

# Common Core 3.0

## Recommendations for the Development of Online Content for Content Developers

CaISWEC

California Social Work Education Center



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## **INTRODUCTION**

The purpose of this guide is to provide content developers with recommendations and standards for the development of online content for Common Core 3.0 modules.

Content developers will be expected to provide content such that it can be converted to an online format with relative ease by an instructional designer or another staff tasked with constructing online modules or activities.

NOTE: Some counties or regional partners may not be able to access the Internet and/or may have other technical access or connectivity problems that may prevent them from full participation in online learning. For this reason, the content of all online courses and activities will be made available to counties/regions so that they can construct an alternative learning experience.

You will find the following in this guide:

1. Definition of Roles
2. Content Recommendations and Standards
3. Content Components
4. Appendices that include templates and samples

## **DEFINITION OF ROLES**

*Content Development and Oversight Group (CDOG)* – Oversees the development and implementation of Common Core 3.0 curricula, to include the content for eLearning modules. CDOG created and revised the learning objectives for the eLearning modules for CC3.0 and will review eLearning content with an eye toward making sure that the learning objectives are met.

*Regional Training Academies (RTAs)* – Oversees the development and implementation of training in their regions, to include eLearning modules for Common Core. 3.0. RTA representatives participate as active members on the CDOG committee (see above).

*California Social Work Education Center (CalSWEC)* – Coordinates the business of CDOG which oversees the development and implementation of Common Core 3.0 curricula, to include the content for eLearning modules. CalSWEC staff coordinates the Technology and Learning Committee (TLC) which promotes alternative, technologically based delivery within California's child welfare training and education system. The TLC provides technical consultation to CDOG.

*Content Developer* – A curriculum developer, subject matter expert, trainer or another designated person whose task is to provide training content for the development of eLearning modules(s) in Common Core 3.0.

*Instructional Designer* – A person who is tasked with converting content (developed by a content developer) into a quality, fully functional, asynchronous, stand-alone eLearning module(s) for Common Core 3.0.

## **RECOMMENDATION AND STANDARDS**

### *Continuity/ Integration with Common Core 3.0*

Content developers will be given learning objectives for online content for Common Core 3.0. These learning objectives will serve as the foundation for the development of online content. Content developers will be given information about the [concept of Common Core 3.0](#). They will be given [fact sheets](#) and the [content overview](#) which describes CC3.0 in more detail. Content developers should consider how the online content is directly connected, linked or integrated with other parts of Common Core 3.0 after having reviewed Common Core 3.0 documents.

For example, is content intended to provide information about a particular topic or area, determine gaps in knowledge, assess current level of skill, or consider values? Online content should complement Common Core such that transition from an online experience to an in-person environment, a coaching session or on-the-job application is harmonious and builds from one component to the next. It is recommended that Content Developers and Instructional Designers work together to assure that learning connections are made between the various training delivery methods. In some instances, online content may be a prerequisite for classroom and/or field activities. When this is the case, the eLearning module should clearly state the association between the classroom and field activities.

### *Modality: Content Package and Delivery*

The final content should follow the recommendations in this guide. Although not prescriptive, content should contain the components outlined in Appendix A on pages 8 - 11. Once completed, an Instructional Designer will convert the content into a fully functional eLearning module.

### *Technical Issues:*

The Content Developer will not be concerned with specific technical issues, however, it is important that when he/she is developing content to be aware of the following technical influences:

- **Accessibility** - The ability of users to access eLearning content  
Content Developers should keep in mind that some users may/may not be able to access the course or components of the course (sophisticated animation, flash, large video files, etc.) because of technical issues at the county or user computer level. Content developers might want to consider how their content and related activities might impact trainees and offer alternative strategies to accessing content. For example, a script may be included that provides the

dialogue of a video. The Instructional Designer may also be able to provide alternative strategies for addressing accessibility issues.

