

CFSD TRAINING SUPPORT UNIT



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TRAINING COLLABORATION STATEWIDE TRAINING AND EDUCATION COMMITTEE

The purpose of the [Statewide Training and Education Committee \(STEC\)](#) is to recommend goals and priorities for statewide public child welfare training, to provide a forum for sharing training materials and resources, to coordinate the development and implementation of standardized training and to foster a continuum of learning in education and in-service training.

STEC was formed in the early 2000s and was originally intended to serve as the statewide training taskforce. In the early years of its inception, STEC was intended as a forum to determine the level of standardization within the state, and as a vehicle for coordinating statewide training initiatives. Over time, STEC became less involved in directly approving content because membership changed to include a larger number of stakeholders and the scope of materials and content that was being developed grew beyond what the committee could really keep up with. As a result, STEC has evolved into more of an advisory and coordination effort while the STEC subcommittees, such as CDOG and Macro Eval, continue to develop materials and the Regional Training Academy Directors and Champions make decisions and approve proposals from the subcommittees.

Today, STEC represents an array of child-service agencies from across the state. It provides an opportunity for our partners to come together to discuss new and innovative initiatives. STEC serves as a valuable resource and helps build a partnership at the state level with county staff and training entities. At the state level STEC allows us to connect with our county partners and is driven by collaboration among all participants. For example, during our last STEC meeting we engaged in a robust conversation that allowed stakeholders to provide feedback and ideas directly to State staff that are supporting the Continuum of Care Reform. We want to hear your ideas as well to ensure that we are providing adequate training across the state. After all, this committee is driven by collaboration efforts among all participants involved.

The next STEC meeting will be tentatively held in August 2016. If you would like to participate, email Melissa Connelly, MConnelly@berkeley.edu, Director of Child Welfare In-Service Training, CalSWEC.

By: Sherry Mung



NEWSLETTER

ANNUAL TRAINING PLAN

2016 UPDATES AND REVISIONS

It is that time of year again.... Annual Training Plan time!

As part of the larger Annual Training Plan that is submitted every year by the counties, Section III is an online survey that is developed and overseen by us here in the Training Support Unit. This survey provides us with the information we need for our own federal reporting, such as staff

demographics and training compliance of mandated training.

Along with this information for federal reporting, we have also included questions to help us better understand the unique structure and needs of every individual county. The answers to these questions help inform us and our training partners of the evolving training needs in each region as well as throughout the State.

This year, we also added a section that we hope helps us speak to the turnover rate in the counties. Turnover impacts a county in many ways, and we hope to have this information starting next year to bring to the table in decision making meetings that will impact

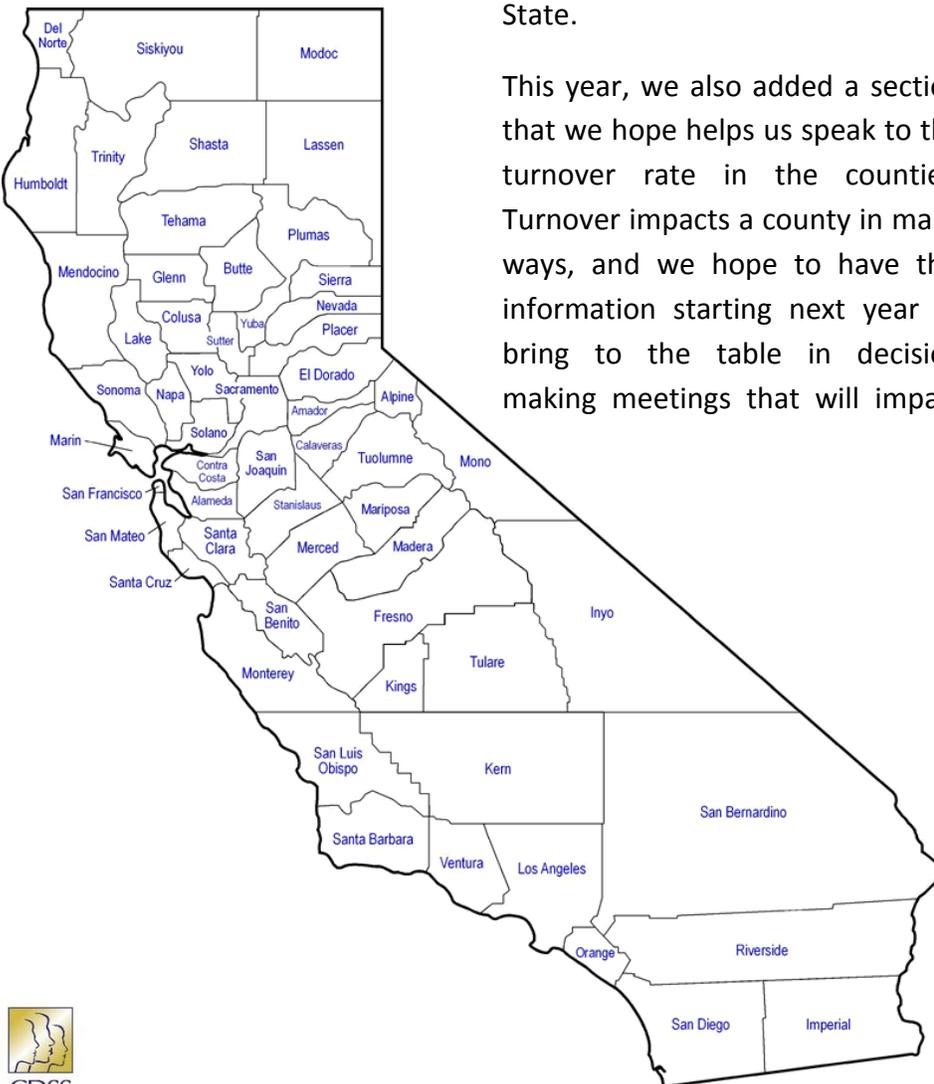
trainings for counties.

