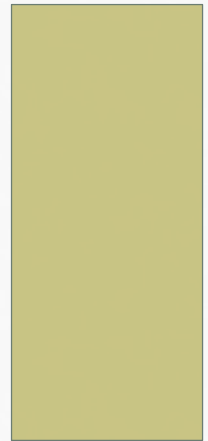
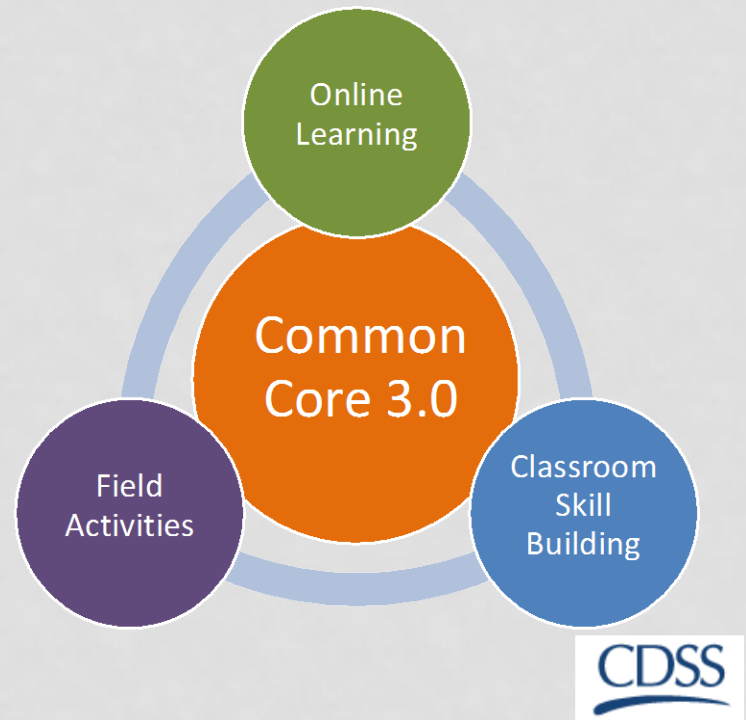


COMMON CORE 3.0 OVERVIEW

PRESENTED BY:
CENTRAL CALIFORNIA TRAINING ACADEMY



WELCOME!



INTRODUCTIONS

- Introductions
 - Name
 - Role / Title
 - Tribal Affiliation (if applicable)



WEBINAR OBJECTIVES

- Identify the state regulations for training of child welfare workers
- Identify the 5 practice areas in CC3.0 training and describe how they contribute to child welfare practice:
 - a) Engagement
 - b) Assessment
 - c) Service Planning
 - d) Monitoring and Adapting
 - e) Transitions
- Describe the training modalities (online, classroom, and field) and levels (100 and 200) used in CC3.0 and how the shift in modalities supports the transfer of learning process
- Identify the role of the CC3.0 field advisor

COMMON CORE FOR NEW CHILD WELFARE WORKERS IN CALIFORNIA

- BACKGROUND

- Developed as part of the first CFSR /PIP process
- The PIP included two key requirements for Common Core
 - Must be statewide standardized training for all new social workers
 - Must be evaluated to show that it is effective
- The first version of Common Core (version 1.0) launched in 2005.

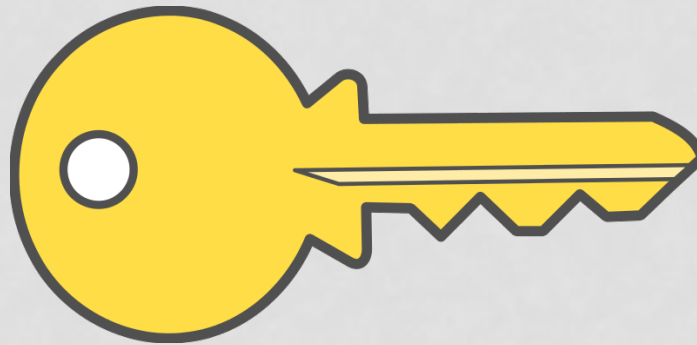


STATE REGULATIONS

- State regulations require that sections of the core be completed within 1 year of hire and the entire core be completed within 2 years of hire.
- Common core must satisfy the federal requirements as outlined in the CFSR and the Program Improvement Plans completed by California in 2004 and 2009
- WIC 16206 identifies the training topics and requirements for evaluation

CURRENT COMMON CORE

- Content is currently organized by key topic areas identified as priority topics for new social workers.
 - 6 topics with standardized content (learning objectives, trainer tips, training content, power point slides, etc.)
 - 14 topics standardized only to the learning objectives