- *Bandwidth* - The speed or rate at which data moves through an agency's network or wiring system. Courses that have more bells and whistles (sophisticated animation, flash, large video files, etc.) transfer at slower rates than courses that do not. If there are a significant number of multiple users attempting to access a course at the same time, this may also slow down the system. Content developers might want to consider conservative but effective learning activities<sup>1</sup> given this limitation.
- *Course Authoring Software* - The software used to create an eLearning module. There are various types and kinds. Different software have different abilities. There is no recommendation about the type of software used. However, there is one requirement related to SCORM. All courses must be SCORM compliant and should be tested on multiple platforms. CalSWEC will be the responsible agent for facilitation of testing eLearning modules on RTA learning management systems (LMSs) and content management systems (CMSs) to ensure compatibility and utility. Content developers should consult with their RTAs or Instructional Designer(s) about compatibility of software and learning activities.
- *Learning Management System* - A system that hosts, administers, delivers, and tracks eLearning education courses. There are a number of Learning Management Systems available on the market. Content developers should be aware of the type of learning management system their RTA has. This may be of particular interest when it comes to assessment and testing. If the Content Developer creates an assessment or test as part of the course, he or she should be aware of LMS or CMS limitations. Therefore, it is recommended that the Content Developer have a conversation with their RTA about the eLearning module assessment needs.

### *Course Length*

- It is recommended that eLearning courses be no longer than 60 minutes in length. For courses that are more than 60 minutes, a Content Developer should be aware that an eLearning module may be split or separated so that an Instructional Designer can create mini-modules.
- Content should be succinct, while at the same time covering the learning objectives sufficiently within the allotted time.

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<sup>1</sup> Learning activities are described as the trainee “doing something”, “listening to something” or “watching something” that may involve interactive actions, movements, motions on the part of the trainee. This process invokes critical thinking, interpretation, inference, deductive reasoning, problem solving, analysis and other conduct that requires a trainee to be engaged in a learning experience. Some examples of learning activities are listed on pages 5 and 6.

- All activities for eLearning modules must be included in the overall time allotment of a course. For example, if trainees are required to read supplementary materials, go to a website, or participate in some other online activity as part of a course, then these activities must be considered and taken into account when developing content. Content Developers should heavily consider what is “required” as part of the course and what is “recommended”.

### *Interactivity & Engagement*

It is recommended that courses promote learning. Interactive activities that engage trainees and cultivate learning are a good way to create a quality learning experience. For this reason, the Content Developer should consider:

- Creation of a learning experience which incorporates interactive activities (see examples of online learning activities, below).
- Creation of a learning experience that considers engagement of trainees (see examples of online learning activities, below).
- Consultation with an Instructional Designer who can counsel about the best way to merge learning and technology. Although it is the Content Developer who makes recommendations about interactivity and engagement (similar to what currently occurs with Common Core), an Instructional Designer, after consultation, may suggest or revise them to assure that they are most effective in fostering learning.

### *Intellectual Property and Copyright*

Original content, artwork, photographs, and images are recommended whenever possible. Judicious use of citations should accompany the content in the eLearning module as necessary.

### *Recommendations for the use of Images*

1. The allowable file formats for images are JPEG (JPG), PNG and GiF.
2. If the image you use is your original work (e.g. photograph), by default, you give permission to use it. If you borrow images from elsewhere, they may be considered protected and you are not allowed to use them. There are exceptions, though. It is permissible to use images under the following circumstances:
  - a. If you ask permission from the original owner
  - b. If you purchase the image
  - c. Use an image(s) from a public domain repository

For more information about the use of images, the U.S. Copyright Office provides provisions: <http://www.copyright.gov/help/faq/faq-fairuse.html>

### *Recommendations for the use of Video*

The general recommendation is that videos should be short. The recommendation is that they be no more than 6 minutes in length per video clip. There may or could be

more than one video in an eLearning module. Videos should reinforce learning points, should reinforce learning messages, and should be related to the learning objectives. It is recommended that written scripts accompany all video, video clips and audio narration that are intended to be used in Common Core 3.0 eLearning modules. For people who cannot access the actual video clips or who are unable to hear the audio narration or for regions that are unable to or opt not to use CC3.0 modules, they can use the written scripts to construct curriculum that contains the same content. Examples of written scripts for different types of videos are included in appendices B (Social Worker/Client interview), C (Father's perspective about CPS) and D (Audio Narration).

