



CalSWEC

California Social Work Education Center

Common Core 3.0 Stakeholder Feedback Survey Analysis, and November CDOG Team Meeting Decisions

December 2013

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Introduction

The Common Core 3.0 Content Executive Stakeholder Survey and the Common Core 3.0 Content Overview Stakeholder Survey were administered from September 16, 2013 to November 15, 2013 in an effort to gather stakeholder feedback on the content identified for Common Core 3.0. There were three levels of surveys available:

- An executive summary level survey intended for child welfare managers and supervisors
- A content overview survey intended for training system partners, child welfare supervisors and staff development, and other stakeholders
- Learning objective and e-learning surveys intended for training partners and subject matter experts.

This document provides information about the survey results for the Executive Summary, Content Overview, and E-learning surveys. In some instances, the Executive Summary survey and Content Overview survey included some shared questions and the responses to those questions are combined. This document also provides information about related discussions and decisions of the Content Development Oversight Group in response to the survey data where applicable.

Survey Respondents by County

Respondents to the **Common Core 3.0 Executive Summary Survey** were from the counties (12), statewide (6), and the training system (4).

Respondents to the **Common Core 3.0 Content Overview Survey** were from the counties (16), and statewide (7): ten respondents identified as other stakeholders.

Table 1.01:

Executive Summary Survey Respondents (n=23)

County Respondents (n=12)	
Contra Costa	1
Fresno	1
Kings	1
Madera	1
Merced	1
Monterey	1
Santa Barbara	1
San Bernardino	2
San Francisco	1
San Mateo	1
Santa Cruz	1
Tuolumne	1
Statewide Respondents (n=6)	
Statewide	3 (Trainer, CAPP, CFPIC)
ICWA	3 (Northern Region, Bay Region, So Cal)
Training System Respondents (n=4)	
Southern Region	2
Bay Region	1
LA Region	1

Table 1.02:

*Content Overview Survey Respondents (n=36)**

County Respondents (n=16)	
Fresno	1
LA	1
Madera	2
Merced	1
Napa	1
Orange	1
Riverside	1
Sacramento	3
San Bernardino	1
San Francisco	1
Tuolumne	2
Ventura	1
Statewide Respondents (n=7)	
Statewide	5 (CDSS, CFPIC, CAPP, CalSWEC, Trainer)
ICWA	2 (Northern Region, So Cal)
Other Stakeholders (n=10)	
AOC	1
Foster Parent	1
Foster Youth	2
IV-E	5
Mentor	1

*3 responses were not included because they were duplicates or were gathered via focus group or workgroup.

Role in Child Welfare of Content Executive Summary Survey Respondents

23 respondents initiated the **Common Core 3.0 Content Executive Summary Survey**. Respondents' connection to child welfare were –County Child Welfare director (4.3 percent), County Child Welfare training manager (13 percent), County Child Welfare manager (17.4 percent), County Child Welfare staff development (8.7 percent), Contract trainer (8.7 percent), and Other (47.8 percent).

Q2: My connection to child welfare is best described as?

Table 1.03:

Q2. My connection to child welfare is best described as:		
Answer Options	Response Percent	Response Count
County Child Welfare director	4.3%	1
County Child Welfare training manager	13.0%	3
County Child Welfare manager	17.4%	4
County Child Welfare staff development	8.7%	2
Contract trainer	8.7%	2
Other (please specify)	47.8%	11
# of respondents who answered question		23

Of the 11 respondents who identified as “Other”, the following organizations or professions were represented:

- Child & Family Policy Institute of California
- Tribal Court Judge
- ICWA Advocate/Expert Witness/ Child Welfare Consultant
- Tribal Social Worker/Supervisor
- County Child Welfare Policy Analyst
- County Intern Coordinator
- Former DSS Foster Care Public Health Nurse
- Current Trainer and History in CWS Management and Direct Service
- Social Services Deputy Director

Role in Child Welfare of Content Overview Summary Survey Respondents

36 respondents initiated the **Common Core 3.0 Content Overview Survey**. Respondents' connection to child welfare were— County Child Welfare training manager (2.8 percent), County Child Welfare manager (19.4 percent), County Child Welfare supervisor (16.7 percent), Tribal leader (2.8 percent), CDSS employee (2.8 percent), County Child Welfare staff development (5.6 percent), Contract trainer (2.8 percent), Caregiver (2.8 percent), Current or former foster youth (5.6 percent), University IV-E faculty or staff (13.9 percent) and Other (25.0 percent).

Q2: My connection to child welfare is best described as?

Table 1.04:

Q2. My connection to child welfare is best described as:		
Answer Options	Response Percent	Response Count
County Child Welfare training manager	2.8%	1
County Child Welfare manager	19.4%	7
County Child Welfare supervisor	16.7%	6
Tribal leader	2.8%	1
CDSS	2.8%	1
County Child Welfare staff development	5.6%	2
Contract trainer	2.8%	1
Caregiver	2.8%	1
Current or former foster youth	5.6%	2
University IV-E faculty or staff	13.9%	5
Other (please specify)	25.0%	9
# of respondents who answered question		36

Of the nine respondents who identified as “Other”, the following organizations or professions were represented:

- IV-E PC
- Child & Family Policy Institute
- Consultant and Project Manager to CWS and TANF agencies
- Child and Family Policy Institute of CA
- Mentor
- ICWA Subject Matter Expert
- CalSWEC
- Training Coordinator- Administrative Office of the Courts
- Tribal Court Judge

