



CC3.0 Field Advisor Readiness – Knowledge and Experience

Field activities require the participation of the new social worker and a Common Core 3.0 (CC3.0) field advisor. Supervisors are well situated to fill the role of CC3.0 field advisor, however, counties may designate another person based on local need. The person in this role will:

- Promote a learning environment and utilize appropriate coaching strategies, tools, and techniques to promote desirable and sustainable growth for the new social worker
- Promote knowledge and skill development that aligns with the desired practice
- Track completion, document information needed for evaluation components of CC3.0 and provide information to CDSS, the Regional Training Academy (RTA), or enter information into a learning management system.

CC3.0 field advisors will participate in training prior to working on field activities with new social workers. The training will include:

Field Advisor Training	
eLearning	Orientation to Child Welfare Practice and CC3.0 (available, but not required) 60 minutes
	The Role of the Field Advisor (prerequisite for classroom training) 30 minutes
Classroom	The role of the field advisor in Common Core <ul style="list-style-type: none">• CC3.0 Field Activities – 1 day• Coaching * – varies 2 + days <i>*Each region will determine which coaching training will be used to support CC3.0. The length of the regional coaching curriculum varies. All coaching curriculum must meet the standardized learning objectives for CC3.0 Coaching Curriculum.</i>
Field Advisor Support	Options for field advisor support following the training (TBD): <ul style="list-style-type: none">• Webinars• Group coaching for the field advisors via conference call or in-person (facilitated regionally by each RTA)• Community of Practice / Resource Bank

Based on the content and skills that CC3.0 field advisors will be supporting with new social workers, the following knowledge and experience areas have been identified as “Highly Recommended” or “Beneficial”. The knowledge and experience identified in the “Beneficial” category may be covered as part of the field advisor training that all field advisors will receive or may have easily accessible resources to help the field advisor build their knowledge or experience in the identified area. This list serves as a readiness tool for counties as decisions are made about who will fill the CC3.0 field advisor position(s).

Highly Recommended	
Knowledge	Experience
<ul style="list-style-type: none"> • Legal procedures and responsibilities • ASFA • CAPTA • Welfare and Institutions Code • Division 31 • ICWA • Social Security Act • MEPA • Fostering Connections Act • Reasonable Efforts • Trauma-informed practice <ul style="list-style-type: none"> ○ Intimate Partner Violence ○ Mental Health ○ Substance Abuse • Cultural humility, disproportionality, and disparity • CWS/CMS • Teaming practices (TDM, CFT, FTM, etc.) • Interviewing • Standardized Assessment Tool policies and procedures (SDM or CAT) • Engagement • Behaviorally-based case plans • Social worker safety 	<ul style="list-style-type: none"> • Child welfare case management and/or supervision • Assessment tool (SDM or CAT) utilization (throughout the life of the case) • Facilitating family team meetings (in any setting)

Beneficial	
Knowledge	Experience
<ul style="list-style-type: none"> • NASW code of ethics • Child development • CFSR • Safety Organized Practice • Caregiver support • Eligibility requirements • Role of a coach in child welfare practice • Solution focused questions • Appreciative inquiry • Motivational interviewing • Transfer of learning 	<ul style="list-style-type: none"> • Coaching • Conflict resolution

While the items above outline knowledge and experience that will help the field advisor to better support the new social worker, there are some additional skills and values that should be considered when county leaders identify the field advisor(s). Ideally, the person(s) selected will:

- Be open to giving and receiving feedback
- Be willing to adjust or enhance practice based on feedback
- Understand the importance and value of the mentor/training/coach role in the transfer of learning for the new social worker
- Use strengths and skills that will support a learning environment in the organization and for the new social worker
- Be invested in developing and sustaining supportive working relationships with the new social worker
- Have the ability to set agreements and goals with the new social worker