CODESP NEWS

30TH ANNIVERSARY CELEBRATION CONTINUES

We will be continuing CODESP's celebration of our 30th anniversary with a training meeting at the Lodi USD district office. The presentations **November 6th** are scheduled as follows:

- **8:30 – 9:00:** Refreshments and Introductions by CODESP staff.
- **9:00 – 10:00:** San Joaquin County Office of Education staff will explain the Paraprofessional Training and Consortium Program designed to be in compliance with the NCLB Act. Topics that will be covered include Federal Legislation, Forming the Consortium, IA Assessment, and the Two Day Training Program.
- **10:15 – 11:15:** ED–JOIN staff will provide information on recruitment and selection services currently available as well as those planned for the near future.
- **11:30 – 12:30:** Dr. Howard Fortson, Senior Consultant from CPS, will explain the legal issues related to the job analysis process and how this information is vital to test design.

DIRECTIONS: From Highway 99, take the Kettleman Lane exit in Lodi. At the signal at Beckman, turn left and drive north on Beckman. Turn right on Vine Street (the first street to your right). The building is at the end of Vine Street, and there is a little school bus parked in front.

Lodi Unified School District
1305 E. Vine Street
Lodi, CA
RSVP to marcodesp@aol.com

RECENT BILLS

CODESP Board of Director, Pat Heineke, has provided us a report on the status of current bills in California that affect school districts.

AB 227, which deals with worker's compensation, was chaptered recently. Pertinent to school districts is the repeal of the existing provision of vocational rehabilitation to injured employees, which has been replaced with a supplemental job displacement monetary benefit.

Also chaptered was AB 1038 which, among other things, prohibits a district from requiring that employees obtain advance permission to use personal necessity in the instances of a death of a member of their immediate family, or an accident involving a person or property of an employee, or an accident that involves a member of the employee's immediate family. This bill also sets forth rights of employees terminated, reassigned or transferred as the result of development or revision of a special education local plan.

One of the bills vetoed was AB 457, which would have allowed for a "golden handshake", assuming the district chose to participate, of two years service AND two years age.

Also, AB 1070 was chaptered, which reduces the time period from three to two years an employee must have served in a position to be reclassified following a study .

Finally, SB 253, which revises the definition of "confidential" employee, and AB 109 which makes it unlawful for a public school employer to provide substantially inaccurate or misleading information regarding its financial resources were chaptered.

How is the Internet Being Used to Assist in Employee Selection

This is a summary of an article by Lance Anderson and Bethany Bocketti from the October issue of the Assessment Council News.

Based on the claims of some software developers, one might think that the Internet can do everything from administer tests to make julienne fries. In reality, the Internet is a tool for providing and gathering information, and so it has potential for assisting organizations in selecting employees. While there have been many articles and presentations on the great potential of the Internet, there has been little discussion of how organizations are actually using the Internet to aid the selection of individuals. To address this issue, we conducted a small exploratory study to learn how each of the 50 states use (or doesn't use) the Internet to aid in selecting employees for state jobs. Our purpose was to determine how the Internet was being used, discuss the process of converting selection systems for use on the Internet, determine issues that these organizations faced, and hopefully identify some solutions for dealing with the issues.

We discovered that visitors to most of the states' websites could perform the following activities online:

- Review job announcements and other information
- Download or print applications
- Search for jobs

Fewer than half of the states provided a way for applicants to complete and submit an application online, and of those states that did this, fewer than ten of them used the computer to assist in processing the data provided on the application. Even fewer states provided a facility for gathering data on training, experience, or other information not requested on the application. Finally, fewer than five states allowed for applicants to register online for exams or to obtain feedback on their application. We discovered that the states' goals for providing additional online services were generally to attract more applicants, save applicants time, reduce staff burden, or respond to a statewide initiative to "do more with the Internet." Prior to implementation, the biggest concerns dealt with whether the conversion would be too costly, whether it would change the applicant pool in negative ways, or whether it would lead to loss of control over the selection process. Most states conducted their online implementation in phases, by focusing on certain jobs or certain services first.

States that offer online submission of applications generally reported:

- An increase in the number of applicants coinciding with the conversion to accepting applications online (especially in technically oriented applicants)
- That most applicants choose to apply online when given a choice
- Apparently no changes in subgroup application rates

One or two interviewees mentioned that a small number of applicants have difficulty with the online applications.

The states providing the most services via the Internet typically provide a facility for online self-assessment of minimum qualifications. Typically, in these states, applicants respond to a series of questions meant to determine whether they have the experience or training needed to minimally qualify for a job. If the responses to the questions

indicate that the individual is minimally qualified, then the applicant is automatically placed on a list with other "minimally qualified" applicants for consideration by the hiring manager. Positive outcomes included a reduction of the burden on the staff and shortening the length of time needed to refer candidates to potential hiring agencies. One negative outcome was the referral of a larger number of unqualified candidates.