Role in Child Welfare of Combined Survey Respondents

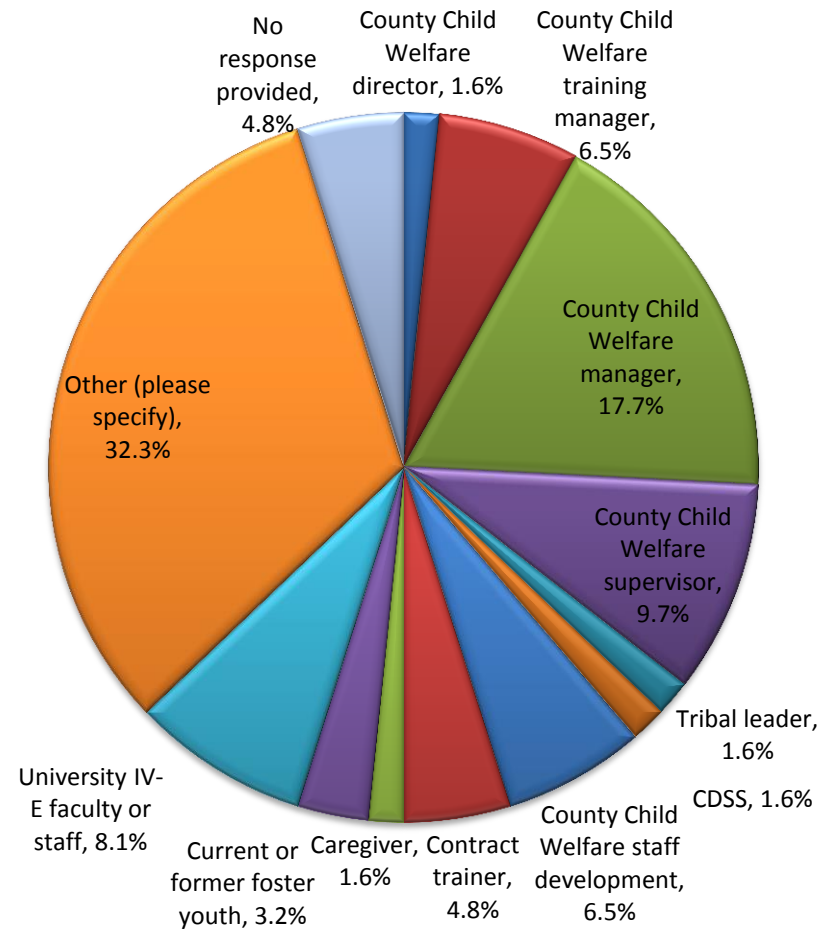
The connection to child welfare of the 59 respondents who initiated the **Common Core 3.0 Content Executive Summary Survey** and/or the **Common Core 3.0 Content Overview Survey** is depicted in both Table 1.05 and Chart 1.01.

Q2: My connection to child welfare is best described as?

Table 1.05:

Q2. My connection to child welfare is best described as:		
Answer Options	Response Percent	Response Count
County Child Welfare director	1.6%	1
County Child Welfare training manager	6.5%	4
County Child Welfare manager	17.7%	11
County Child Welfare supervisor	9.7%	6
Tribal leader	1.6%	1
CDSS	1.6%	1
County Child Welfare staff development	6.5%	4
Contract trainer	4.8%	3
Caregiver	1.6%	1
Current or former foster youth	3.2%	2
University IV-E faculty or staff	8.1%	5
Other (please specify)	32.3%	20
No response provided	4.8%	3
# of respondents who answered question		59

Chart 1.01:



General Questions (Q16, Q15, & EQ¹26 & CQ²17)

Q16: Given this more detailed information about the Common Core 3.0 revision, does it seem like a good plan?

Respondents' answers to Q16 (depicted in Table 1.06) were Yes (70 percent), followed by Other (28 percent) and No (2 percent).

Table 1.06:

Q16: Given this more detailed information about the Common Core 3.0 revision, does it seem like a good plan?		
Answer Options	Response Percent	Response Count
Yes	70%	32
No	2%	1
Other	28%	13
<i>answered question</i>		46
<i>skipped question</i>		16

13 respondents answered “Other”. Of those 13 respondents the top five themes in the responses were:

- 1) Concern about workload for Supervisors (3).
- 2) Concerned about the plan overall (1).
- 3) Need more information (1).
- 4) Concerns about ICWA (1).
- 5) Concerns about e-learning and a desire to include tests to insure completion (1).

Decisions:

Upon review of the survey findings depicted in Table 1.06, the Content Development Oversight Group proposed the following recommendations:

- Consider increased trainer development around MEPA and ICWA issues as a topic at the Fairness & Equity Symposium.
- ICWA Div.31 requirements/regulations are pending revision— incorporate revised materials into Common Core 3.0 training.
- Include a final quiz for e-learning modules to ensure completion.
- Clarify for stakeholders that regions may include a full day of ICWA. Share information about how we include ICWA content in other blocks (include this same info about MEPA).

¹ Content Executive Summary Stakeholder Survey Question (Only)

² Content Overview Stakeholder Survey Question (Only)

Q15: The proposed content for Common Core 3.0 includes 20 field activities for new social workers- are these the priority field activities new social workers need to support Common Core training?

Respondents' answers to Q15 (depicted in Table 1.07) were open-ended. 38 respondents provided an answer to Q15.

Table 1.07:

Q15: The proposed content for Common Core 3.0 includes 20 field activities for new social workers—are these the priority field activities new social workers need to support Common Core training?	
Answer Options	Response Count
<i>answered question</i>	38
<i>skipped question</i>	24

38 respondents answered Q15. Of those 38 respondents the top five responses were:

- 1) Yes (27).
- 2) Activities need to be added that include understanding of Cultural Competency as well as matters of ICWA (4).
- 3) Observing visitation would also be helpful (3).
- 4) I would include practicing documentation of case notes/contacts in CWS/CMS (2).
- 5) The team-based case planning seems redundant (2).

Decisions:

Upon review of the survey findings for Q15, the Content Development Oversight Group proposed the following recommendations:

- A visitation observation field activity will be added to the Service Planning Block.
- The team based case planning field activity will be removed from the Service Planning Practice Block.
- To incite deeper discussion of ICWA and MEPA issues, and Cultural Competence:
 - Trainer skill development will be facilitated at the Fairness and Equity Symposium.
 - Discussion of ICWA, MEPA and Cultural Competence will included in the Foundation Practice Block, and incorporated into all other blocks and the Field Guide.

EQ26& C17: Do you have any additional comments or feedback about the revised Common Core?

Respondents' additional comments or feedback on the revised Common Core are below.

Table 1.08:

EQ26 &CQ17: Do you have any additional comments or feedback about the revised Common Core?	
Answer Options	Response Count
<i>answered question</i>	37
<i>skipped question</i>	25

37 respondents answered EQ26 and CQ17. Of those 37 respondents the top five responses were:

- 1) Approval / excitement about the plan (10).
- 2) No additional comments (6).
- 3) More emphasis (e.g., on cultural humility, ICWA and divergent cultural perspectives around what constitutes abuse and neglect) (4).
- 4) Concern regarding ensuring trainees are retaining e-learning content (2).
- 5) Focus on how trauma and substance abuse/use impacts the family, especially children (2).