### **CONTENT COMPONENTS**

There is no preferred final content package. A Content Developer may prefer to submit text based content. Another Content Developer may prefer to submit PowerPoint slides. While a different Content Developer may prefer to submit something different altogether. It is recommended, however, that the Content Developer have a conversation with the Instructional Designer about the best way to package the content.

Content Developers, however, are expected to deliver the following items to CDOG as final products. CDOG will review the eLearning content to verify that the content covers the identified learning objectives for Common Core 3.0:

1. **LESSON PLAN** – An organized and detailed lesson plan that arranges the content in categories, segments or sections. The lesson plan should clearly delineate how the content meets the learning objectives (see Appendix A, pages 8 – 11).
2. **CONTENT** –Content that includes:
  - a. Organized and detailed information contained in segments
  - b. Interactive and engaging learning activities that meet the learning objectives
  - c. Supplementary and/or ancillary materials that are required and/or recommended. These should be clearly explained in the content.
3. **SCRIPT(S)** – Written scripts should accompany all content that is spoken or narrated. In addition, scripts must be provided for all video content as some users may not be able to access them given their computer limitations. (See appendices B, C and D).
4. **SUPPLEMENTAL MATERIALS** - Attachments and supplemental materials (e.g. hyperlinks) should be used carefully. They should be clearly indicated in the content so that an Instructional Designer knows their purpose, how they meet or support the learning objectives, and where they belong in the context of the content. There should be a clear indication as to if they are required as part of the course or recommended. If they are required, then the amount of time to read them should be a consideration into the overall time allotment of the module.
5. **HYPERLINKS/URLS** – When hyperlinks are used to direct trainees to other locations, both in and outside of the course, the hyperlinks should be easily



recognizable and the trainee knows exactly where he/she is being directed or re-directed. It is recommended that hyperlinks open in a new window.

6. **BIBLIOGRAPHY** - A bibliography is required. However, when necessary, citations (from a book, journal, report, or other source) should be clearly visible in the content so that an Instructional Designer knows exactly where they belong in the module.
7. **TEST QUESTIONS** - A list of no more than 10 questions should be included. These questions may be used for things like knowledge checks. The Content Developer should consult with their RTA about whether using test questions are amenable to the content and context. In some cases, test questions may already be available from the existing test question data bank, located at CalSWEC. If new questions are developed, they should be directly related to the training content and learning objectives. These questions may be used for a pre- and/or post-test quiz.

NOTE: If it is the intent that questions will be used for statewide evaluation, the Macro Eval team must be contacted as there is an established process in determining and validating test questions.

### **EXAMPLES OF ONLINE LEARNING ACTIVITIES**

The following activities may be used to support learning in a Common Core 3.0. Content developers should consider what they want trainees to learn, know, do or value before construction of learning activities. Learning activities should be directly linked to learning goals and objectives. If the content developer desires, he/she may benefit from consulting with an instructional designer to discuss the best way to deliver a learning message. Some activities include, but are not limited to:

<p><b><u>Reading online content</u></b> – Trainees may be directed to read information, including an online magazine, journal article, newspaper, etc. pertaining to the topic or theme of the course.</p>	<p><b><u>Watching an online video</u></b> – Trainees watch an online video pertaining to the topic or theme of the course.</p>
<p><b><u>Taking an online test</u></b> - Trainees take an online test that pertains to the topic or theme of the course. The test may be embedded in the course or located elsewhere.</p>	<p><b><u>Completing an online survey</u></b> - Trainees complete an online survey that pertains to the topic or theme of the course.</p>
<p><b><u>Completing an online assessment</u></b> (self, child, family, etc.) - Trainees complete an online assessment that pertains to the topic or theme of the course.</p>	<p><b><u>Searching the Internet</u></b> - Trainees are asked to search the Internet to obtain information about the topic or theme of the course.</p>
<p><b><u>Searching an online data set</u></b> - Trainees conduct an online search of a particular website(s) that pertain to the topic or theme of the course (e.g. Safe Measures or CSSR).</p>	<p><b><u>Filling in the blank</u></b> – Trainees write text into designated space. This is typically an open ended format. However, the trainer may require more or less text from the trainee.</p>
<p><b><u>Dragging and dropping</u></b> - Trainees will</p>	<p><b><u>Matching</u></b> – Trainees will demonstrate their</p>

