kentucky Administrative Regulations, and the Kentucky Department of Education.

# ROLE CATEGORY

Finance officers have primary financial reporting and budgeting responsibility for their districts. Effective skills include long-range thinking and integrating district needs with the demands of the community. Knowledge and skill in management strategies, school-based decision making, school law, school finance, professional growth and evaluation of personnel, and developing a shared vision are important to an effective finance officer. He/she must be proficient in all areas that impact the financial climate of the district. Stress and time management are appropriate skills for success in this important role.

# FINANCE OFFICER CERTIFICATION

In addition to the Kentucky Department of Education approving continuing education trainings that finance officers may count as training hours and confirming that the trainings meet the department’s standards and core competencies requirements, the department is responsible for implementing 702 KAR 3:320 **Finance officer certification requirements**. In accordance with 702 KAR 3:320, Kentucky public school finance officers hired after June 30, 2015, are required to obtain full certification through the department’s Finance Officer Certification Program. Although finance officers that meet the **grandfather status** requirements under 702 KAR 3:320 are not required to obtain full certification, they may elect to do so. All finance officers are required to maintain 42 hours of continuing education every two (2) fiscal years, with at least 12 hours by June 30 of each fiscal year from a provider approved by the department.

# STANDARDS FOR FINANCE OFFICERS

A finance officer is an employee who promotes the financial integrity of the district by:

**Standard 1**

Facilitating the development, articulation, implementation, and ownership of a

Financial plan/budget that is shared and supported by the school board, school councils, and the community, and approved by the Kentucky Department of Education.

**Standard 2**

Advocating, nurturing, and sustaining an environment conducive to professional growth.

**Standard 3**

Ensuring sound management of the financial resources of the district.

**Standard 4**

Collaborating with the superintendent, board, and school councils; responding to their inquiries and needs pertaining to financial reports and the budget.

**Standard 5**

Acting with integrity, fairness, and in an ethical manner.

**Standard 6**

Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

# CORE COMPETENCIES

**Evaluating Personnel**

Finance officers frequently have a financial staff to assist them in their role.

Knowledge pertaining to the process of personnel evaluation is critical. The purpose of evaluating personnel is to assess the effectiveness of performance and products; to promote the continuation of professional competence; to identify areas for professional growth and to assist in making personnel decisions. The evaluation process provides the finance officer the support to change behavior and practice. Employees should be allowed to participate in the development of their performance standards. This encourages open communication and also gives staff a sense of ownership.

**Financial Accounting**

Finance officers should be proficient in the district financial management system, including payroll, purchasing, budgeting, general ledger, and financial reporting.

## Evaluating Financial Data

Finance officers should ensure that financial strategies are aligned with district and state expectations. They should ensure that district budgets reflect decisions made about funding sources and that resources are directed by an assessment of need, a deliberate plan, and consideration of federal and state programs, all of which address student needs.

Finance officers should be able to analyze their district financial data and provide both timely and accurate reports to their respective board, councils, and the Kentucky Department of Education.

## Visioning

Belief in the district vision is a key element to its successful fulfillment. The finance officer should feel he/she is a stakeholder in the vision and should communicate this vision among his/her staff giving them a sense of ownership. The vision must reinforce the values and beliefs of the district. Involvement in the creation of the vision provides individuals with the opportunity to create their personal visions that support the district vision.

## Communications

Finance officers should possess effective communication skills. He/she must be able to interpret financial data and use the data to identify financial weaknesses and strengths and articulate this information to the board, school councils, and the community. The finance officer must also communicate the vision, mission, and goals of the district to his/her staff.

## Expanding Learning

Professional development for the finance officer is essential. Programs selected should be on going and designed to support the district improvement plan. Growth needs for the professional development must be properly identified. All improvement plans should be aligned with the district beliefs, missions, goals and desired results for organizational effectiveness.

# TRAINING PROGRAM REQUIREMENTS

**Program will:**

1. Focus on the core competencies in financial and leadership areas.
2. Contribute to financial and leadership development.
3. Support and link to district plans and goals for financial and individual growth.
4. Meet identified standards for approval.
5. Adhere to research-based principles of adult learning.
6. Reflect current thinking and generally accepted accounting practices.
7. Provide for active engagement of participants.
8. Extend participants learning, financial, and leadership skills.