Decisions:

Upon review of the survey findings for EQ26 and C17, the Content Development Oversight Group proposed the following recommendations:

- Address cultural humility and divergent cultural perspectives on abuse and neglect in the revision of CMI.
- Continue to implement trauma and substance use/abuse content as it is presently planned.

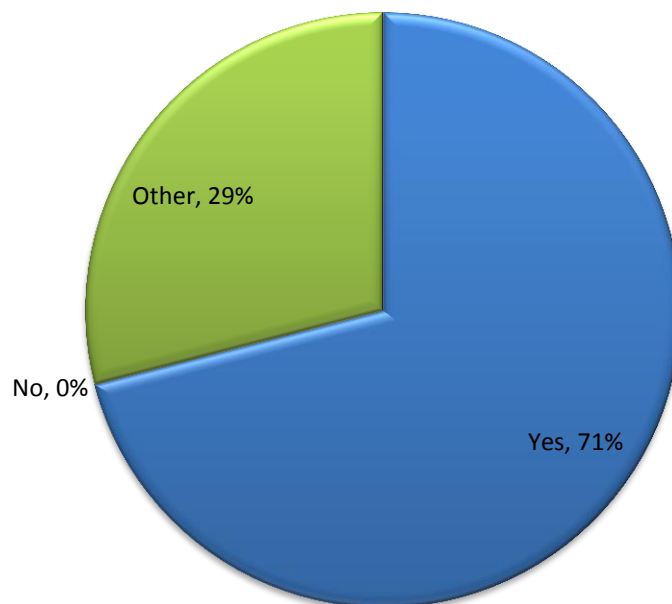
Capacity Questions (Q 17-Q25): Common Core 3.0 Content Executive Summary Survey (Only)

Q17: Does your county have the technical infrastructure to facilitate staff access to online training modules?

Table 1.09:

Q17. Does your county have the technical infrastructure to facilitate staff access to online training modules?		
Answer Options	Response Percent	Response Count
Yes	71%	12
No	0%	0
Other	29%	5
<i>answered question</i>		17
<i>skipped question</i>		6

Chart 1.03:



Decisions:

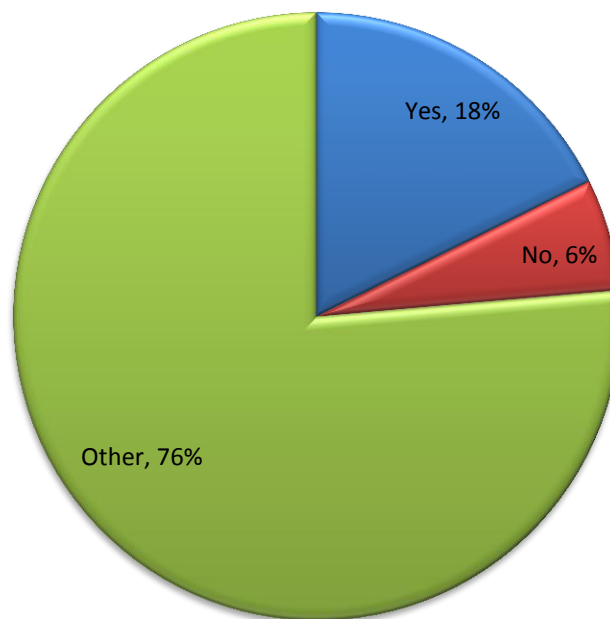
The Content Development Oversight Group reviewed the survey findings depicted in Table 1.09 and noted the 5 respondents who chose “other” said that they were unable to answer the question.

Q18. Does your county have capacity to support supervisors acting as field advisors for new social workers?

Table 1.10:

Q18. Does your county have capacity to support supervisors acting as field advisors for new social workers?		
Answer Options	Response Percent	Response Count
Yes	18%	3
No	6%	1
Other	76%	13
<i>answered question</i>		17
<i>skipped question</i>		6

Chart 1.04:



13 respondents answered other to Q18. The other responses included the following comments:

- 1) Currently have some capacity, but will need to build more (5).
- 2) Don't know (4).
- 3) This is already happening (2).
- 4) This will be very difficult (2).

Decisions:

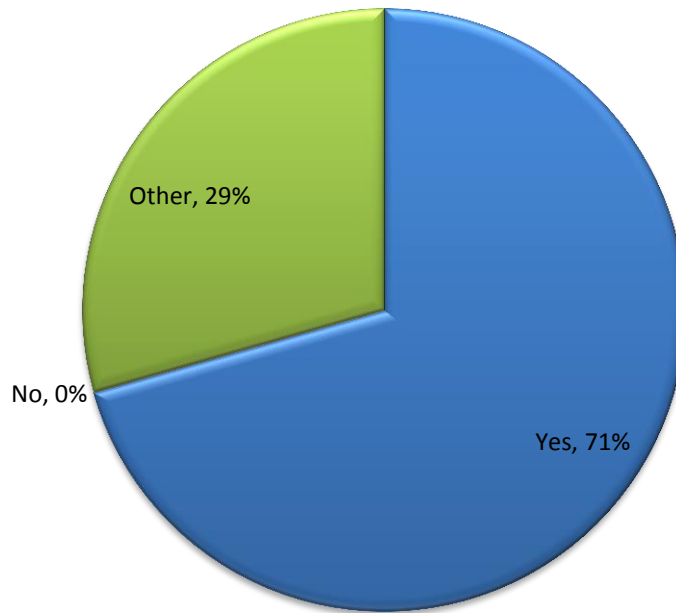
Upon review of the survey findings depicted in Table 1.10, the Content Development Oversight Group confirmed the plan to provide training for field advisors, which will include an overview of the content new social workers receive in training and tools / training on coaching. CDOG also noted that improved communication is needed to ensure stakeholders are aware of the proposed training for field advisors.

Q19: Can your county support a new social worker training process that requires trainees to complete online prerequisites prior to attending some classroom training sessions?

