

Module

Introduction to Course

TRAINING NOTES

What you need to say/do

1. Welcome participants to the course on *Child Support Matters: Working with the Military*. Explain to participants that the federal Office of Child Support Enforcement (OCSE) developed this training course to help them work child support cases involving military members. Let them know that the content went through extensive vetting, and includes input from Department of Defense representatives as well as from military liaisons within state and local child support agencies.
2. Review the Introduction on the facing page.
3. Display **PowerPoint Slide Intro-1: Introduction** (title slide).

What you need to know

1. This module will take approximately one hour to complete.
2. Listed below are the equipment, handouts, and PowerPoint slides for the module.
3. This course uses animated PowerPoint presentations. PowerPoint is just one of many software products that can be used in training presentations. The PowerPoint slides are embedded within the training curriculum. They are also in a separate file so that you can display them on a screen during the training.

Equipment/Supplies:

- Personal computer with Microsoft PowerPoint
- LCD projector and screen
- Flipchart stand with two pads of paper or a whiteboard
- Markers (permanent, dry-erase, and wet-erase)
- Masking tape
- A container for slips of paper (such as a hat or small box)
- Attendance roster and name tents
- Trainer Guide
- Participant Guides (including Appendix with Handouts)
- Blank paper for use with Name Bingo
- Treat or prize for Name Bingo

PowerPoint Slides:

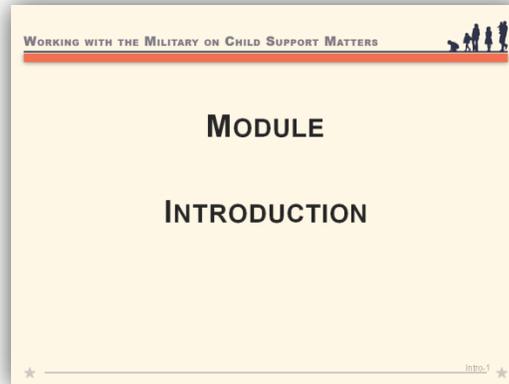
- Intro-1: Introduction
- Intro-2: Target Audience
- Intro-3: Administrative Matters
- Intro-4: Summary

Handouts:

- Intro-1: Bingo Game (4 x 4)
- Intro-2: Bingo Game (5 x 5)
- Intro-3: Military Training Evaluation Form

MODULE: INTRODUCTION

Time: 30 minutes to 1 hour



The child support program touches the lives of many military and veteran families as it works to enhance the well-being of children by assuring that they can count on reliable support from their parents. Cases involving service members often can be frustrating for child support workers. The military uses acronyms that seem arcane, and the service member changes duty stations frequently. Similarly, the child support program can seem daunting to military parents who need quick answers or expedited modifications prior to deployment.

The goal of this course is to equip child support workers with the information they need to effectively process military cases. This training is comprehensive, addressing all stages of case processing from locate, to service of process, to establishment and enforcement. The content includes input from Department of Defense representatives, as well as from child support agencies who work closely with military and veteran families.

The course is interactive, and we welcome your participation. This is an opportunity to exchange experiences and to learn from each other, as well as from the trainer, before returning to our respective offices.

TRAINING NOTES

What you need to say/do

1. Diagram the layout of seats in the room.
2. Introduce yourself, including your background and training experience. Describe any work experience that you have had that relates to this training.
3. If participants know each other, have them go around the room and introduce themselves to you. Ask each person to state his or her name and position. As the participants state their names, note the names on the appropriate locations on your sketched seating chart. This will help you to refer to participants by name.
4. If participants do not know each other, conduct a warm-up exercise.
 - Provide each participant with at least one sheet of blank paper.
 - Before class, ask each participant to print his or her name on a slip of that paper. Place the slips in a container. Set the container aside.
 - Refer the participants to **Handout Intro-1: Bingo Game (4 x 4)** or **Handout Intro-2: Bingo Game (5 x 5)** in the Appendix. (Use a 4 x 4 card for groups of 11-16, and a 5 x 5 format for groups of 17-25.)
 - Depending upon class size, allow 20 - 30 minutes for the exercise.
 - Provide directions to the warm-up exercise: Ask participants to mill around the room and meet each other. When they meet someone, they should write that person's name anywhere on the blank bingo form. They will have about five minutes to exchange names.
 - Once you ask people to take their seats, have them place an "O" on any box that does not contain the name of a person in the class. Pass the container (with the name slips) around the room. In turn, have each person pick one of the slips and read the name on the paper. Tell the participants to mark their cards with an "X" if they met that person during the early part of the exercise. Ask the person whose name is called to wave or stand, and identify his or her work location and position. (This also will allow you to fill out your seating chart.)
 - Instruct participants that whenever a person gets bingo (a form with a row of "Xs" horizontally, vertically, or diagonally), (s)he should yell "Bingo!" Reward the first winner with a small treat or prize.
 - Unlike traditional bingo, keep going so that everyone in the group is introduced. (Everyone should get bingo at least once.)
5. After completion of the warm-up exercise, ask participants to list their expectations of the course, for example, what they hope to learn and what type of problems they want to resolve. Write their responses on the flipchart. Tape the flipchart pages on the walls. As appropriate, affirm that the course will provide the information they seek. If some participants state expectations that are not part of the course, refer them to other resources. If possible, you may also try to get them answers to specific questions prior to the end of the training.

