August 14, 2015 CC 3.0 Subcommittee Meeting

1. Simplify feedback survey to stakeholders for vetting
2. Provide deeper dive webinars
3. Create separate surveys for each training content modules
4. Curriculum
   a. 200 Level classroom for Foundation Block to focus on Trauma and IPV, MH, SA.
   b. Added a day of training to Foundation Block to augment coverage of IPV, MH, SA: now 3 eLearnings, 2 classroom days + included in vignettes and ½ day on Assessing for Key Child Welfare Issues
   c. CC 3.0 Subcommittee has agreed to add approximately 19 hours to CC3.0 training delivery (equivalent to 3 days of training).
   d. CC3.0 Subcommittee has agreed to let the pilot inform amount of time needed for each block and/or training topic, knowing adjustments will continue to be assessed.
5. Macro Eval
   a. A neglect scenario will be added to the CMI embedded evaluation.
   b. Trauma Informed Practice, ICWA, and Legal Procedures will be evaluated with a pretest/posttest. All classes fall within the Foundations block.
   c. End of block comprehensive exams will be 1 hour.
6. Field
   a. Sim Labs will not be an option for completing field activities

November 13, 2015: CC 3.0 Subcommittee Meeting

1. Implementation
   a. Agreed to combine ½ day classroom Overview of CWP and CC3.0 with Values & Ethics. Overview module remains available as option for many uses
   b. CWS/CMS ½ day class
      i. No pilot needed
      ii. County trainers can be used if standard curriculum is used, but need to establish system to ensure standardization
   c. Possible solution to January & April 2017 implementation:
      i. Start last 2.0 cohort on 12/16
      ii. Start first 3.0 cohort on 2/17
      iii. Agreed to implement all remaining blocks together [considering February 2016 Implementation]
2. Content
   a. Agreed to add e-learning to Trauma Informed Practice classroom & shift focus to skills development
      i. Would need to add pre-test to e-learning & have post-test in classroom
      ii. CTA would develop e-learning
   b. All CC3.0 needs to be the same across the state, “tailoring” is outside of CC3.0 via county induction training, RTA new worker training or advanced training.
   c. Changed name of “CWS data” to “Child Welfare Services Outcomes”
3. Field
   a. Proposed revised Field Activities approved 11/30

February 12, 2016: CC 3.0 Subcommittee Meeting
1. Content
   a. CDOG reviewed Placement eLearning Learning Objectives in the Monitoring and Adapting Block and updated to reflect CCR and RFA.
   b. Agreed to have two 200 Level Engagement Block classroom days:
      i. Day 1: Cultural Humility in Child Welfare Interviews: Ethnographic Interviewing (6 hours). CTA developing
      ii. Day 2: Interviewing Children (5 hours). PCWTA developing
      iii. End of block exam will be conducted at the close of day 2
      iv. The same scenario will be used in each session to ensure there is a bridge between the 2 courses.
2. Implementation
   a. Re-pilots will happen based on scope of curriculum changes as assessed by CDOG’s recommendation
3. Field
   a. CalSWEC in collaboration with Field Activity Advisory Committee [May 2016] will develop Learning Objectives and/or Activities for remaining activities: Cultural Responsiveness; Interviewing; Exploring Family, Extended Family, Community, Tribal Connections and Relationships; Collaborative Assessment, Planning, and Support: Engaging Family Members in Safety and Case Planning: parts I, II, III.

May 13, 2016 CC 3.0 Subcommittee Meeting
1. Content
   a. Add trainer note to Assessment Block 200 re: importance of assessment & CMI for ALL CWS positions
   b. Add note to all curricula that the core is general, statewide, basic training
      i. Add same to all T4Ts
2. Monitoring & Adapting 100 Block classroom changing from 2 half day classes to 1 full day class. All LOS will be included.
   a. 
3. Vetting and Piloting
   a. Continue sending curriculum to counties & other stakeholders for vetting
   b. Take opportunities to beta test curricula & do changes to get feedback to Jennifer (CDOG will identify timeframes/guidelines for timing)
4. Trainer Development
   a. Trainer T4T curriculum is standardized, but can be divided by module & delivered 1:1 coaching, small group, online
   b. Agreed that trainers must complete within a 1 year window once implemented
5. Field
a. Regions will pilot field activities with minimum of 2 people per region per activity & seek diverse group WRT field structure

6. E-learning
   a. Suspend writing course sumtotal/canvas pilot. Redevelop course in Captivate.

7. Evaluation
   a. Cap end of block tests at 45 questions & use extra time for debrief
   b. Continue current 2.0 eval until we switch over to 3.0 fully
   c. Provide quarterly dashboard on data & formal reports annually with item analysis (unless problems arise).
   d. Retain scanned data for 3 years