Table 1.11:

Q19. Can your county support a new social worker training process that requires trainees to complete online prerequisites prior to attending some classroom training sessions?		
Answer Options	Response Percent	Response Count
Yes	71%	12
No	0%	0
Other	29%	5
<i>answered question</i>		17
<i>skipped question</i>		6

Chart 1.05:



Decisions:

The Content Development Oversight Group reviewed the survey findings depicted in Table 1.11 and noted the 5 respondents who chose “other” said that they were unable to answer the question.

Q20: What are you excited about and think will work well for your county?

Respondents' excitement and thoughts on what will work well for their county are depicted below.

Table 1.12:

Q20. What are you excited about and think will work well for your county?	
Answer Options	Response Count
<i>answered question</i>	15
<i>skipped question</i>	8

15 respondents answered Q20. Of those 15 respondents the top five responses were:

- Integrated learning experience (6).
- Practice blocks (5).
- Field supervisors (3).
- Multiple modalities (3).
- Training tools for supervisors (2).

Q21: What are you worried about in supporting the new training implementation? (Staffing, training of Sups, capacity, technology [e-learning])

Respondents' worries about the implementation of the new Common Core 3.0 training are depicted below.

Table 1.13:

Q21. What are you worried about in supporting the new training implementation? (Staffing, training of Sups, capacity, technology [e-learning])	
Answer Options	Response Count
<i>answered question</i>	17
<i>skipped question</i>	6

17 respondents answered Q20. Of those 17 respondents the top five responses were:

- Support for supervisors to increase retention (5).
- Supervisor buy-in (4).
- Capacity to track and monitor consistency in field training (4).
- Staffing and resource allocation (3).
- ICWA improvements will be forgotten or ignored (2).

Q22: How do you anticipate this will change how training is delivered in your county?

Respondents' anticipations for how Common Core 3.0 will change training delivery in their county are depicted in below.

Table 1.14:

Q22. How do you anticipate this will change how training is delivered in your county?	
Answer Options	Response Count
<i>answered question</i>	13
<i>skipped question</i>	10

13 respondents answered Q22. Of those 13 respondents the top five responses were:

- Supervisors will be integrated (2).
- Training will be more thorough (1).
- Increased accountability (1).
- Increased investment in the success of new social workers (1).
- Training will be more streamlined (1).

Q23: How do you anticipate this will change how training is received in your county?

Respondents' anticipations for how Common Core 3.0 will change how training is received in their county are depicted below.

Table 1.15:

Q23. How do you anticipate this will change how training is received in your county?	
Answer Options	Response Count
<i>answered question</i>	14
<i>skipped question</i>	9

14 respondents answered Q23. Of those 14 respondents the top five responses were:

- Strong leadership will be needed to address resistance (2).
- Increased coordination efforts on behalf of Counties (1).
- Union and compensation issues (1).
- Increased Supervisor accountability (1).
- I believe it will be well received (1).

Q24: What supports do you anticipate needing to support the proposed training structure and delivery (staffing, sups, sustainability of TOL...)?

Respondents' opinion on what supports they anticipate needing to support the proposed training structure and delivery are depicted below.

Table 1.16:

Q24. What supports do you anticipate needing to support the proposed training structure and delivery (staffing, sups, sustainability of TOL...)?	
Answer Options	Response Count
<i>answered question</i>	13
<i>skipped question</i>	10

13 respondents answered Q24. Of those 13 respondents the top five responses were:

- Staff development (3).
- Checklist of field activities for Supervisors (1).
- Get early adopters to lead (1).
- Extensive communication with the Academy to ensure Counties have what they need (1).
- A retooled classroom delivery instruction for trainers (1).

Q25: Is there anything else you think we should know about the resources needed to implement the revised Common Core?

Respondents' thoughts on if there is anything else that we should know about the resources needed to implement the revised Common Core are depicted below.

Table 1.17:

Q25. Is there anything else you think we should know about the resources needed to implement the revised Common Core?	
Answer Options	Response Count
<i>answered question</i>	9
<i>skipped question</i>	14

9 respondents answered Q25. Of those 9 respondents the top five responses were:

- The level 200 series is about deepening practice rather than reinforcing content (1).
- I like the approach of building on current resources (1).
- Must get the top county CWS leaders on board (1).
- I think the plan is thorough, yet also ambitious (1).
- We need additional coaching resources for supervisors (1).

Practice Block Questions (Q3 –Q14)

Q3 & Q9: Please share your opinion about the content included in the Foundation Practice Block

Foundation Practice Block:

Q3: Please share your opinion about the content included in the foundation practice block:		
Answer Options	Response Percent	Response Count
Yes. I agree that this is the content new social workers need.	61%	31
Not exactly. I have some suggestions for changes.	39%	20
No. This is not the foundation content new social workers need.	0%	0
# of respondents who answered question		51
# of respondents who did not provide a response		11

Q9: Please use this comment box to share your suggestions to improve the content for the foundation block:	
Answer Options	Response Count
<i>answered question</i>	19
<i>skipped question</i>	43

Of the open-ended responses provided by 19 respondents, the top five themes in response to Q9 were:

- The foundational block should be revised (5), (suggestions included adding risk assessment in ER investigations, placement and court testimony).
- Increase focus on writing safety plans, court report and documentation writing and writing skills/writing to legal scrutiny (5).
- ICWA needs to be extended to a full day training (2).
- Reduce time/stress management, safety, fairness and equity (2).
- Common Core classroom training should be before the online modules (1).

Decisions:

Upon review of the survey findings for the Foundation Practice Block, the Content Development Oversight Group proposed the following recommendations:

- Add a cultural competency field activity (to be a 1:1 conversation with field advisor).
- Include content about how social workers can respond when they identify systemic bias.
- Add the concept of historical trauma and the roles of institutions in supporting and recreating traumatic experiences to the Fairness and Equity module LOs.
- Ensure the historical trauma content includes effects on Native American and African American people.

- Add an ICWA field activity (contact TribalSTAR and the survey responders to help identify an activity to include).
- Clarify for stakeholders that regions may include a full day of ICWA. Share information about how ICWA content is covered in other blocks (include this same info about MEPA).
- Consider the documentary “Healing Neen” as a possible resource regarding trauma and healing. It is on vimeo at <http://vimeo.com/15851924>.
- Make the “Time and Stress Management” module flexible as an option for 200 level (instead of 100 level) if counties prefer to have workers take the course after they have more field experience.
- Include advocacy as a concept in the Values and Ethics content.
- Revise the advocacy field content to focus more on advocacy. Include the psych meds activity, but better highlight advocacy.
- Move “Orientation to Common Core” from the classroom to an online module.
- Change the name of the “Teaming, Collaboration, Trauma and Transparency” module to remove the work trauma. Add an LO about transparency. Clarify that teaming is a process that occurs over the life of a case and not a one-time event. Rework S1 to focus on building a family’s team rather than building a team for a meeting.

