



Central California Training Academy



CC3.0 Implementation Guide for Counties December 2015

TOPIC	Tasks/Responsibilities	Timeline
eLearning	Develop system within the county for communication between county IT (technical issues) and staff development or training lead regarding how eLearning will be completed and tracked	December 2015
	Determine method for completing the eLearning <ul style="list-style-type: none"> • Will staff complete the eLearning individually? • Will arrangements be made for the trainees to complete eLearning as a group? • How will your county schedule eLearning? 	December 2015
	Determine a system for tracking eLearning completion of prerequisite eLearning prior to classroom.	December 2015
	Develop policies and procedures related to eLearning completion. This should include expectations for trainees when completing eLearning and emphasize the critical nature of the content. It is essential that trainees participate in, read, and comprehend the knowledge covered in the eLearning, as this is the base for the classroom learning experience.	December 2015

TOPIC	Tasks/Responsibilities	Timeline
Classroom	<p>Ensure prerequisite eLearning has been completed prior to classroom.</p> <ul style="list-style-type: none"> NOTE: Trainee will not be able to attend the classroom training if the prerequisite has not been met. 	January 2016, ongoing
	Ensure a process for prioritizing trainee attendance in core training, as sequencing of classes is important. While emergencies or other events may come up, trainees will have a maximum benefit when completing core classes in the sequence offered.	January - April 2016
	Develop policies and procedures related to expectations for trainees when attending classroom training. Encourage supervisors or others responsible for new trainees to help prepare trainees for the classroom experience by reviewing topics and themes expected to be covered in the training.	January - April 2016
	Ensure adequate training space for classroom training.	ongoing

TOPIC	Tasks/Responsibilities	Timeline
Field	Identify field advisor(s). <ul style="list-style-type: none"> Determine what responsibilities the field advisor will have. For example, if not using the trainee's supervisor, what other responsibilities will the field advisor have in addition to the field advisor role? How will the field advisor manage multiple responsibilities (if applicable)? 	January 2016
	Develop policies and procedures related to the completion of the field activities. This should include an emphasis on the importance of field activities to support new workers in developing their practice with families. Consider the following questions: <ul style="list-style-type: none"> How will field activities be completed? What is the timeframe for completion of the field activities? Who will be responsible for tracking the field activities? 	April 2016
	Once field advisors are identified, ensure that they have received all of the training prior to beginning their role as field advisor.	January – December 2016
	Each county should explore their current systems and identify ways to enhance the learning experience for new social workers. This includes creating an environment that promotes learning and best practices in child welfare congruent with the Core Practice Model.	January – June 2016
	Complete evaluations and assessments of field activities as determined by the Macro Evaluation team (part of the Curriculum Development and Oversight Group).	January 2016