<p>participate in an online activity that requires them to drag one or more items from one location on a page to another location on a page as part of a learning activity.</p>	<p>level of understanding of a concept, theme or general content by reasoning or deduction or inference, etc. They may be required to participate in an activity that requires them to match one or more things/items to another thing/item in the course</p>
<p><b><u>Timeline/ sequencing</u></b> – Trainees will demonstrate their level of understanding of content by organizing data, dates, text, etc. in a sequential or logical manner.</p>	<p><b><u>Quizzes/ Knowledge checks</u></b> – Trainees will demonstrate their understanding of content by answering questions at pre-determined intervals and/or at the end of a module.</p>
<p><b><u>Case studies</u></b> – Trainees may be given an opportunity to study a case or aspects of a case. Then, they may be required to answer questions or participate in another activity specific to the case.</p>	<p><b><u>Stories/Vignettes</u></b> – Trainees may be required to read a story or vignette that is related to the topic or theme of the course. Then, they may be required to answer questions or participate in another activity specific to the case.</p>
<p><b><u>Treasure hunt</u></b> – Trainees may be expected to seek and find information, a solution to a problem or expected to participate in another activity that requires searching for something, based on information in the course, and apply knowledge in a concrete way.</p>	<p><b><u>Gaming</u></b> – Trainees may be required to participate in learning activities through their participation in games (e.g. Jeopardy, Bingo, Wheel of Fortune, etc.)</p>

**APPENDICES**

Appendix A: Lesson Plan Template

**COMMON CORE 3.0**

(NAME OF COURSE – LESSON PLAN)



Segment #	Learning Objective	Methodology
COVER SCREEN		
<p><b>Segment 1</b> <b>2 min</b></p> <p><b>Welcome and Introduction of &lt;Insert Course Name&gt;</b></p>	<p>Knowledge: Skill: Value:</p>	<p>Activity 1A – Welcome, Course Introduction, Course expectations, Navigational tips</p> <div style="text-align: right; border: 1px solid black; padding: 2px;"> <p>Total time <b>2 min</b></p> </div>

Segment #	Learning Objective	Methodology
<b>Segment 2</b> <b>2 min</b>  <b>Review of Course Outline</b>	Knowledge: Skill: Value:	Activity 2A – Review of Course Outline   <div style="text-align: right;">Total time 4 min</div>
<b>Segment 3</b> <b>2 min</b>  <b>Review of Learning Objectives</b>	Knowledge: Skill: Value:	Activity 3A – Review of Learning Objectives   <div style="text-align: right;">Total Time 6 min</div>
<b>Segment 4</b> <b>5 min</b>  <b>Pre-Test</b>	Knowledge: Skill: Value:	Activity 4A – Pre-test (if applicable). The pre-test can span one or more screens   <div style="text-align: right;">Total Time 11 min</div>
<b>Segment 5</b> <b>XXX min</b>  <b>&lt;Title &gt;</b>	Knowledge: Skill: Value:	<ol style="list-style-type: none"> <li>1. Activity 5A – Could include Text, Text w/ Narration, and/or Learning Activity(ies) Example: A matching activity is used to assess knowledge of definitions and other important concepts.</li> <li>2. Activity 5B – Could include Text, Text w/ Narration, and/or Learning Activity(ies) Example: A sequencing activity is used for to assess knowledge about policies occurring within certain</li> </ol>

Segment #	Learning Objective	Methodology
		<p>timelines</p> <p>3. Activity 5C – Could include Text, Text w/ Narration, and/or Learning Activity(ies) Example: A treasure hunt activity is used to assess problem solving skills related to a family vignette</p> <p style="text-align: right;">Total Time <b>XX</b> min</p>
<p><b>Segment 6</b> <b>XXX min</b></p> <p>&lt;Title &gt;</p>	<p>Knowledge: Skill: Value:</p>	<p>1. Activity 6A –Could include Text, Text w/ Narration, and/or Learning Activity(ies) Example: A matching activity is used to assess knowledge of definitions and other important concepts.</p> <p>2. Activity 6B – Could include Text, Text w/ Narration, and/or Learning Activity(ies) Example: A sequencing activity is used for to assess knowledge about policies occurring within certain timelines</p> <p>3. Activity 6C – Could include Text, Text w/ Narration, and/or Learning Activity(ies) Example: A treasure hunt activity is used to assess problem solving skills related to a family vignette</p> <p style="text-align: right;">Total Time <b>XX</b> min</p>