Q4 & Q10: Please share your opinion about the content included in the Engagement Practice Block

Engagement Practice Block:

Q4: Please share your opinion about the content included in the engagement practice block:		
Answer Options	Response Percent	Response Count
Yes. I agree that this is the content new social workers need.	83%	40
Not exactly. I have some suggestions for changes.	17%	8
No. This is not the foundation content new social workers need.	0%	0
<i>answered question</i>		48
<i>skipped question</i>		14

Q10: Please use this comment box to share your suggestions to improve the content for the engagement block:	
Answer Options	Response Count
<i>answered question</i>	8
<i>skipped question</i>	54

Of the open-ended responses provided by 8 respondents, the top five themes in response to Q10 were:

- It is imperative that Social Workers receive Cultural Competency training (5).
- Include focus on use of family involvement and resources for safety planning (2).
- This section seems really technical and limited - it is focused on "interviewing" although it uses the term engagement constantly (1).
- I worry about the naming of family finding (1).
- The "Fieldwork" section would make more sense to "practice appreciative inquiry" rather than to "practice engagement" which can be lots of different things to lots of different people (1).

Decisions:

Review of the Engagement Practice Block will occur during an upcoming Content Development Oversight Group conference call.

Q5 & Q11: Please share your opinion about the content included in the Assessment Practice Block

Assessment Practice Block:

Q5: Please share your opinion about the content included in the assessment practice block:		
Answer Options	Response Percent	Response Count
Yes. I agree that this is the content new social workers need.	80%	37
Not exactly. I have some suggestions for changes.	20%	9
No. This is not the foundation content new social workers need.	0%	0
<i>answered question</i>		46
<i>skipped question</i>		16

Q11: Please use this comment box to share your suggestions to improve the content for the assessment block:	
Answer Options	Response Count
<i>answered question</i>	9
<i>skipped question</i>	53

Of the open-ended responses provided by 9 respondents, the top five themes in response to Q11 were:

- I believe it is critically important to stress cultural considerations in the assessment stage (4).
- Intro to Child Development (e.g. discuss risk/safety factors, and the impact of abuse/neglect on development) (3).
- Where will knowledge and skills for assessment of placement resources, placement needs of children, and assessment for reunification and case closure be included? (1).
- I want mental health, substance abuse and domestic violence issues to be clearly covered in this section (assessment & intervention) (1).
- We need to get our language crafted around partnering with families (and others) in assessing together (1).

Decisions:

Upon review of the survey findings for the Assessment Practice Block, the Content Development Oversight Group proposed the following recommendations:

- Leave Assessment content as it is currently configured.
- Use trauma as a framework in the Assessing for Key Child Welfare issues class.
- Weave child development, child maltreatment and risk together in the assessment section.
- Include discussion of culture in the assessment content, highlighting the use of appreciative inquiry in the discussion. Reinforce this with the FSNA culture content in SDM 3.0.
- Remove the Assessment field activity “Presenting safety and risk info in teams.”
- Make sure the “CMI” content includes information about cultural bias, and CSEC.
- Consider CSEC vignette for embedded evaluation.
- Add reflective case conferencing to the 200 level for assessment.
- Change the name of the online module “Overview of Assessment and Investigation Procedures” to “Overview of Assessment Procedures” and move K8 to CMI.

Q6 & Q12: Please share your opinion about the content included in the Service Planning Practice Block

Service Planning Practice Block:

Q6: Please share your opinion about the content included in the service planning practice block:		
Answer Options	Response Percent	Response Count
Yes. I agree that this is the content new social workers need.	80%	36
Not exactly. I have some suggestions for changes.	20%	9
No. This is not the foundation content new social workers need.	0%	0
<i>answered question</i>		45
<i>skipped question</i>		17

Q12: Please use this comment box to share your suggestions to improve the content for the service planning block:	
Answer Options	Response Count
<i>answered question</i>	9
<i>skipped question</i>	53

Of the open-ended responses provided by 9 respondents, the top five themes in response to Q12 were:

- Unsure of term intentional visitation (2).
- What is expected regarding the "Field" portion of "Team-based case planning"? (1).
- "Linking to cultural and community supports and services" is way too late (1).
- Reference permanent connections (1), and
- Writing behavior plans should be removed (1)

Decisions:

Upon review of the survey findings for the Service Planning Practice Block, the Content Development Oversight Group proposed the following recommendations:

- Revise the field activities for Service Planning and Monitoring and Adapting to decrease redundancy. Eliminate case planning in teams in the Service Planning Block and eliminate engaging the family in case planning in the Monitoring and Adapting Block.
- Add visit observation as a field activity.

Q7&Q13: Please share your opinion about the content included in the Monitoring & Adapting Practice Block

Monitoring and Adapting Practice Block:

Q7: Please share your opinion about the content included in the monitoring and adapting practice block:		
Answer Options	Response Percent	Response Count
Yes. I agree that this is the content new social workers need.	78%	35
Not exactly. I have some suggestions for changes.	22%	10
No. This is not the foundation content new social workers need.	0%	0
<i>answered question</i>		45
<i>skipped question</i>		17

Q13: Please use this comment box to share your suggestions to improve the content for the monitoring and adapting block:	
Answer Options	Response Count
<i>answered question</i>	10
<i>skipped question</i>	52

Of the open-ended responses provided by 10 respondents, the top five themes in response to Q13 were:

- It is difficult to understand devoting a full day at the 200 level to "Managing Change" (1).
- I think placement should be talked about in the classroom, because it is such a broad topic (1).
- Family finding might be good to include here (1).
- Is concurrent/permanency planning included (1)?
- It would be beneficial to incorporate SDM tools when discussing Ongoing Assessment (1).

Decisions:

Review of the Monitoring and Adapting Practice Block will occur during upcoming Content Development Oversight Group conference calls.