TOPICS WITH STANDARDIZED CONTENT

- 1) Framework for Child Welfare Practice
- 2) Child and Youth Development
- 3) Critical Thinking and Assessment
- 4) Child Maltreatment Identification (1 and 2)
- 5) Family Engagement in Case Planning and Case Management
- 6) Permanency and Placement



TOPICS WITH STANDARDIZED LEARNING OBJECTIVES

- 1) ICWA
- 2) Intimate Partner Violence
- 3) Introduction to Social Worker Safety / Time Management / Stress Management
- 4) Supporting Educational Rights and Achievement
- 5) Health Care Needs
- 6) Court Procedures
- 7) Basic Interviewing
- 8) CWS Documentation for Use in the Legal System
- 9) MEPA
- 10) Substance Abuse
- 11) CWS/CMS
- 12) Values and Ethics
- 13) Mental Health
- 14) Child Welfare Practice in a Multicultural Environment

COMMON CORE 3.0

Why change
the current
core training
new social
workers
receive?



COMMON CORE 3.0

- Common Core 3.0 will:
 - Align training and curriculum to foster critical practice skills
 - Be consistent with the emerging statewide practice model
 - Emphasize evidence-based and promising practices
 - Train streamlined content organized by practice areas
 - Expand in-service training through field-based coaching and bridge knowledge and skills
 - Maximize use of available technology and diverse training modalities based on county resources and appropriateness of course content
 - Identify methods to support development of existing staff

COMMON CORE 3.0



CC3.0
Content

Legal
Requirements

RE-IMAGINING CORE TRAINING

- Focus on Practice Areas as a framework for the training
- Sequencing content to reinforce training after some time in the field
- Use of multiple training modalities



MODALITIES

- On-line knowledge based training
- Classroom based learning
- Field learning



ADULT LEARNING - WHAT WE KNOW

- Spaced learning
 - Shown to be a more effective way for people to learn, practice, and transfer what they have learned
- Blended Learning
- Coaching
- Skill Based-interactive in-person training
- Skill practice



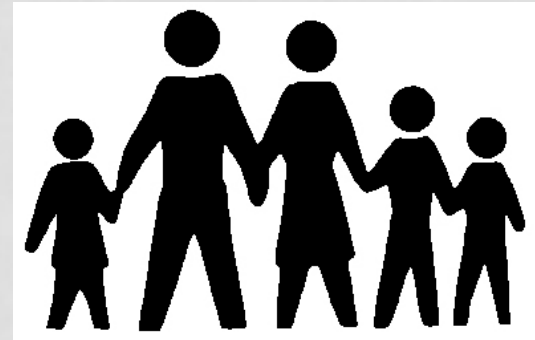
TRAINING BLOCKS

- Practice Areas
 - Foundation
 - Engagement
 - Assessment
 - Service Planning
 - Monitoring and Adapting
 - Transition



FOUNDATION

- eLearning:
 - Orientation to Common Core
 - Values and ethics
 - Legal procedures
 - Social worker safety
 - Federal and state laws
 - Intro to CWS Data
 - Time and stress management
 - Documentation practice and report writing
 - ICWA Introduction



FOUNDATION

- Classroom
 - Values and ethics in practice
 - Legal procedures and responsibilities
 - Teaming, collaboration, and transparency
 - Trauma-informed practice
 - Fairness and equity
 - ICWA and working with Native American families and tribes
 - Intro to CWS/CMS

FOUNDATION

- Field
 - Legal procedures and responsibilities
 - Teaming, collaboration, and transparency
 - Advocacy
 - Social worker safety
 - ICWA and working with Native American Tribes
 - Cultural competency

ENGAGEMENT

- eLearning
 - Engagement, authority, and courtesy
 - Interviewing
 - Concurrent planning introduction
- Classroom
 - Engagement and interviewing
- Field
 - Interviewing
 - Engagement and difficult conversations
 - Exploring family, extended family, community, and tribal connections



ASSESSMENT

- eLearning
 - Overview of assessment procedures
 - Introduction to child development
 - Child maltreatment identification
- Classroom
 - Critical thinking and assessment
 - Assessment skills lab
 - Assessing for key child welfare issues
 - Child maltreatment identification skills lab
- Field
 - Safety and risk in teams
 - Completing assessment tools



SERVICE PLANNING

- eLearning
 - Case planning basics
 - Purposeful visitation and family time
- Classroom
 - Behavioral objectives
 - Case planning and concurrent planning in a team setting
- Field
 - Behavioral objectives
 - Visit and family time observation
 - Engaging family members in case planning



