Common Core 3.0 Vetting Guidelines

The following guidelines have been identified in an effort to streamline the vetting process. The hope is that these guidelines will provide a framework for gathering diverse and thorough statewide feedback to best inform the development and delivery of Common Core 3.0.

Snapshot of Common Core 3.0

CC 3.0 has been re-imagined into practice areas, rather than stand-alone training topics, to provide social workers with integrated practice skills in 5 key practice areas. These practice areas were identified because they incorporate concepts from the most significant practice innovations affecting child welfare in California:

- The CA Child Welfare Core Practice Model
- Katie A.
- CA Partners for Permanency
- Safety Organized Practice

Training content is divided into 6 practice blocks (listed below). These practice blocks allow for focused exploration of knowledge and skills in key practice areas providing a natural framework for field activities and skill development. CC 3.0 starts by providing the Foundation Block, which incorporates foundational concepts and key information that will be interwoven throughout practice. Additionally, CC 3.0 incorporates a wider range of training modalities, including on-line knowledge-based learning, classroom skills-based learning, and field activities to reinforce transfer of learning.

<table>
<thead>
<tr>
<th>Foundation</th>
<th>Engagement</th>
<th>Assessment</th>
<th>Planning</th>
<th>Adapting</th>
<th>Transition</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Laws, Court, Teaming, Trauma, Fairness &amp; Equity, Ethics</td>
<td>- Engagement, Interviewing, Skillful Use of Authority</td>
<td>- Critical Thinking, Assessment, Child Maltreatment Identification</td>
<td>- Case Planning, Concurrent Planning</td>
<td>- Case Plan Updates, Placement Safety and Stability</td>
<td>- Transition, Case Closure, After 18</td>
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</tbody>
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Current status of the revision process

a. Regional training academies and CalSWEC are:
   i. developing online, classroom, and field activity content
   ii. dedicating resources to the vetting of curriculum
   iii. supporting the piloting of curriculum

b. Incorporation of stakeholder feedback about content and delivery is ongoing

c. Curriculum pilots are taking place throughout the state, with each region hosting and providing resources for the pilots
The Assessment Block will be fully implemented January 2016

100 level content of Common Core 3.0 is projected to be implemented February 2017

200 level will be implementation July 2017

Vetting Strategy
CDSS, CalSWEC and Regional Training Academies are calling on you and your expertise to review the curriculum content for Common Core 3.0 to ensure we are incorporating feedback from across the state. RTAs will be recruiting content experts, stakeholders and trainers to provide feedback. Feedback will be gathered using the following process:

1. CalSWEC will post materials (4-6 weeks ahead of time) for CDSS, RTAs, and other stakeholders to access and review. Feedback surveys will also be made available.
2. RTAs will identify content experts, stakeholders and trainers from each region to review curriculum and provide feedback during the vetting time frames established. RTAs will ensure diverse stakeholders are recruited for feedback (IE: Tribal Partners, Court Partners, Birth and Foster Parents, After 18 young adults, LGBTQ...).
3. County Training Champions will identify staff within their county to participate in the vetting process during the time frames established.
4. CalSWEC will facilitate 2 types of webinars to gather feedback from content experts, stakeholders, trainers and county participants:
   a. Overview webinars of the content in each block in collaboration with curriculum developers. (Curriculum developers will be responsible for presentation of materials).
   b. Deeper Dive webinars, in collaboration with curriculum developers, with facilitated discussion to provide feedback on curriculum content
5. CalSWEC will host in-person curriculum review meetings that will include CDOG, CC 3.0 RTA Leads and content experts.

Expectations for Curriculum Reviewers:

**eLearning** – When vetting eLearning curriculum, reviewers are asked to focus on content and whether or not it will meet the needs of new social workers. Feedback should focus on the following areas:

- Did the content make sense?
- Was there anything in the delivery of the content that was distracting?
- What did you like about the content and delivery?
- Are key concepts missing or is the content misaligned with practice?
- Are there any accessibility, usability, or technological issues with the module?

**Classroom** – When vetting the classroom curriculum, reviewers are asked to look at the curriculum in-depth. If you plan to **train** the curriculum or if you are **part of the CDOG vetting team**, review as if you are preparing to train the curriculum. This review should include curriculum and trainer notes.

If you are a **content expert**, please review the curriculum to ensure that it is in line with current social work practices.

The review includes the trainer guide, trainee content, and power point, and feedback includes noting any information or preparation a trainer would need to successfully train the materials. Reviewing the materials with this level of scrutiny will reveal key concerns and ensure that trainee materials are relevant and make sense to both trainers and trainees. Review at this level of detail will ensure curricula will be in its most finalized form prior to packaging the materials for piloting.

It is anticipated that eLearning review and feedback will take 2-3 hours per eLearning course. It is anticipated that classroom content will take approximately 4-6 hours per curriculum to review.
The following stakeholder feedback vetting timelines have been developed:

February 1-29, 2016: Online vetting and review period for the Transition Block
- **Transition Block***:
  - After 18 (eLearning)
  - Case Closure and After Care Plans (eLearning)
  - Classroom: Transition Practice (classroom)
- **200 Level Assessment Block (classroom)***
- **Engagement Block: Respect, Courtesy and Skillful Use of Authority (Foundation Block eLearning)***
- **Teaming, Collaboration and Transparency (Foundation Block eLearning)***
- **Social Worker Safety (Foundation Block eLearning)**

May 1-May 31, 2016: Online vetting review period for the Monitoring and Adapting Block
- **Monitoring and Adapting Block**:
  - Monitoring and Adapting (eLearning)
  - Placement (eLearning)
  - Managing the Plan (classroom)
  - Placement, Safety, Stability and Well-being (classroom)
- **Values and Ethics (classroom)***
- **Documentation Practice and Writing (Foundation Block eLearning)**
- **Intro to ICWA (eLearning) and Working with Native American Families and Tribes (Classroom)**

May 15-June 15: Online vetting review period for the module listed below
- Fairness and Equity classroom (Foundation Block classroom)
- Time and Stress Management eLearning (Foundation Block eLearning)
- 200 Level Case Planning and Service Delivery

July 1- July 31, 2016: Online vetting review period for the modules listed below
- Legal Procedures (Foundation Block eLearning and classroom)
- Federal and State Laws eLearning (Foundation Block eLearning)
- Key Issues: MH, IPV, SA (Foundation Block eLearning and Classroom)

November 1-30, 2016: Online vetting review period for the modules listed below
- 200 Level Engagement Block Classroom
  - Cultural Humility in Child Welfare Interviews: Ethnographic Interviewing
  - Interviewing Children
- 200 Level classroom: Transition
- 200 Level classroom: Monitoring and Adapting
- 200 Level ICWA eLearning and classroom: Foundation