Q8&Q14: Please share your opinion about the content included in the Transition Practice Block

Transition Practice Block:

Q8: Please share your opinion about the content included in the transition practice block:		
Answer Options	Response Percent	Response Count
Yes. I agree that this is the content new social workers need.	74%	33
Not exactly. I have some suggestions for changes.	24%	11
No. This is not the foundation content new social workers need.	2%	1
<i>answered question</i>		45
<i>skipped question</i>		17

Q14: Please use this comment box to share your suggestions to improve the content for the transition block.	
Answer Options	Response Count
<i>answered question</i>	12
<i>skipped question</i>	50

Of the open-ended responses provided by 12 respondents, the top five themes in response to Q14 were:

- There should be more focus on “transitions” and assessment skills for safe and timely reunification and case closure (5).
- Minimizing trauma at removal and initial placement should be included in investigation early on (2).
- Extremely important that neither cultural nor gender bias foul this critical stage of the process (2).
- Amount of time being spent with After 18 for the field activities is too short (1).
- Add Case Transfers to a Tribal Court (1).

Decisions:

Review of the Transition Practice Block will occur during upcoming Content Development Oversight Group conference calls.

Common Core 3.0 E-Learning Content Survey

The Common Core 3.0 E-Learning Content Survey was administered from September 18, 2013 to November 15, 2013.

5 respondents initiated the **Common Core 3.0 E-Learning Content Survey**. The connection to child welfare of the respondents was County Child Welfare director (1), County Child Welfare manager (1), CDSS (1), and Other (2).

Q2: My connection to child welfare is best described as?

Table 1.18:

Q2. My connection to child welfare is best described as:		
Answer Options	Response Percent	Response Count
County Child Welfare director	20.0%	1
County Child Welfare manager	20.0%	1
CDSS	20.0%	1
Other (please specify)	40.0%	2
<i>answered question</i>		5

Q3: Use the space below to share your feedback on the e-learning content. If you are suggesting additional content, please also identify content we could remove. Please keep in mind that this content is meant to be the priority content for new social workers entering the field with a variety of educational backgrounds.

Table 1.19:

Q3. Use the space below to share your feedback on the e-learning content. If you are suggesting additional content, please also identify content we could remove. Please keep in mind that this content is meant to be the priority content for new social workers entering the field with a variety of educational backgrounds.	
Answer Options	Response Count
<i>answered question</i>	3
<i>skipped question</i>	2

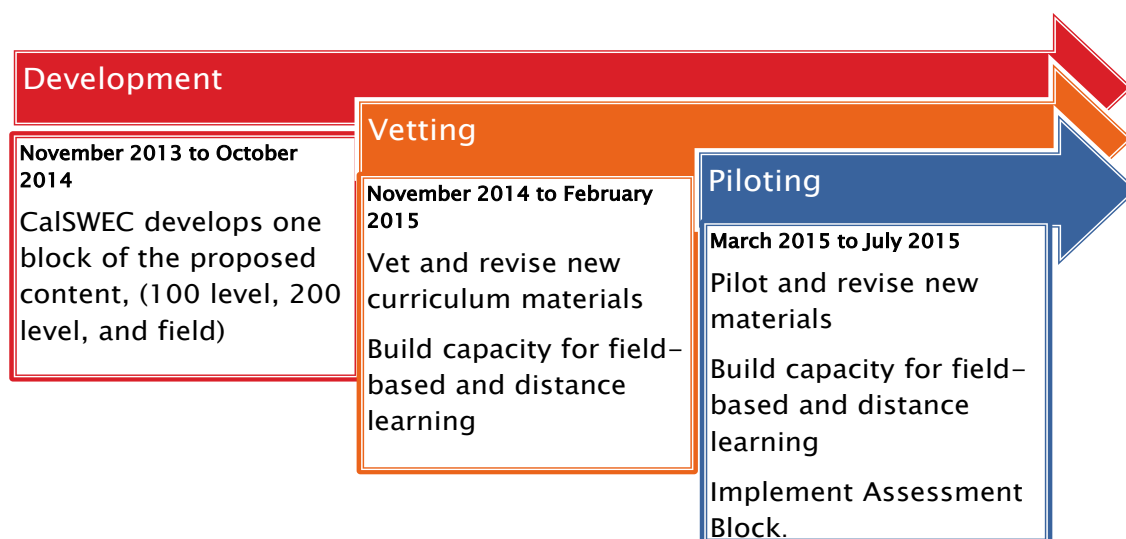
Of the open-ended responses provided by 3 respondents, the top five themes in response to Q3 were:

- Learning objectives should be separated into different ideas, positioned differently in the curriculum structure, and cohesive (3).
- The e-learning course should be divided into separate 60 minute classes, a 200-level e-learning course should be added, and the length of the course should align with the values which are being taught (3).
- E-learning content is redundant for MSWs (1).
- Small Counties will be impacted differently by e-learning (e.g. fewer social workers, and social workers are less likely to have a cohort) (1).
- CORE classes are preferred to E-learning (easier to carve out time) (1).

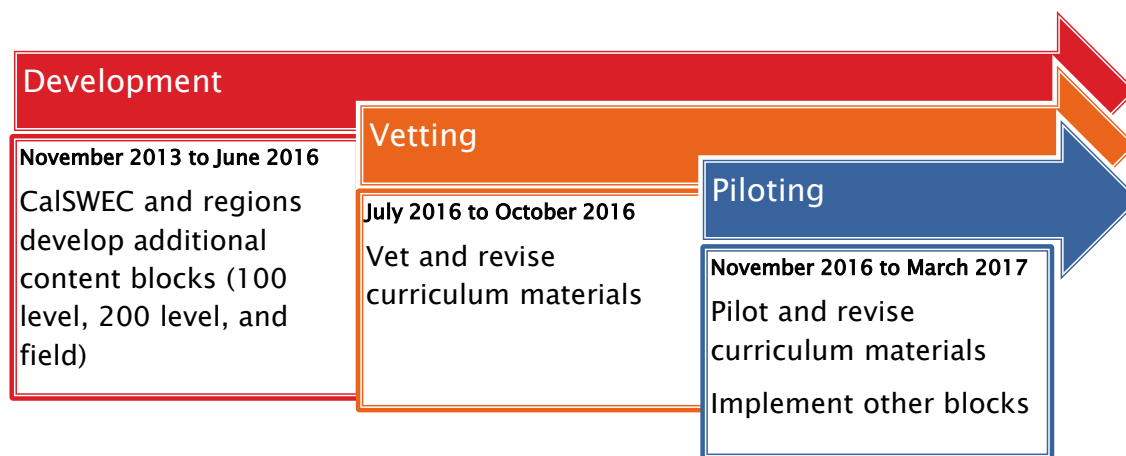
Additional Content development Oversight Group Discussions and Decisions:

- The issue of standardization has not been fully addressed. CalSWEC agreed to prepare an in-depth view of the of standardized content that will link online, classroom, and field components needed to complete the skill level evaluation we agreed to prioritize (assessment and case plan objectives). We may recommend including some existing knowledge-based evaluation questions as part of e-learning modules.
- Each RTA will develop the field activities that accompany the e-learning and classroom modules that they are developing. CalSWEC will provide editing for cohesion.
- Curriculum development will follow the revised phased one and phased two timelines highlighted below in Graphic 1.01 and 1.02:

Graphic 1.01 – Phase One:



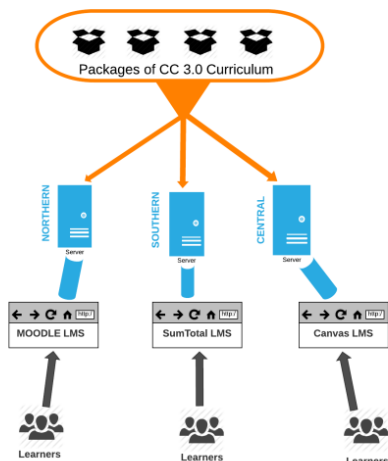
Graphic 1.02– Phase Two:



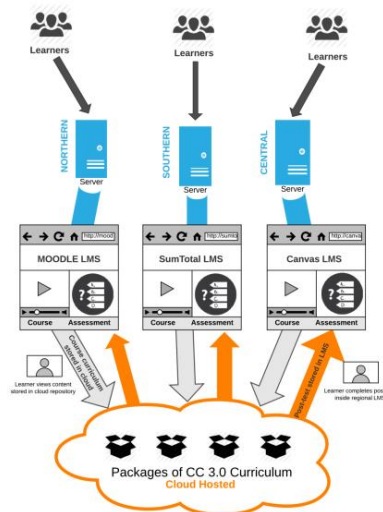
E-Learning and Technology Discussion

At the Content Development Oversight Group team meeting, two options for distribution of content were proposed. The graphics of the proposed options are depicted in Graphic 1.03 and 1.04.

Graphic 1.03 - Option 1:



Graphic 1.04 - Option 2:



Comments on Options 1 & 2, and Proposal of an Option3:

Upon review of Options 1 & 2, the group agreed that further conversation was needed at the director level. The group identified several positive aspects of option 2, including ease of sharing content and minimal cost for cloud storage.

The e-learning content delivery options included a regional approach and an option with shared central cloud storage of e-learning modules, depicted in Graphic 1.03 and 1.04 respectively. Using Option 1 (the regional approach), each region would hold the e-learning modules on their region's LMS, requiring wide compatibility in the e-learning modules. Using Option 2 (the cloud storage approach), the modules would still be accessed via the region's LMS and the LMS would store evaluation materials and completion records, but the modules would be cloud hosted, thus eliminating some of the compatibility concerns. A meeting participant from one of the regions suggested that some evaluation materials could be directly delivered to CalSWEC via Teleform. The Macro Eval team will explore this option in the future.

Content Developers and Instructional Designers:

The role of a Content Developer and Instructional Designer were discussed. Through this discussion we identified a possible resource maximization opportunity in the centralization of instructional design for Common Core e-learning modules (especially for regions with limited capacity for instructional design). A couple of regions and CDSS liked this idea and a couple of regions did not. The subject will have further discussion among the RTA directors.

We discussed the draft e-learning content development guide. This guide contains recommendations for best practice in the development of e-learning modules. Regarding formats and uniformity, we spoke of very minimal format uniformity for e-learning materials (e.g., identifying the module as part of core, using the color green). We agreed to remove the reference to powerpoint in the draft e-learning content development manual as that presumed a certain type of module and we did not want to constrain

development in that way.

During the discussion, we identified pros and cons for all of the options for content development and delivery. We asked that CDOG members share the discussion with others in their regions to help inform directors as they ultimately make a decision about how to manage this capacity building process.

Post-discussion the following proposals were made:

- We need to get the Technology and Learning Committee to weigh in on the e-learning content development guidelines currently under development.
- Regions will develop content and one or more instructional designers will develop the e-learning modules.
- Regions acknowledge that they need to build capacity to provide advanced online/e-learning training.

The need for flexibility to develop additional versions of e-learning modules was discussed. It was noted that CDSS was not supporting development of multiple versions of e-learning modules for the same content.

Appendix: Cross Tabulation

Q3 – Q8 Practice Block (Closed Ended) Questions:

Responses received for closed-ended practice questions, i.e. Q3 – Q8, from the **Common Core 3.0 Content Executive Stakeholder Survey** and the **Common Core 3.0 Content Overview Stakeholder Survey** are depicted in Cross Tabulation Charts 1.07, 1.08 and 1.09. Cross Tabulation charts illustrate, by respondent *connection to child welfare*, the percentage of respondents from each professional group that agrees Common Core 3.0 will provide the content that new social workers need (Chart 1.07), have some suggestions for how Common Core 3.0 content could be improved (Chart 1.08), and believe that Common Core 3.0 does not provide the content needed by new social workers (Chart 1.09).

Chart 1.07: Yes. I agree that this is the content new social workers need.

