



CDSS

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GOVERNOR

June 17, 2015

ALL COUNTY INFORMATION NOTICE NO. I-44-15

TO: ALL ADOPTION DISTRICT OFFICES
ALL COUNTY ADOPTION AGENCIES
ALL COUNTY WELFARE DIRECTORS
ALL TITLE IV-E AGREEMENT TRIBES
ALL CHIEF PROBATION OFFICERS
ALL COUNTY MENTAL HEALTH DIRECTORS

SUBJECT: REVISION OF STATEWIDE COMMON CORE CURRICULUM
TRAINING COMPONENTS

REFERENCE: MANUAL OF POLICIES AND PROCEDURES, DIVISION 14,
SECTION 14-600; ALL COUNTY INFORMATION NOTICE I-66-03;
ALL COUNTY INFORMATION NOTICE I-49-05

The purpose of this All County Information Notice (ACIN) is to provide information about a large scale revision of California's Common Core Curricula (Core) for child welfare workers.

BACKGROUND

The Statewide Training System which is comprised of the Regional Training Academies (RTAs), the California Social Work Education Center (CalSWEC), Los Angeles Department of Child and Family Services (LADCFS) and the University Consortium for Children and Families (UCCF), developed the current Core in 2005. It was the result of a multi-year statewide collaborative effort to develop standardized curricula for California's newly hired child welfare supervisors and child welfare workers. Development and implementation of Core was mandated by California's Program Improvement Plan (PIP) as part of the 2003 federal Child and Family Services Review (CFSR).

REASON FOR THIS TRANSMITTAL

- ☐ State Law Change
- ☐ Federal Law or Regulation Change
- ☐ Court Order
- ☐ Clarification Requested by One or More Counties
- ☒ Initiated by CDSS

IMPETUS FOR THE REVISION

The decision to undertake a large scale revision of Core arose from an effort to ensure that the training provides new social workers with key information in a format that streamlines knowledge acquisition and facilitates skill-building. Although evaluation of the current version of Core indicates that trainees gain knowledge, feedback from trainees and supervisors reveals that trainees struggle to transfer what is learned during training to their everyday practice. The main reason for this is that the current Core offers few opportunities for trainees to carry classroom activities into a field setting and receive the feedback necessary for skill development. There is also a disconnect between the classroom training and the tools that social workers use in the field. By integrating tools into the curriculum and adding field activities, social workers are given the opportunity to practice and reinforce the skills learned in the classroom.

In addition, since the initial development of Core, training has evolved to include more technology and other innovative ways to support transfer of learning and skill development. The field has also evolved, as California is moving toward a statewide practice model. The new Core has been named Common Core 3.0 (CC 3.0), and is being developed concurrently with the evolution of the practice model in order to better support its implementation.

The CC 3.0 curriculum will make improvements to the training experience by:

- aligning training and curriculum to foster critical practice skills,
- offering consistency with the emerging statewide practice model,
- emphasizing evidence-based and promising practices,
- streamlining content organized by practice areas,
- expanding in-service training through field-based coaching to bridge knowledge and skills,
- maximizing use of available technology and diverse training modalities based on county resources and appropriateness of course content.

CONCEPT

The concept for CC 3.0 involves three key components:

Practice Areas

Training content is divided into 6 practice area blocks (Foundation, Engagement, Assessment, Service Planning, Monitoring and Adapting, and Transition). These practice blocks mirror the Pathways to Mental Health Services Core Practice Model (Katie A), are congruent with the California Partners for Permanency (CAPP) Practice Model, are consistent with Safety Organized Practice, and allow for a focused exploration of knowledge and skills in key practice areas providing a natural framework for field activities and skill development.

Sequence

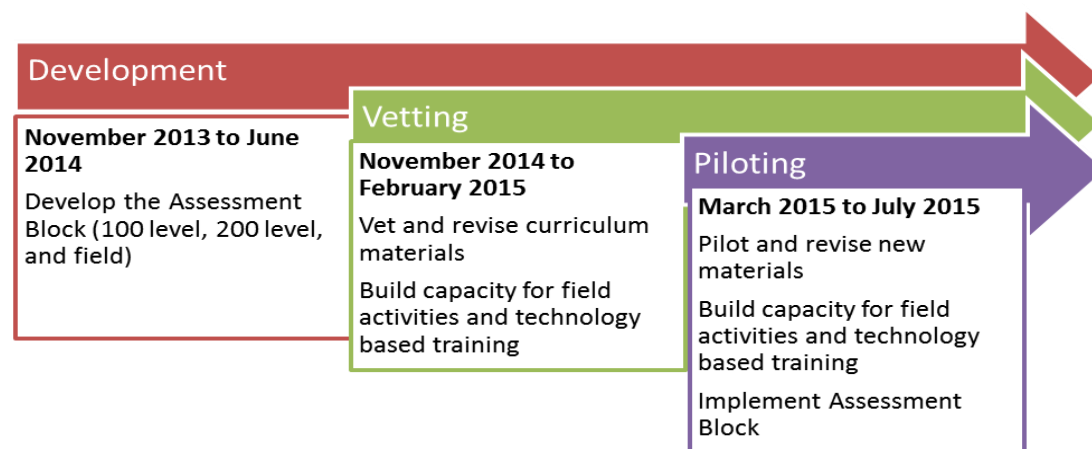
In order to improve trainee retention of training material, the training process introduces knowledge, allows for skill practice and then reinforces knowledge and skills through additional classroom reflection and refinement. For CC 3.0, this means that within each practice block there will be the “100 level” content (knowledge and skills new social workers need as soon as possible after hire), Field Activities (to be completed after the 100 level content), and “200 level” content to be completed after the field activities. In some content areas, trainees will be required to complete a technology-based module as a prerequisite to the classroom experience.