**Providers must:**

1. structure a training program designed to improve and maintain the quality and effectiveness of the financial operations in the public school districts of the Commonwealth;
2. ensure that training is intensive and designed specifically for finance officers;
3. have an established organizational structure or be an affiliate of such;
4. develop and submit programs to KDE for approval at least thirty (30) days prior to conducting the program;
5. maintain the required records:
	1. evaluate every session;
	2. track attendance; and
	3. award certificates that provide name of session, approval number, hours of credit awarded, and sponsor of the training;
6. use qualified trainers;
7. conduct training as approved;
8. identify the following in all program promotional literature:
	1. the two (2) year cycle for which training approval is granted;
	2. the core competency area(s) for which training is approved;
	3. the targeted stage of professional development of the training; and
	4. the approval number assigned by the Department of Education.

# PROVIDER PROPOSAL FORM WEB-BASED

The Finance Officer Training Provider Proposal Form web-based form is located at:

<https://www.surveymonkey.com/r/?sm=YN3YMcbmQIElMt38LZ6FHUQM8WJGmhIdhYO%2fvzIHLkU%3d>

The web-based proposal form is available for districts and other training providers and will allow providers the convenience of submitting electronically a training proposal request for the approval of a training agenda and/or program to be counted as finance officer training hours.

The deadline date to submit the web based proposal form to the Kentucky Department of Education, Division of District Support is **at least thirty (30) days prior to the first scheduled program** in order to be eligible for approval. The department cannot guarantee proposals submitted after this time will be reviewed for approval. Proposals submitted to department **after the training session has occurred will not be considered** for approval.

Additional helpful finance officer training information and materials are available at the following Finance Officer Training webpage:

[http://education.ky.gov/districts/FinRept/Pages/Finance-Officer-Training.aspx](https://education.ky.gov/districts/FinRept/Pages/Finance-Officer-Training.aspx)

# FINANCE OFFICER TRAINING SCORING RUBRIC

The purpose of this rubric is to serve as a measurement tool for both the program provider and the KDE program evaluator. All programs submitted for approval will be judged using this rubric. Responses from 1, 2, & 5 are mandatory; failure to complete these areas will result in immediate denial of approval. Program approval is based upon the provider scoring a minimum 20 of 30 possible points.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** | **No program description.** | **Program description is unclear and does not identify audience.** | **Program description is satisfactory.** | **The program is clearly described to audience.** |
| **2** | **No identification of core competencies.** | **Competencies are listed but not included in the Finance Officer Core Competencies.** | **Competencies are identified and reflect Core** **Competencies**  | **Core competencies are fully identified and reflect one or more Finance Officer standards.** |
| **3** | The program is not aligned with identified standards. | The standards provided are not identified finance officer standards. | Standards are recognized by KDE as finance officer standards. | Finance Officer standards identified are nationally recognized. |
| **4** | No evidence of principles of adult learning theory in program delivery. | Little evidence of adult learning theory in delivery of program. | Principles of adult learning theory are evident. Program minimizes “sit-and-get” method. | Principles of adult learning theory are evident and program is very interactive with participants. |
| **5** | **No skills, knowledge or new learning is listed.** | **Skills, knowledge, new learning listed but no evidence of trainer expectation for participants.**  | **Skills, knowledge, new learning listed but no evidence of participant acquisition.** | **Evidence of the skills, knowledge, and/or new learning participants are expected to acquire is provided.** |
| **6** | No attempt to identify impact on practice or change in behavior from participant is expected from this training. | Minimum impact on practice or change in behavior from participant is expected from this training. | Moderate impact on practice or change is expected from participant due to this training. | Major changes in practice and/or changes in behavior are expected from participant as a result of attending this training. |
| **7** | No sample materials and/or activities provided. | Sample materials provided but do not typify quality, level, & scope of program. | Sample materials satisfy scope of program. | Samples of materials, which typify the quality, level, & scope of the program, are provided. |
| **8** | Trainer identified by name only. | Trainer’s name and job title provided. | Trainer’s vita is provided. | Trainer’s vita & evidence of conducting previous sessions are provided.  |
| **9** | No agenda is attached. | Agenda is not clear and no time lines are attached. | Agenda is clear in content and purpose. | Agenda is descriptive and supports core concepts. |
| **10** | No evidence of program assessment. | Program evaluation given but does not focus on new knowledge or how it will be used. | Program assessment focuses on outcomes but doesn’t require how they will be used. | Assessment of training outcomes focuses on participant’s gain of new knowledge and transfer of knowledge. |