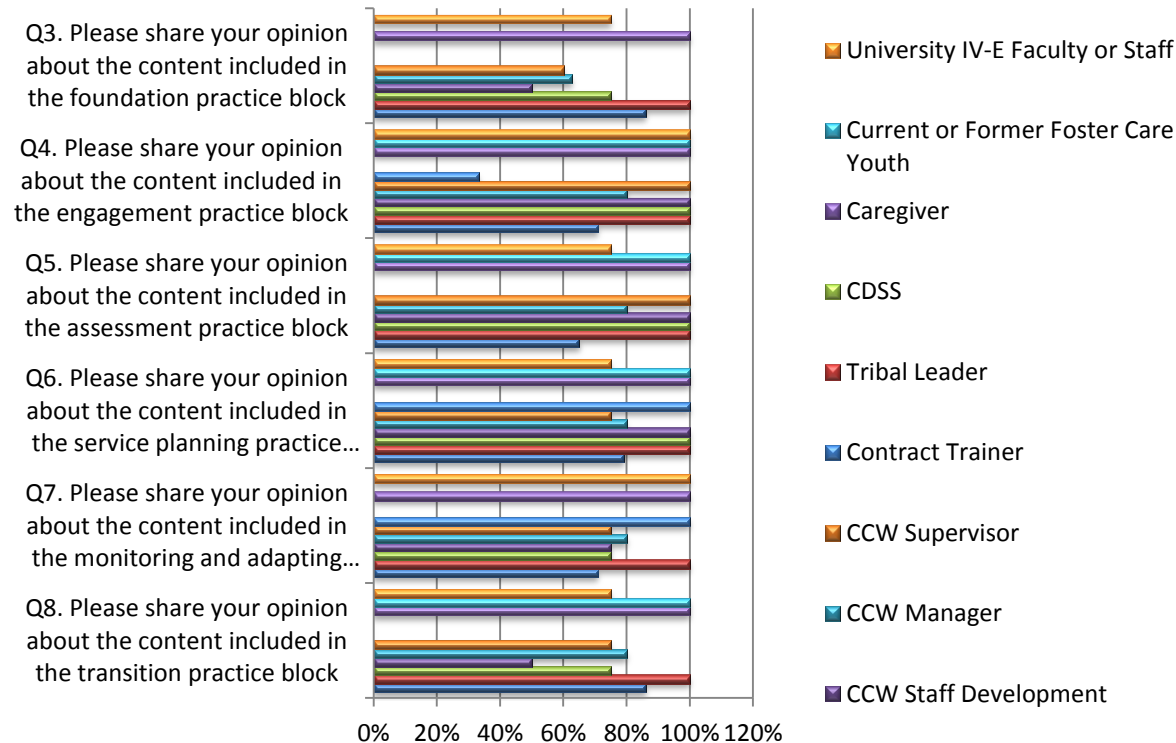


Chart 1.08: Not exactly. I have some suggestions for change.

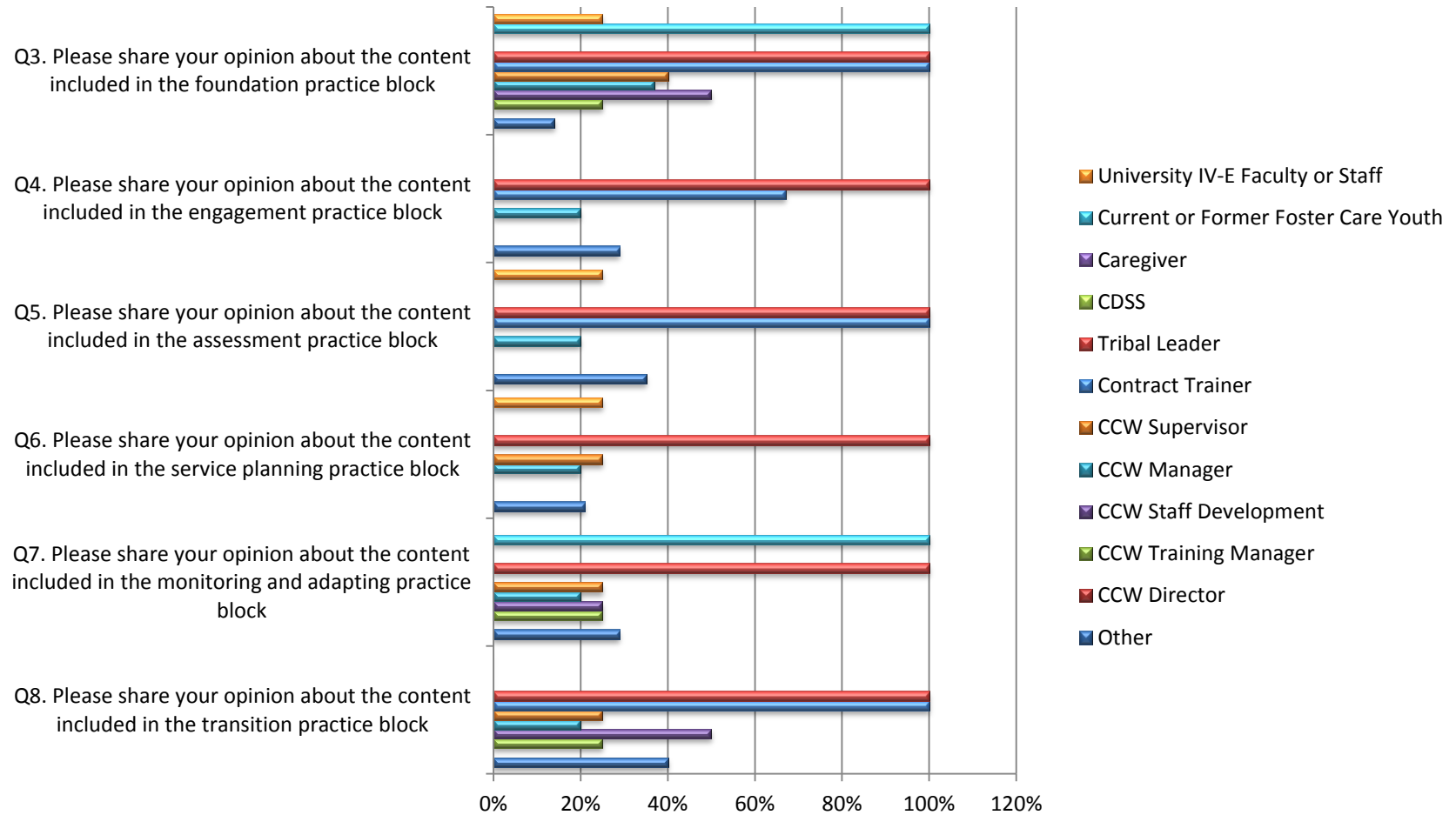


Chart 1.09: No. This is not the foundation content new social workers need.