MONITORING AND ADAPTING

- eLearning
 - Monitoring and adapting
 - Placement
- Classroom
 - Managing the plan
 - Placement safety, stability, and well-being
- Field
 - Writing case plan progress notes
 - Team-based case planning
 - Placement stability

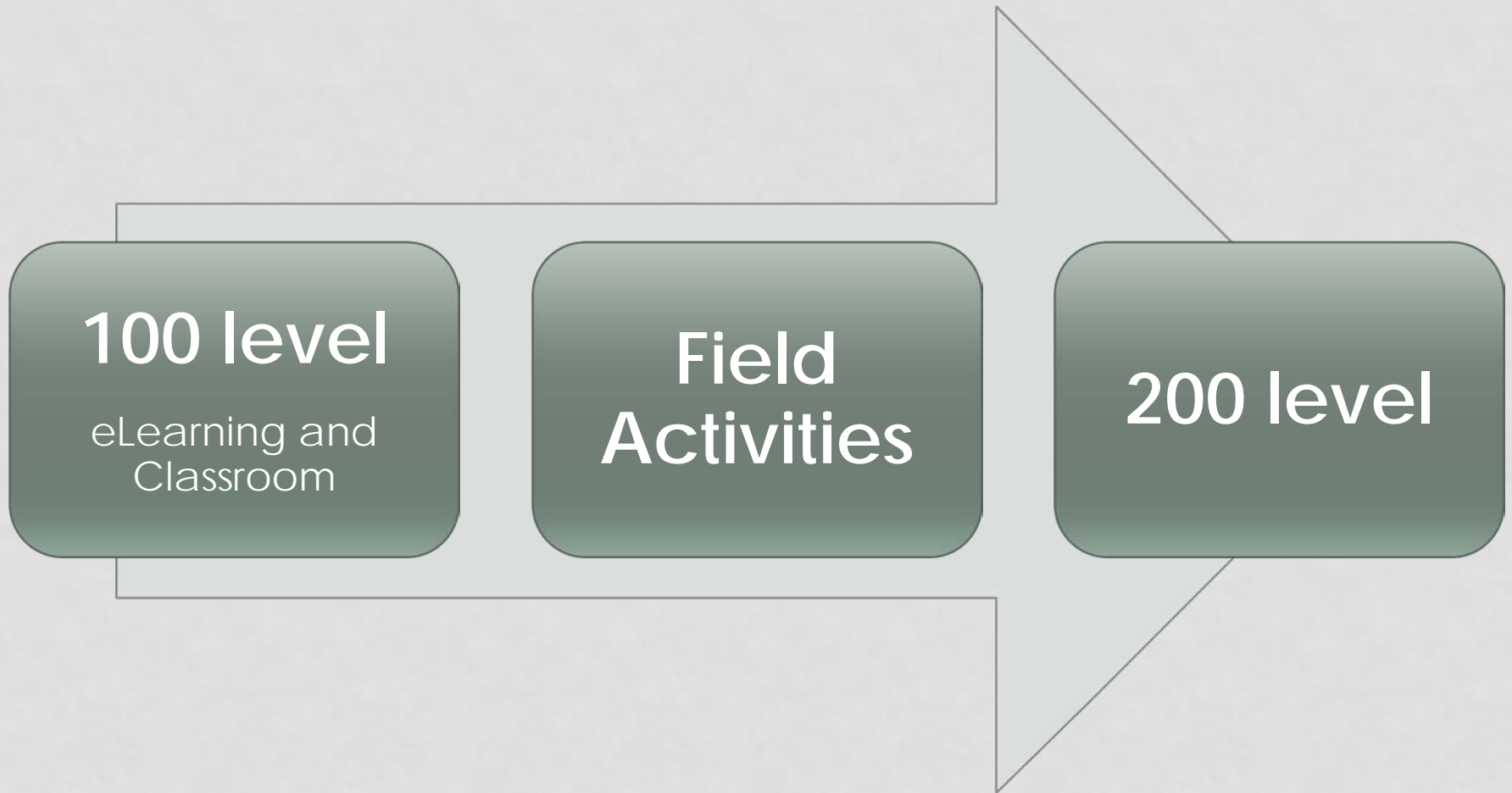


TRANSITION

- eLearning
 - Case closure
 - After 18
- Classroom
 - Transition practice
- Field
 - Transition in teams
 - Developing a transition plan
 - After 18