The last section of the survey reports on training compliance throughout all of the mandated trainings: Phase 1 Core, Phase 2 Core, Supervisor Core, and Ongoing training. If your county has one or more staff that is out of compliance, then a Plan of Correction must be submitted. This plan gives the ability to breakdown and organize exactly how many staff in each training program that are out-of-compliance, the courses they need to still complete, and the date in which they will be completed.

The Annual Training Plan is due August 1, 2016. If you have any questions regarding the Section III survey or Plan of Correction, please feel free to reach out to us at our TSU email box, we would be happy to assist:

CWSTrainingQuestions@dss.ca.gov

By: Sarah Blake





Capacity Building

CENTER FOR STATES

By: Jessie Rosales

Continuous Quality Improvement and Quality Assurance have become important parts of our Child Welfare System in recent years and our training system is set to join the party. While there are many methods and definitions to the aforementioned practices, the basis behind them is looking at the work you are doing to identify opportunities for growth and to ensure that what we are doing is being done effectively.

Training the entire State of California is a very arduous task. Balancing 58 counties that all possess very unique needs and circumstances with our own State need to have uniformity and structure makes the challenge even more difficult. Pair that with the constantly evolving practice of Child Welfare and it makes it so that our Statewide Training System is working extremely hard to ensure that the California child welfare workforce is sufficiently trained to do its job.

We have recently been given the opportunity to work with the Child Welfare Capacity Building

Collaborative, Center for States. The Center for States is an arm of the federal Children's Bureau whose purpose is to develop a system's potential to be productive and effective. Over the next few months the Center for States will be assisting us in taking a look at our training system to help us identify areas of growth that



will allow us to be more productive and effective. The Center has just begun this project and is currently in the initial research phase. Over the course of the project they will be reaching out to a wide swath of stakeholders to gather feedback from. We are very excited to be receiving their assistance

in this endeavor and we are developing plans to communicate their progress throughout the project.

If you'd like more information on the Center for States, visit their website at <https://capacity.childwelfare.gov/>

COMMON CORE 3.0

ENGAGING IN ELEARNING

By Elizabeth Newby

With the implementation of the Common Core 3.0 (CC 3.0) Assessment Block beginning in January 2016, social workers and counties are adjusting to a whole new way of receiving training. As California makes the transition from classroom lecture to multi-modality learning in CC 3.0, lessons are being learned by counties along the way.

One of the major shifts experienced with the Assessment Block is the move of knowledge acquisition by students from the classroom to eLearning. This is a huge structure change that will be experienced with each block of CC 3.0. By removing the knowledge piece from the classroom it frees up valuable instructor time for guided, hands-on skills training. However, in order for those classroom days to be effective, social workers must come to the class prepared, ready to practice the knowledge gained from eLearning.

As we “go live” with our new structure we have received great feedback on how counties are managing this shift. Overwhelmingly, the advice we

hear most from workers, trainers, and Field Advisors is that new workers must have structured time

that is protected during work hours to focus only on eLearning. Due to the unpredictable nature of casework it is easy to get distracted from eLearning courses by working on other things and thus leading new workers to skim the material and not gain the crucial knowledge needed to form the foundation of their practice. New workers are encouraged to work with their supervisors to schedule protected time to focus on eLearning and take notes to keep as a reference during class and future casework. Some counties are even experimenting with taking eLearning in groups with a facilitator to ensure new workers are engaged in their learning.

By investing time to engage in the eLearning classes, new workers will be prepared to practice new skills in the classroom. This will lead to a stronger workforce and better outcomes for our families and children.



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