



## Common Core 3.5 Content Overview

This document provides information about the Common Core 3.5 curricula series. It is intended to assist child welfare agency staff, stakeholders and other partners (e.g., social work supervisors, probation partners, courts, youth, parents, caregivers, service providers) with a general understanding of the material covered in Common Core 3.5.

### Impetus for the Revision.

The decision to undertake a large-scale revision of Common Core arose from an effort to ensure that training provides new social workers with key information in a format that streamlines knowledge acquisition and facilitates skill building. Common Core was first launched in February 1, 2017 and has undergone minor revision for re-launch in July 2021. The revision comes in response to feedback regarding the need to expedite the training process while maintaining a comprehensive training program. Each training within the Common Core series has a set of measurable learning objectives aimed to build the knowledge, skills, and values that are essential to the provision of service to families and children who participate in California's county child welfare programs.

Common Core 3.5 will:

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

More in-depth information around the creation and revision of Common Core, can be found in [All County Letter \(ACL\) 21-136](https://www.cdss.ca.gov/Portals/9/Additional-Resources/Letters-and-Notices/ACLs/2021/21-136.pdf?ver=2021-11-19-070413-090) (<https://www.cdss.ca.gov/Portals/9/Additional-Resources/Letters-and-Notices/ACLs/2021/21-136.pdf?ver=2021-11-19-070413-090>) and [ACL 17-17](https://www.cdss.ca.gov/Portals/9/ACL/2017/17-17.pdf?ver=2019-06-25-135033-123) (<https://www.cdss.ca.gov/Portals/9/ACL/2017/17-17.pdf?ver=2019-06-25-135033-123>).

### Common Core 3.5 Concept and Content.

#### Concept.

The concept for Common Core 3.5 involves three key components:

1. Practice Areas - we divided training content into practice area blocks: Foundation, Engagement and Assessment, Case Planning and Service Delivery, Monitoring and Adapting, and Transition. These practice blocks mirror the Integrated Core Practice Model (ICPM), and allow for a focused exploration of knowledge and skills in key practice areas providing a natural framework for field activities and skill development.
2. Sequence - in order to improve trainee retention of training material we identified a training process that introduces knowledge, allows for skill practice and then reinforces knowledge and skills through additional classroom reflection and refinement.
3. Modality - in an effort to maximize the limited training time available, we identified knowledge based content that can be provided via online training. This will allow for classroom time to focus on

interactional skill building activities between trainees and trainers and among trainees. In addition, we identified specific skills for further development through field activities and field based training and coaching with field advisors.

### ***Content.***

The tables below outline all of the Common Core 3.5 Courses. As you will notice, modality (eLearning or classroom training) is indicated, and courses are distinguished by practice area block. Common Core is designed to be delivered in a traditional classroom setting, yet it is also adaptable for virtual delivery – virtual guides have been created for each classroom course in an effort to provide statewide consistency.

### ***Foundation Block.***

The foundation block content provides key foundational information that is carried forward in the remaining blocks. This includes practical content introducing trainees to the common core, legal content about the laws governing child welfare intervention, and practice related content regarding trauma and teaming.

There are 3 e-learning modules, and 9 skills-based classroom modules within the foundation block.

### ***Engagement and Assessment Block.***

The Engagement Block and Assessment Block includes topics such as use of authority, strength-based interviewing, how to talk to families about concurrent planning, critical thinking, standardized assessment, and child maltreatment identification. This includes information about assessment policy and practice; and tips and practice for identifying neglect, physical abuse, emotional abuse, sexual abuse, and exploitation.

There are 2 e-learning modules and 6 classroom modules in this block.

### ***Case Planning and Service Delivery Block.***

The Service Planning Block content focuses on working with families to develop behavior-based case plans. This includes information about case planning policy and practice, writing case plan objectives, and the role of visitation in positive outcomes for families.

There are 2 e-learning modules and 1 classroom modules in this block.

### ***Monitoring and Adapting Block.***

The Monitoring and Adapting Block content focuses on measuring case plan progress and adjusting service planning to meet families' needs as they work their case plans. This includes information about measuring progress, placement policy and practice, and placement stability.

There is 1 e-learning module and, 1 classroom modules in this block.

### ***Transition Block.***

The Transition Block content encompasses the typical transitions social workers facilitate with families, including reunification, placement changes, and facilitating transitions for youth over the age of 18.

There are 2 e-learning modules and 1 classroom module in this block.

### ***Field Activities.***

There are five field activities that must be completed by the end of Common core 3.5 and are not associated with any specific block. There are prerequisites associated with each activity to ensure knowledge has been acquired before activity completion. These activities assist in bridging theory and knowledge to practice.

### ***Statewide Evaluation.***

Evaluation data is collected during each component of Common Core. The purpose of the evaluations is multidimensional and is designed to: (1) provide evaluative feedback regarding the curriculum design and its effectiveness to (a) help inform workforce development needs, (b) understand how to best support trainee learning, and (c) foster a deeper level of learning for future trainees; (2) explore knowledge

acquisition at the aggregate level; and (3) establish a standard method of evaluating training effectiveness in response to federal requirements in California's Program Improvement Plan (PIP).

In order to receive course completion status, trainees should complete all evaluations. This fulfills and maximizes the programmatic learning objectives and goals outlined for each curriculum. Individual trainee responses to evaluations will (1) be anonymous, (2) be stored and analyzed by the California Social Work Education Center at University of California, Berkeley, and (3) will only be reported as part of a group of at least 11.

Detailed instructions for trainers on how to administer evaluations are located in the Evaluation Guide. The latest version of the Evaluation Guide, along with all evaluation materials for trainers and trainees, should be accessed through the [California Child Welfare Training \(CACWT\) system website](https://cacwt.dss.ca.gov), which is hosted at the following URL: <https://cacwt.dss.ca.gov>.