It is likely that more states and other large organizations will begin using an online process of self-assessment of minimum qualifications. In response to this development, we need to be more careful than ever to ensure that the traditional advice regarding survey construction is heeded. For example, to discourage false positives, minimum qualification statements will need to be clear to employers, managers, and applicants. Each question regarding minimum qualification statements will need to refer to only one type of experience or educational preparation (i.e., no double-barreled questions). The questions will need to be concrete and behaviorally oriented so that responses are more easily verified. Finally, organizations will need to conduct ongoing random checks of the procedure to ensure that it is identifying individuals in a valid and fair manner.

WRIPAC

Western Regional Intergovernmental

Personnel Assessment Council

Garden Grove

Preconference Training: January 14

Conference: January 15 - 16

There will be a choice of three training workshops during the preconference training:

- *Internal Consulting,*

- *How to Hire Superstars* (interview training)

- *Item Writing* (includes techniques to choose the right items for your test). To register contact Christine Erb at cerb@ci.oceanside.ca.us.

There are no registration fees to attend the conference. Contact the Hyatt Regency in Garden Grove at (714) 750-1234. Visit www.wripac.com for more information.

CSPCA State Conference

January 16—18 Sacramento

http://www.smcoe.k12.ca.us/cspca/cspca.html

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CODESP TIPS FOR ORDERING A CUSTOMIZED INSTRUCTIONAL AIDE TEST

One Whole Test or Three Separate Tests?

Recently we have noticed many districts have been asking us to reformat their Instructional Aide tests into three separate tests (English-Language Arts, Mathematics, and the Ability to Assist in Instruction). In the March, 2003 Member Survey, out of 92 member districts, 40% reported they scored the three sections separately; and out of 82 member districts, 46% reported allowing candidates to only retest in the areas they fail. From the test orders we have been receiving in our office, we anticipate this number is in fact much larger now.

We ask that you carefully consider how you would like your test formatted BEFORE sending the test order to CODESP. When the CODESP staff must reformat a test, the procedure is equivalent to starting over, three times! We would love to deliver a product (or in this case, three products) to you that meets your needs the *first* time, so please take a moment to make this decision *before* you order your customized test from us.

Customized Instructional Aide Test continued:

Sample Test Questions

When ordering a customized Instructional Aide Test from the Sample Test, make sure to use the key (located behind the sample test) to indicate the Item Bank and Question Name (a 4 digit number or an F plus a 4 digit number), as this is how CODESP staff determines what test item you are referring to. For example, question one on the sample test should be specified as: Instructional Aide, Question 0478, NOT Sample Test, Question 1. Question 5 on the sample test should be specified as Instructional Aide, F0190, and so on. Doing this correctly the first time will save your district staff precious time.

NEW MEMBERS

Alpine Union SD
Bakersfield City ESD
Beardsley ESD
Bonsall Union SD
Brentwood Union SD
El Dorado Union HSD
Exeter Union ESD and HSD
Fairfax SD
Farmersville USD
Galt Joint HSD
Greenfield Union SD
Hollister ESD
Hueneme SD
Holtville Usd
Humbodlt COE
Live Oak USD
Merced City SD
Muroc Joint USD
North Sacramento SD
Pioneer Union ESD
Richland SD
Rocklin USD
Southern Kern USD
Thermalito Union SD
Tracy USD
Valley Center-Pauma USD
Westside Union SD
Woodlake Union ESD

MORE CODESP TRAINING

Clovis USD: November 13, 2003, 10:30 a.m. - 12 noon. *NCLB and the Instructional Aide Assessment* will be the topic of this presentation by CODESP staff.

Ventura COE: November 19, 2003, Tri-Counties Consortium. Executive Director Marianne Tonjes will provide a presentation on *CODESP Services/The Instructional Aide Assessment*.

San Luis Obispo COE: November 21, 2003, 2:00 p.m. - 4:00 p.m. *How to Develop Job-Related Tests.* CODESP staff will provide a "hands-on" workshop, The presentation will include discussions on legal requirements, job analysis, job description review, and selecting job-related test items. Attendees will participate in an exercise where they will "build" a test.

San Mateo COE: December 5, 10:00 - 12 noon. *Interviewing and Hiring Top Performers* This training, provided by Selection Analyst Lisa Grech, is for individuals with training and interview development responsibilities who are looking for tools to help their managers and supervisors interview and hire top performers. If you, or someone in your hiring system, has limited experience in developing, proctoring and/or conducting interviews, this training will help you and your district become more proficient in this important segment of the selection process.

Kern SOS: January 8, 2004, 8:30 a.m.—10:15 a.m. *How to Develop Job-Related Tests* will be repeated at this meeting in Bakersfield.

Walnut Valley Unified School District: January 23, 2004, 10:00 a.m. — 12 noon. *Interviewing and Hiring Top Performers* will be repeated at this meeting in Walnut.

More information is available at www.codesp.com under TRAINING

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