What you need to know

The first 30 minutes of the first day of training are very important. This is when participants begin to form opinions of the trainer and the training course. The trainer needs to establish a climate that makes participants feel comfortable, relaxed, and eager to learn. One way to accomplish this is through a warm-up exercise.

1.1 WARM-UP EXERCISE (OPTIONAL)

Participants will complete a warm-up exercise to become familiar with each other. In order to conduct the exercise, write your name on a piece of paper and place it in the container provided by the trainer. Your trainer will give you instructions on how to proceed. Relax and have some fun with this exercise!

TRAINING NOTES

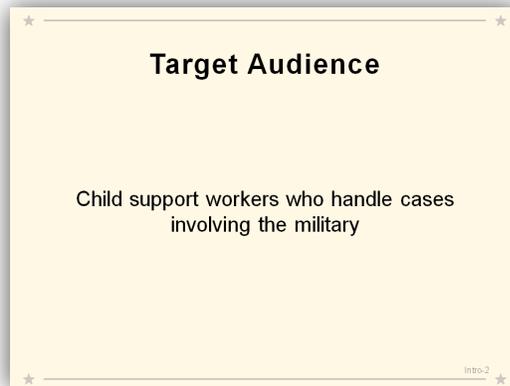
What you need to say/do

1. Display **PowerPoint Slide Intro-2: Target Audience.**
 2. Inform participants that the target audience for the course is any child support worker who handles cases involving military service members.
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What you need to know

1. You should be familiar with the course goals and objectives so that you can respond to the participants' list of their goals in attending the course.
2. As you move forward in the curriculum, make sure that you tell participants where you are in the course materials.
3. When you refer to page numbers in the curriculum, make sure you distinguish the text pages from the handout pages.

1.2 TARGET AUDIENCE



The primary target audience for this training is the child support worker who handles cases involving military members.

TRAINING NOTES

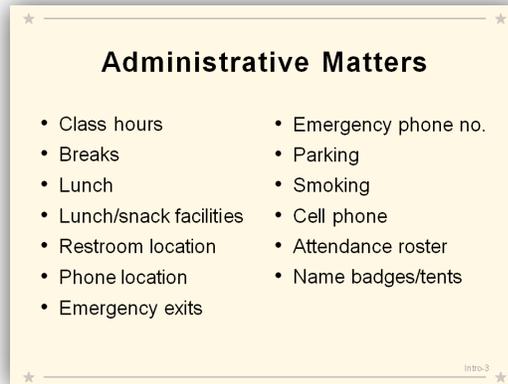
What you need to say/do

1. Display **PowerPoint Slide Intro-3: Administrative Matters.**
 2. Review the training schedule, facility layout, and other administrative matters with participants.
 3. Ask participants to be considerate of others and turn off cell phones.
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What you need to know

The entire curriculum can be covered in two days for a maximum of 30 participants.

1.3 TRAINING SCHEDULE, FACILITY, AND POLICIES



The trainer will review the following with participants:

- Class hours (start/end times)
- Breaks
- Lunch (start/end times)
- Lunch/snack facilities
- Restroom location
- Telephone location
- Emergency exits
- Emergency telephone number
- Parking
- Smoking
- Cell phone use
- Attendance roster
- Name badges or name tents

TRAINING NOTES

What you need to say/do

1. Explain the format of the training manual. Tell participants that each module follows a similar format (modules begin with Goals and Objectives, then move into specific lessons, and usually conclude with summary activities or exercises).
 2. Demonstrate the use of the manual by telling participants to turn to specific page numbers as you describe those sections, modules, and activities.
 3. Handouts for the courses are in a separate Appendix at the end of the guide.
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What you need to know

1. The “Training Notes,” appearing on the left side (even numbered pages) of the manual, are divided into two sections: “*What you need to say/do*” and “*What you need to know*.” These sections provide the trainer with information, such as:
 - instructions for use of exercises that reinforce the course content
 - background facts supporting the training materials
 - suggested time frames for the modules and exercises
 - internal cross-references to related material in other modules
 - visual aids (e.g., PowerPoint slides or transparencies) and handouts.
2. The “*What you need to know*” section also includes training “tips.” Feel free to annotate these sections with your own notes as you prepare to deliver this course.
3. The participant content is on the right side (odd numbered pages) of the manual. To create participant manuals, just print the odd numbered pages of the manual. You will also have to refer to the appropriate module section in the Appendix to print the handouts needed for each particular module.