Modality

In an effort to maximize the limited training time available, some knowledge-based content will be provided via technology. This will allow the classroom time to focus on interactional skill building activities between trainees and trainers. In addition, specific skills have been identified for further development through field activities with field advisors.

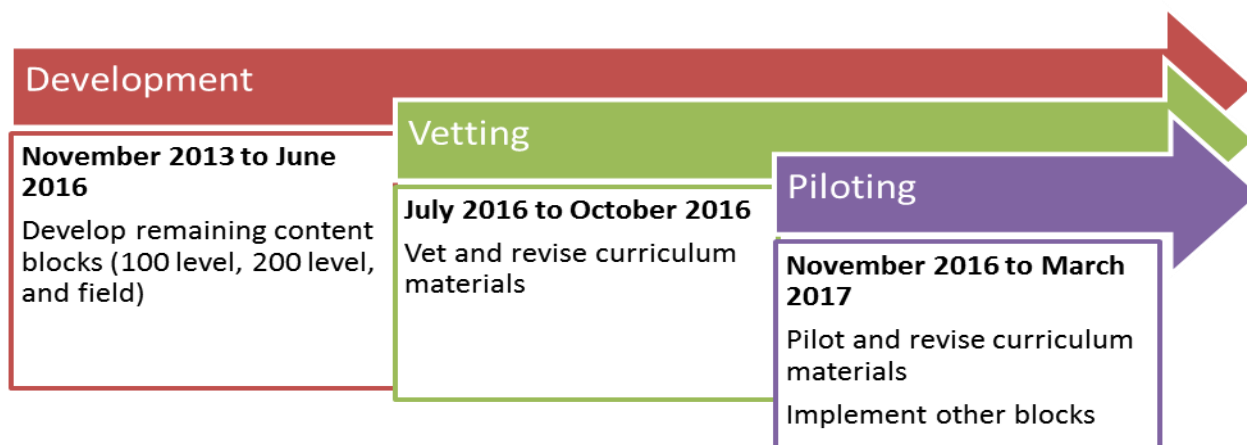
COMMON CORE 3.0 DEVELOPMENT PLAN*Phased Development Plan*

CC 3.0 will be developed using a phased curriculum development approach, starting with development of the Assessment Block. The Statewide Training System will develop the materials identified for Phase 1 development, including developing the online modules, classroom modules, field guide, and evaluation materials. Following curriculum development, the materials will be reviewed and vetted by the CC 3.0 Revision Team (consisting of training partners and county representatives). The Assessment Block will be piloted with an initial cohort in place of the current assessment curricula. The Assessment Block of content will then be finalized, and implemented as part of Core statewide. Phase 1 began in FY 13/14 and will continue through FY 14/15.

Phase 1:

Concurrently, but over a longer period of time, the Statewide Training System will be repeating the curriculum development process for the Phase 2 practice blocks. Phase 2 began in FY 13/14 and will continue through FY 15/16 and FY 16/17.

Phase 2:



IMPLEMENTATION AT THE COUNTY LEVEL

In preparation for the implementation of the CC 3.0, counties will need to build capacity to access and facilitate distance learning and support field activities. Counties will be responsible to provide field advisors. Supervisors are well-situated to fill this role, but depending on local needs, counties may identify others or contract with an external agency as field advisors for new staff. Field advisors will be responsible for arranging, discussing, observing, and completing documentation on specific field experiences for trainees. The field activities are typical social work activities and likely would be included in typical supervision of new employees. As part of the CC 3.0 package, there will be tools to support field advisors. This will include a field guide with descriptions of the field activities and step-by-step instructions for completion. There will also be a field advisor curriculum providing an overview of the concepts in CC 3.0 and skill-building opportunities in coaching.

Counties will need to review their county policy for induction. Counties need to ensure that trainees will have time and support to complete non-classroom content. As part of the CC 3.0, trainees will need time designated for completion of approximately 26.5 hours of technology-based modules and time with their field advisor to complete 20 field activities.

Additional information about the CC 3.0 revision, including detailed information regarding planned content, implementation timelines, and FAQs, can be found on the CalSWEC website at: <http://calswec.berkeley.edu/common-core-30>.

If you have any questions about the development of CC 3.0, you may email cwstrainingquestions@dss.ca.gov.

Sincerely,

Original Document Signed By:

KEVIN GAINES, Chief
Child Protection and Family Support Branch

c: CWDA