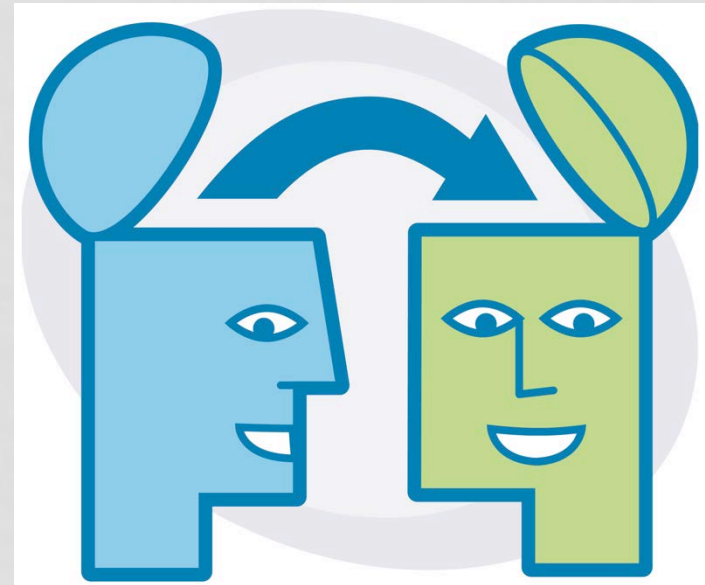


SEQUENCED CONTENT



SEQUENCED CONTENT

- 100 level content
 - New social workers would start with a series of 100 level content courses for each practice area. This would provide the entry level knowledge social workers should have as soon as possible after hire.



SEQUENCED CONTENT

- Field Activities
 - Following completion of 100 level content, social workers would be introduced to the field through case assignment or directed field experiences with supervisors or coaches to support field-based learning.



SEQUENCED CONTENT

- 200 level
 - Following completion of 100 level content, social workers would be introduced to the field through case assignment or directed field experiences with supervisors or coaches to support field-based learning. After some field experiences social workers would receive additional 200 level training focusing on application of knowledge in practice.



A CLOSER LOOK AT FIELD ACTIVITIES AND THE ROLE OF THE FIELD ADVISOR

- Field learning activities require the participation of the new social worker and a Common Core 3.0 (CC3.0) field advisor. Both participants play a vital role in the transfer of learning process. Counties will identify CC3.0 field advisors to support new social workers in the field activities. Regional training academies will provide support and assistance to counties throughout this process.



TRANSFER OF LEARNING

- Transfer of learning is the degree to which the trainees apply the knowledge, skills, and attitudes learned in training when they return to the job, and the degree to which the new learning is maintained over time (Baldwine and Ford, 1988)
 - NOTE: from PCWTA TOL Guide (need proper citation)

ROLE OF THE CC3.0 FIELD ADVISOR

- Promote a learning environment and utilize appropriate coaching strategies, tools, and techniques to promote desirable and sustainable growth for the new social worker
- Promote knowledge and skill development that aligns with the desired practice
- Track completion, document information needed for evaluation components of CC3.0 and provide information to CDSS, the Regional Training Academy (RTA), or enter information into a learning management system.

WHEN WILL CC3.0 BE IMPLEMENTED?

- Phase 1

Development

November 2013 to October 2014

CalSWEC develops one block of the proposed content, (100 level, 200 level, and field)

Vetting

November 2014 to February 2015

Vet and revise new curriculum materials
Build capacity for field-based and distance learning