Proceed with building the module, Segment 7 through.....  
The following are recommendations for concluding the module

<p><b>Segment</b> XXX XXX min</p> <p><b>Post-Test</b></p>	<p>Knowledge: Skill: Value:</p>	<p>Activity XXXA - Post-test (if applicable).</p> <p style="text-align: right;">Total Time XX min</p>
<p><b>Segment</b> XXX XXX min</p> <p><b>Conclusion and Next Steps</b></p>	<p>Knowledge: Skill: Value:</p>	<p>Conclusion, Next steps, Instructions about how to complete a course evaluation (if applicable)</p> <p style="text-align: right;">Total Time XX min</p>
<p><b>Segment</b> XXX XXX min</p> <p><b>Bibliography</b></p>	<p>Knowledge: Skill: Value:</p>	<p>A bibliography may be included at the end of a module and/or it can be downloaded. The bibliography should be easy to locate and easy to download.</p> <p style="text-align: right;">Total Time XX min</p>

## Appendix B: EXAMPLE OF A SCRIPT FROM A YOUTUBE VIDEO

“The Greying Elephant in the Room: Substance Abuse and Older Adults”  
<http://www.youtube.com/watch?v=ptYF6XqXxSI> (CSWE, 2011) (3:12)

Details: This is a short video of a social work intern, Denise Lopez, who was called by a hospital social worker to visit Ms. O’Neil in her home after Ms. O’Neil suffered a fall. Ms. O’Neil visited the hospital after she fell on the street. A stranger called the ambulance and Ms. O’Neil was transported to the hospital. The social work intern, Denise Lopez, visits with Miss O’Neil in her home to check on her after the fall. This video is produced by the Council on Social Work Education (CWSE).

Time stamp.....script is synced with the video

Close captioning? Topic of conversation. Resource issues

**Social Worker:** Hi, Miss O’Neil

**Client:** Yes, Hi

**Social Worker:** I’m Denise Lopez from Community Services for older adults. I’m a social work intern and I’m here to see how you’re doing after your fall last week.

**Client:** I’m okay

**Social Worker:** May I sit?

**Client:** Oh yeah, sure, please sit

**Social Worker:** So, as you know, the hospital social worker called our agency to have someone come out and talk to you to see how you’re doing after what happened last week.

**Client:** Yeah, I fell on the street but I’m doing much better now.

**Social Worker:** I’m glad to hear that. Um, can you tell me a little more about what happened?

**Client:** Well, it was the strangest thing, you know. When I got up I was feeling a bit dizzy that morning but I went out to do my errands like I always do and God, I don’t know what happened. I fell and some nice young man called the ambulance and they took me to the emergency room and that’s the story.

**Social Worker:** That must have been very scary for you.

**Client:** Well, God, it was scary. I thought I was having a heart attack. My boyfriend, Jim, he had a heart attack and he died.

**Social Worker:** Sorry to hear that

**Client:** I was with him

**Social Worker:** I’m very sorry, um, how long ago was that?

**Client:** Well, it was about two years ago. We were together for eight years. He was a good man. I still miss him.

**Social Worker:** It sounds like a really big loss for you. How have you been?

**Client:** It’s been very difficult

**Social Worker:** Can I ask in what ways?

**Client:** Well, I feel alone. We used to do everything together. It's hard to get used to being without him.

**Social Worker:** Um, so what did they say at the hospital? Do you have a heart condition?

**Client:** They said that there was nothing wrong with my heart but I don't really think that's true because sometimes my heart's racing and then I get jumpy and then I get tense and, uh, it's hard to describe.

**Social Worker:** Have you told your doctor about this?

**Client:** Yeah, he also told me that there was nothing wrong with my heart but, ah, he gave me some medication to help calm me so that I would sleep better.