1.4 PARTICIPANT HANDBOOK FORMAT

1.4.1 Time Allocation

The length of individual modules varies, but most are approximately one hour in length.

1.4.2 Goals and Objectives

Each module begins by identifying learning goals and objectives for that section. The trainer will use exercises and other activities as ways to measure whether the goals and objectives have been met.

1.4.3 Substantive Content

The content of the course is presented in narrative format. To assist with location of material, sections are numbered. Handouts supplement the content.

1.4.4 Exercises/Handouts

Throughout the course, you will participate in various learning activities. They include case studies and group exercises. The exercises are one way that the trainer will measure your understanding and retention of material. The trainer will also refer to handouts in the Appendix to present additional information.

1.4.5 Review and Preview

Each module ends with a summary of the main points and a preview of information that will be presented in the next module.

TRAINING NOTES

What you need to say/do

1. Discuss the Training Agenda on the next page with participants.
 2. Tell participants that the times on the schedule are approximate and intended as a guide.
 3. Provide participants with an overview of the objectives for each module as you go over the Training Agenda.
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What you need to know

1. Remember that the times on the schedule are flexible. Depending upon the needs of the class, you may spend more or less time on various modules.
2. Avoid going into too much detail regarding any of the topics at this time.

1.5 TRAINING AGENDA

Day 1

8:00 a.m. – 8:30 a.m.	Coffee and Rolls
8:30 a.m. – 9:15 a.m.	Introduction
9:15 a.m. – 10:30 a.m.	Module 1: Overview of the Military
10:30 a.m. – 10:45 a.m.	Break
10:45 a.m. – 11:45 p.m.	Module 2: Military Locate Procedures
11:45 p.m. – 1:00 p.m.	Lunch
1:00 p.m. – 2:15 p.m.	Module 3: Service of Process on Military Personnel
2:15 p.m. – 2:30 p.m.	Break
2:30 p.m. – 3:30 p.m.	Module 4: The Servicemembers Civil Relief Act
3:30 p.m. – 4:45 p.m.	Module 5: Obtaining Evidence from the Military

TRAINING NOTES

What you need to say/do

What you need to know

Day 2

8:00 a.m. – 8:30 a.m.	Coffee and Rolls
8:30 a.m. – 10:00 a.m.	Module 6: Military Establishment Procedures
10:00 a.m. – 10:15 a.m.	Break
10:15 a.m. – 11:45 p.m.	Module 7: Military Enforcement Procedures
11:45 p.m. – 1:00 p.m.	Lunch
1:00 p.m. – 2:00 p.m.	Module 8: Access/Custody Issues
2:00 p.m. – 2:30 p.m.	Module 9: Collaborations: Serving Those Who Serve Us
2:30 p.m. – 2:45 p.m.	Break
2:45 p.m. – 3:15 p.m.	Module 9: Collaborations (cont'd)
3:15 p.m. -- 4:00 p.m.	Training Review

TRAINING NOTES

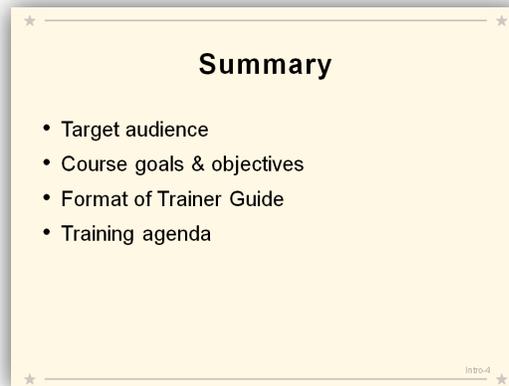
What you need to say/do

1. Display **PowerPoint Slide Intro-4: Summary**.
 2. Ask participants to turn to the Appendix and review **Handout Intro-3: Military Training Evaluation Form**. Advise participants that at the end of each day of training, they should complete the sections of the evaluation form related to the modules presented that day.
 3. Tell participants that they have now completed **Module: Introduction**. Ask if there are any questions.
 4. After answering the participants' questions, transition to **Module 1: Overview of the Military**.
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What you need to know

1. The military is located throughout the United States and the world. Military members are found on bases, ships, forts, stations, camps, and other facilities such as U. S. embassies.
2. You should know the name and address of any military facilities within the state in which you are conducting the training.

1.6 SUMMARY



In this module we discussed basics regarding the training course. We reviewed:

- the target audience for the course,
- the goals and objectives for the course,
- the format of the training manual, and
- the training agenda.

1.7 PREVIEW OF MODULE 1

The next module provides an overview of the military. We will discuss:

- unique issues facing military parents,
- the organization of the military,
- the authority of commanders,
- military resources that can assist the child support worker, and
- the rules and regulations that govern the military with regard to child support.