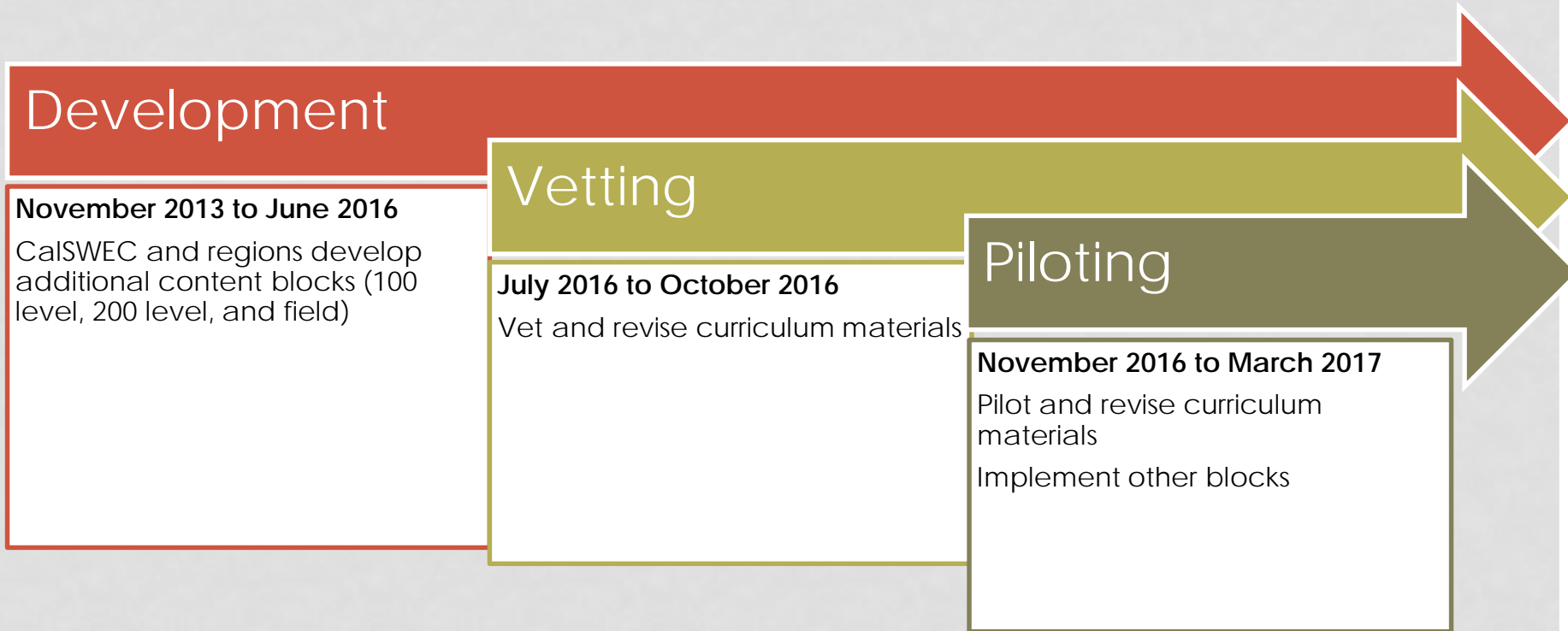
Piloting

March 2015 to July 2015

Pilot and revise new materials
Build capacity for field-based and distance learning
Implement Assessment Block.

WHEN WILL CC3.0 BE IMPLEMENTED?

- Phase 2



CCTA'S CC3.0 TEAM

Who is the CCTA CC3.0 Team?

The CCTA CC3.0 Team consists of the CC3.0 Project Manager, the Field Activity/Field Advisor Coordinator, the Curriculum Coordinator, Field Based Trainers, Academy Staff Trainers, and Regional Training Coordinators.

What can counties expect from the CCTA CC3.0 team?

While members of the team will have a specific focus in their work with counties, county and tribal partners can expect each member of the CCTA CC3.0 Team to:

- Provide education about CC3.0
- Advocate for county needs related to CC3.0 planning, implementation, and sustainability
- Act as a liaison between the county, CCTA, CalSWEC, and CDSS
- Support implementation by reaching all levels of the county in communication efforts
- Provide information about CC3.0 and refer county partners to the team member who is best able to assist with the county or tribe need – **there is no wrong door**. The CCTA CC3.0 team is available to help answer questions and identify possible resources to support implementation.
- Support counties with field activities and the development of county-specific plans for implementation.
- Advocate for tribal inclusion
- Support system change within the county system
- Help to create a community of practice (i.e. learning circles, webinars, etc.)

MEET THE CCTA CC3.0 TEAM

- **CC3.0 Project Manager** – Joanne Pritchard
- **CC3.0 Field Activities / Field Advisor Coordinator** – Judy Rutan
- **CC3.0 Curriculum Coordinator** – Soledad Caldera-Gammage

MEET THE CCTA CC3.0 TEAM

- **Field Based Trainers**
 - Cyndi Alexander (Fresno County tribal liaison)
 - Rhonda Brown (Ventura County)
 - Raymond Franco (Ventura County)
 - Leah Lujan (Fresno County tribal liaison)
 - Jean Norman (Fresno County)
 - Shayla Padgett-Weibel (Madera County)
 - Pat Smith (Kings County)
 - Andrea Sobrado (Fresno County)
- **Regional Training Coordinators**
 - Mayko Vang (Northern/Central Region)
- **Regional Training Assistants**
 - Leticia Aguilar (Southern Region)
 - Adriana Vasquez (Northern/Central Region)
 - Amanda Weeks (Coastal Region)
- **Academy Staff Trainers**
 - Kate Acosta
 - Cindy Friesen



- Tribal, County, and Partner (IV-E and others) Feedback
 - Opportunities for Feedback re: CC3.0
 - Curricula
 - Field Activities
- County Identification of Field Advisors
- Academy/Individual County Meetings



Questions, comments, concerns?

**Thank you for participating in today's webinar!
We look forward to more discussion about CC3.0.**

