***Common Core 3.0 Training Regulations and WIC Crosswalks***

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| ***Current Training Regulations*** | ***Coverage in CC3.0*** |
| **WITHIN 12 MONTHS:**  The following core training shall be completed within 12 months from the date of hire: | If this portion of the regulation stands, trainees will be required to complete the following Common Core 3.0 classes in their first year: |
| Framework for child welfare practice | Orientation to Child Welfare Training  Engagement  Fairness and Equity  Introduction to Child Welfare Data |
| CMI, Part 1: neglect, physical and emotional abuse | CMI (online and classroom) |
| Assessment of safety, risk and protective capacity | Assessment Skills Lab |
| Case planning, management and documentation | Case Planning Basics  Behavioral Objectives  Case Planning in Teams |
| Child and youth development | Child Development online module |
| Placement and permanency | Placement online module  Placement Safety, Stability, and Well-Being  Transition Practice  Trauma-informed Practice |
| Statewide automated information system | Intro to CWS/CMS |
| **WITHIN 24 MONTHS:**  The following core training shall be completed within 24 months from date of hire: | If this portion of the regulation stands, trainees will be required to complete the following Common Core 3.0 classes in their first two years: |
| Indian Child Welfare Act | ICWA (online and classroom) |
| Multiethnic Placement Act/Interethnic Adoptions Provisions | Federal and State Laws  Fairness and Equity |
| Court procedures | Legal Procedures (online and classroom) |
| Documentation for legal reports | Legal Procedures (online and classroom)  Documentation Practice and Report Writing (online) |
| Basic interviewing | Interviewing (online)  Engagement and Interviewing  Trauma-informed Practice  Teaming Collaboration and Transparency  Authority and Courtesy (online) |
| Domestic violence | Assessing for Key Child Welfare Issues |
| Substance abuse | Assessing for Key Child Welfare Issues |
| Mental health | Assessing for Key Child Welfare Issues |
| Ethics and values | Values and Ethics (online and classroom) |
| Self-care for new child welfare workers | Trauma-informed Practice  Social Worker Safety  Time and Stress Management |
| Education needs | Assessing for Key Child Welfare Issues |
| Child welfare practice in a multicultural environment | Fairness and Equity |
| CMI, Part 2: sexual abuse | CMI (online and classroom) |
| Health care needs | Assessing for Key Child Welfare Issues |

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| ***Current WIC Requirements*** | ***Coverage in CC3.0*** |
| **WIC 16206 (c)**  The training provided pursuant to this section shall include all of the following: | CC3.0 includes these topics as noted: |
| Crisis intervention | Interviewing (online module)  Social Worker safety (online module) |
| Investigative techniques | Interviewing Field Activity  Interviewing (online and classroom) |
| Rules of evidence | Legal Procedures (online and classroom) |
| Indicators of abuse and neglect | CMI (online and classroom) |
| Assessment criteria, including the application of guidelines for assessment of relatives for placement according to the criteria described in Section 361.3 | Assessment (online and classroom)  Placement (online) |
| Intervention strategies | Case planning and concurrent planning in a team setting |
| Legal requirements of child protection, including requirements of child abuse reporting laws | Federal and State laws |
| Case management | Case planning and concurrent planning in a team setting  Monitoring and Adapting |
| Use of community resources | Teaming  Case planning and concurrent planning in a team setting  Monitoring and Adapting |
| Information regarding the dynamics and effects of domestic violence upon families and children, including indicators and dynamics of teen dating violence\* | Assessing for Key Child Welfare Issues |
| Posttraumatic stress disorder and the causes, symptoms, and treatment of posttraumatic stress disorder in children | Trauma-informed Practice |
| The importance of maintaining relationships with individuals who are important to a child in out-of-home placement, including methods to identify those individuals, consistent with the child's best interests, including, but not limited to, asking the child about individuals who are important, and ways to maintain and support those relationships | Concurrent planning introduction  Family finding  Purposeful visitation |
| The legal duties of a child protective services social worker, in order to protect the legal rights and safety of children and families from the initial time of contact during investigation through treatment | Federal and State Laws |