<b>Modality.</b>	<b>Common Core 3.5 Version.</b>
Classroom.	18 classes (19 ½ days).
eLearnings.	10 eLearnings.
Field Activities.	5 Field Activities.

## FOUNDATION BLOCK.

<b>Training Component.</b>	<b>Course Title.</b>	<b>Duration.</b>
<b>Classroom.</b>	Orientation to California Child Welfare Practice.	1 day.
<b>Classroom.</b>	Introduction to Child Development.	1 day.
<b>Classroom.</b>	Trauma-Informed Practice.	1 day.
<b>Classroom.</b>	Fairness and Equity.	½ day.
<b>Classroom.</b>	Child and Family Teaming.	1 day.
<b>eLearning.</b>	Federal and State Laws.	Self-paced.
<b>Classroom.</b>	Legal Procedures and Responsibilities.	1 day.
<b>eLearning.</b>	Introduction to ICWA.	Self-paced.
<b>Classroom.</b>	ICWA and Working with Native American Families & Tribes <b>(required prerequisite: Intro to ICWA eLearning).</b>	1 day.
<b>eLearning.</b>	Key Issues in Child Welfare: Behavioral Health, Substance Use Disorders, and Intimate Partner Violence.	Self-paced.
<b>Classroom.</b>	Key Issues in Child Welfare: Social Worker as Practitioner <b>(required prerequisite: Key Issues in Child Welfare: Behavioral Health, Substance Use Disorders, and Intimate Partner Violence eLearning).</b>	2 days.
<b>Classroom.</b>	Introduction to CWS/CMS.	½ day.

## ENGAGEMENT & ASSESSMENT BLOCK.

Training Component.	Course Title.	Duration.
<b>Classroom.</b>	Cultural Humility in Child Welfare Interviews.	1 day.
<b>Classroom.</b>	Critical Thinking & Assessment.	½ day.
<b>Classroom.</b>	Engagement and Interviewing (recommended prerequisite from Foundation Block: Trauma-Informed Practice & Child and Family Teaming).	1 day.
<b>Classroom.</b>	Interviewing Children (required prerequisite: Cultural Humility in Child Welfare Interviews and Engagement & Interviewing).	1 day.
<b>eLearning.</b>	Child Maltreatment Identification (CMI).	Self-paced.
<b>Classroom.</b>	Child Maltreatment ID Skills Lab (required prerequisite: CMI eLearning and Introduction to Child Development).	2 day.
<b>eLearning.</b>	Overview of Assessment Procedures.	Self-paced.
<b>Classroom.</b>	Structured Tools and Assessment Skills Lab (required prerequisite: Overview of Assessment Procedures eLearning).	2 days.

## CASE PLANNING AND SERVICE DELIVERY BLOCK.

Training Component.	Course Title.	Duration.
<b>eLearning.</b>	Purposeful Visitation and Family Time.	Self-paced.
<b>eLearning.</b>	Case Planning Basics.	Self-paced.
<b>Classroom.</b>	Teaming with Families to Develop Behavioral Case Plans (required prerequisite: Case Planning Basics eLearning).	1 day.

## MONITORING AND ADAPTING BLOCK.

Training Component.	Course Title.	Duration.
<b>eLearning.</b>	Placement.	Self-paced.
<b>Classroom.</b>	Managing the Plan: Supporting Safety, Permanency and Well-being (required prerequisite: Placement eLearning).	1 day.

## TRANSITION BLOCK.

Training Component.	Course Title.	Duration.
<b>eLearning.</b>	Case Closure & After Care Plans.	Self-paced.
<b>eLearning.</b>	Transition Planning with Youth and Young Adults.	Self-paced.
<b>Classroom.</b>	Transition Practice (required prerequisite: Case Closure & After Care Plans and Transition Planning with Youth and Young Adults eLearning).	1 day.

## FIELD ACTIVITIES to be completed by the end of Core.

Training Component.	Course Title.	Duration.
<b>Field Activity.</b>	Fairness and Equity (required prerequisite: from Foundation block: Fairness and Equity).	Self-paced.
<b>Field Activity.</b>	ICWA and Working with Native American Tribes (required prerequisites from Foundation block: Intro to ICWA eLearning and ICWA & Working with Native American Families and Tribes Classroom).	Self-paced.
<b>Field Activity.</b>	Time and Stress Management (no required prerequisite).	Self-paced.
<b>Field Activity.</b>	Interviewing and Social Worker Safety (required pre-requisites from Engagement & Assessment Block: Cultural Humility in Child Welfare Interviews, Engagement and Interviewing, and Interviewing Children).	Self-paced.
<b>Field Activity.</b>	<p>Teaming with Families: New workers will be required to complete <u>one</u> of the four following teaming options, based on their assigned role and/or caseload:</p> <ol style="list-style-type: none"> <li>Exploring Safety and Risk (required pre-requisites from Engagement &amp; Assessment Block: Overview of Assessment Procedures and Child Maltreatment Identification eLearning modules and Child Maltreatment ID and Structured Tools and Assessment Skills Labs) OR.</li> <li>Initial Case Plan (required prerequisites from Case Planning Block: Case Planning Basics eLearning and Teaming with Families to Develop Behavioral Case Plans) OR.</li> <li>Case Plan Update (required prerequisites from Case Planning Block: Case Planning Basics eLearning and Teaming with Families to Develop Behavioral Case Plans) OR.</li> <li>Transition Planning (required prerequisites from Case Planning Block: Case Planning Basics eLearning and Teaming with Families to Develop Behavioral Case Plans).</li> </ol>	Self-paced.