**Social Worker:** And, does the medicine work?

**Client:** Well, with the medication and a glass of wine, I can usually go to sleep.

**Social Worker:** You said, ah, that you feel very alone? Do you have any family, friends?

**Client:** God, I used to have lots of friends, but, well, you know what happens, some of them get sick and some of them move away to be with their families, and, well, to be truthful – it's not fun to see some of them.



Appendix C: EXAMPLE OF A SCRIPT FROM A VIDEO  
Engaging Fathers - Rosalio  
(<http://vimeo.com/38528967>) (CalSWEC, San Francisco Training Project,  
Bay Area Academy/San Francisco State University), (3:33)

Video Details: This is a video of a father talking about his experiences with losing his children to foster care and regaining them, his life and family back. This video is narrated in first person by Rosalio Chavoya, AKA "Leo". This script is written verbatim.

Text on the screen: Subject to Change: Rosalio Chavoya AKA Leo (July 2007)

*"As I sat in Tracy Prison, I received a legal document, printed fancily on the left hand corner were the words juvenile dependency court, stated on the inside was the news that my children were removed from their mother. She was taken into custody, I was shocked. I cried to myself for the next twenty-four hours. I truly felt powerless and I still had thirteen months to do. I committed myself to change. At that time, I was thirty-four. Since the age of thirteen, I had many run-ins with the law through gang involvement and drug use. I've been in and out of prisons many times since sixteen. At twenty-five, I became the proud parent of a son while simultaneously becoming a step-father to my daughter. Soon, thereafter, I was graced with two more daughters. While in custody, my fifth child, Victor, was born. Although not documented towards my case plan, I was fortunate to benefit from a pilot program that included therapeutic writing, parenting, gardening classes and meditation. From these courses, I learned patience and silence from gardening and from meditation stress release and calmness. I learned about reading to my children and communication skills through my parenting classes. I learned awareness and visited some root causes and unhealthy patterns through therapeutic writing. Upon my release, I volunteered in a specialty court, primarily catered towards mothers, I was only the fourth father to participate. Initially overwhelmed with my case plan, I was assigned a mentor mom to help me navigate through it".*

Text on the screen:

My case plan included:

1. Parenting without violence,
2. 52 week domestic violence battery class,
3. NA, AA, 12-step meetings,
4. Random drug and alcohol testing,
5. Supervised visits with children,
6. Family night parenting class,
7. Outpatient treatment, and
8. Therapy

*"I also had an understanding social worker and partner".*

Text on the screen:

Eighteen months later, my case closed. Soon thereafter, I was hired as the second Mentor Father for Santa Clara County. Together we carry a caseload of seventy proud fathers.

*“Today, I am thirty-seven. I’ve been out of institutions for two years. I’ve been clean for thirty-eight months and I am fully engaged in my home life including my five children and long-standing fourteen year relationship with my lifetime partner. We are a strong ever growing family living our lives through the positives and learning from the challenges”.*

Text on the screen: Gracious Thanks to my lifetime partner, Vero and each of our children.

## Appendix D<sup>2</sup>: Example of an Audio Narration

Narration Details: There are two screens in this example, screen 1 and screen 2. The accompanying text is what is spoken as trainees see the screen. The Content Developer provides the text. The Instructional Designer decides the best way to display the content on the screen.

### Resources for School Readiness

- **Regional Center**
  - Early Intervention Services
  - Prevention Program
- **Early Head Start and Head Start**
- **Early and Periodic Screening Diagnosis and Treatment Supplemental Services**
- **Health Care Program for Children in Foster Care**



Screen 1

#### AUDIO NARRATION:

**Regional Centers** are non-profit organizations that contract with the State Department of Developmental Services. Under the Early Intervention Program, they provide services to children under three who are developmentally delayed or have established risk conditions that may result in a developmental disability. There are 21 Regional Centers in California.

**Early Head Start and Head Start** programs are comprehensive, federally funded programs that promote school readiness by enhancing social and cognitive development.

Early Head Start provides children up to age three with early learning experiences.

Head Start provides a part-day preschool program for three and four year old children and includes an array of educational, health, social, and other services, with a particular focus on early reading and math skills.

Children in foster care are eligible regardless of family income and have a priority for admission. All new Head Start programs must have a plan to meet the needs of children in foster care, including transportation. In addition, programs must allow for the application and enrollment in a Head Start program of a child awaiting foster care placement.

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<sup>2</sup> The narration example provided in Appendix D was provided by the Public Child Welfare Training Academy.

A referral for Early Start Services must be made to the Regional Center or school district in writing or orally.

**Early and Periodic Screening Diagnosis and Treatment Supplemental Services** is the child health component of Medicaid. It is designed to improve the health of low-income children by financing appropriate and necessary pediatric services. In California, screening and follow-up components of this federally mandated program for MediCal eligible children and youth are overseen by the Child Health and Disability Prevention program.

**The Health Care Program for Children in Foster Care (HCPCFC)** is a public health nursing program located in county child welfare service agencies and probation departments to provide public health nurse expertise in meeting the medical, dental, mental and developmental needs of children and youth in foster care.

## The Individual Education Program

- Is a meeting *and* a document
- County Department of Mental Health
- IEP Process:
  1. Submit written referral for assessment
  2. DMH submits proposed assessment plan within 15 days
  3. Caregiver submits consent within 15 days
  4. Initial IEP meeting held within 50 days of receipt of consent
  5. If student is determined to be eligible, develop IEP document and plan



Screen 2

*EC 56029; 5 ccr §3021*

*EC §§ 56032, 56341*

*20 usc §1414(d)(1)(b); 34 cfr §300.344; ec 56341*

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### AUDIO NARRATION:

Individualized Education Program, or I.E.P., has two meanings: it is the meeting where a child's eligibility for special education is determined, and it is the document that sets forth what services a child found to be eligible for special education is to receive.

The I.E.P. process begins when a written referral is submitted to the County Department of Mental Health for assessment of a child to determine his or her eligibility for special education service. The referral is submitted by a parent, teacher, or other provider.

Within fifteen calendar days of receipt of the written referral, the County Department of Mental Health must submit a proposed assessment to the child's parent, guardian, or educational surrogate. This plan explains what types of assessments will be conducted.

The parent or equivalent has fifteen calendar days to provide written consent to the proposed assessment.

The initial I.E.P. team meeting to determine eligibility must be held within fifty calendar days of receipt of written consent to assessment. The I.E.P. team consists of a parent, educational surrogate or educational representative, one regular education teacher, one special education teacher, an educational agency representative other than the teacher, the individual who conducted the assessment, other individuals with expertise or knowledge about the child's needs at the local education agency's or parent's discretion, and the child, when appropriate.

At the I.E.P. meeting, a student's eligibility for special education services under the I.D.E.A. is determined. If a student is found eligible, an I.E.P. document and plan is developed.

The written I.E.P. includes goals and objectives, accommodations, related services, behavioral plans where necessary, and transitional plans for no later than sixteen years of age.

## Appendix E: CONTENT DEVELOPMENT CHECKLIST

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### ***STRUCTURE OF CONTENT***

1. Content is organized into segments? Yes  No
2. The most important content that demonstrates the most important learning points is included? Yes  No
3. The course has a lesson plan? Yes  No
4. The course has learning objectives? Yes  No
5. Content is directly related to the learning objectives? Yes  No
6. Attachments and supplemental materials are included? Yes  No
7. Attachments and supplemental materials are easily located and easily downloadable? Citations are noted on screens when necessary? Yes  No
8. A bibliography is included? Yes  No
9. Content Developer has consulted with their RTA about the development of the test questions? Yes  No
10. 10 test questions relating to the content are included? Yes  No
11. Hyperlinks are self-explanatory? Yes  No
12. A script is included on for every screen that contains narration? Yes  No
13. Spelling and grammar are correct? Yes  No
14. Terms, concepts and ideas are clearly stated and understandable? Yes  No

### ***INTEGRATION WITH OTHER COMPONENTS OF COMMON CORE 3.0***

15. There is an explicit connection between the online content and other related components of Common Core 3.0 (classroom and field activities)? Yes  No

### ***USE OF IMAGES & VIDEOS***

16. Images and videos are original copies and/or used with permission? Yes  No
17. Images are submitted in the correct file format? Yes  No
18. Videos are brief (no more than 6 minutes per clip)? Yes  No
19. Scripts are provided for all video content? Yes  No