



U.S. ARMY



**NEW
DIRECTOR OF RELIGIOUS EDUCATION
(DRE)
TRAINING - LESSON 9
“DRE ROLE IN CHAPEL TRAINING”**

US Army Chaplain Center and School
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19 March 2018

Instructional Lead In: Welcome to the New Director of Religious Education (DRE) training, Lesson 9, “DRE Role in Chapel Training.”
This is a 1 hour lesson.



TERMINAL LEARNING OBJECTIVE



ACTION: Recognize the primary duties of DREs as trainers.

CONDITIONS: In a DL environment, given CCH annual training guidance and usachcstraining.army.mil/religious-education

STANDARD: Remembering includes:

- Give examples of how you assess UMT Training Needs.
- State differences between training roles of DRE and NCOIC.
- Select Volunteer Training for use in local program.
- Relate child protection training to annual training.

Instructor Note: Have students read the TLO.



ADMINISTRATIVE INFORMATION



SAFETY REQUIREMENTS: Students are leaders responsible to ensure the safety of their training environment for DL purposes. Instructors will ensure students are advised of safety requirements and take all necessary precautions, including the requirement for securing data such as their personally identifiable information, while completing course material.


RISK ASSESSMENT LEVEL: LOW

ENVIRONMENTAL CONSIDERATIONS: Environmental protection is not just the law but the right thing to do. It is a continual process and starts with deliberate planning. Always be alert to ways to protect our environment during training and missions. In doing so, you will contribute to the sustainment of our training resources while protecting people and the environment from harmful effects.


EVALUATION: The student is required to fully engage in lesson by applying critical and creative thinking throughout the lesson as well as completing all assignments.

3

Instructor Note: Review safety requirements, risk assessment, environmental considerations and expected outcome and evaluation.




DRE ROLE IN CHAPEL TRAINING



religious leader and professional military RS staff advisor capabilities. UMT training must integrate religious professionalism with military ministry to Soldiers and Families, military professionalism with service to Nation, and the development of

c. The intent of the CCH's TLDG is to achieve the CSA's priority requirements by focusing on four lines of effort (LOEs): LOE 1, Build Spiritual Readiness; LOE 2, Deepen Chaplain Corps (CHC) Identity; LOE 3, Improve Leader Development; and LOE 4, Enhance UMT Interoperability.



DEPARTMENT OF THE ARMY
OFFICE OF THE CHIEF OF CHAPLAINS
2705 ARMY CENTER
WASHINGTON DC 20310-2705

DACH-ZA 6 December 2017

MEMORANDUM FOR SEE DISTRIBUTION

SUBJECT: Chief of Chaplains' Training and Leader Development Guidance for Fiscal Year 2018 (FY18)

1. References.
 - a. The Army Vision: Strategic Advantage in a Complex World, 2015.
 - b. Army Training Strategy (ATS), 15 October 2012.
 - c. U.S. Army Chaplain Corps Campaign Plan (2016-2021).
 - d. AR 350-1, Army Training and Leader Development, 19 August 2014.
 - e. AR 165-1, Army Chaplain Corps Activities, 23 June 2015.
 - f. ADRP 7-0, Training Units and Developing Leaders, 23 August 2012.
 - g. FM 1-05, Religious Support, 5 October 2012.
 - h. FM 6-22, Leader Development, 30 June 2015.
 - i. ATP 1-05.04, Religious Support and Internal Advisement, 23 March 2017.
2. Purpose. This memorandum updates the Chief of Chaplains' (CCH) Training and Leader Development Guidance (TLDG) to align with the Chief of Staff of the Army's (CSA) priorities. The TLDG empowers religious support (RS) unity of effort by using the CCH's vision as a lens for unit ministry teams (UMTs) to visualize and meet their commander's requirements.
 - a. The CSA's priorities are Readiness, Future Army, and Taking Care of Troops.
 - b. The CCH's vision is: "Soldiers and Families, Strong and Ready in Spirit! The Chaplain Team Formed in Profession, Extending God's Care!" Effective training begins with the end in view: our "Soldiers and Families, Strong and Ready in Spirit!" Effective training empowers the UMT toward that end: "The Chaplain Team, Formed in Profession, Extending God's Care!"

but prioritize Improve Leader Development (see para 4) in Plan (CCP) quarterly throughout all training. Provide holistic training of professional military RS assess leader development religious services; rites, religious education and professional religious, moral, instruction; moral and religious LOEs.

ns the Army is strong to deter in our Nation's wars. ong and will power the adiness through training r and Family care, and Moral f settings, assess content. hen Soldier and Family fession.

CP FO 1.1, Leader omponents at 2-star r Care/Senior Leader Care; or Leader Care self-Care Trusted Advisor Process nials posted at [aining/CCP/SitePages/Home](#) d to post training status.

means that UMT members perate from a deep calling ds them to be true servant th the professional military

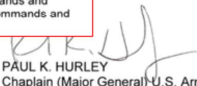
18 execute CCP FO 2.1, One Identity—Two omponents on Chaplain Corps identity mposed of two RS capabilities essional military RS staff advisor) with 11 acred imperatives (Nurture the Living, f training support, see CCP FO materials mpleted, go to the dashboard to post

Leaders prepare the next generation of , counseling and mentoring. Use the e leaders (see refs D, H.) Integrate leader tactical, and garrison environments. s identify, develop, and communicate to y, CHC can retain and assign the most of the mission while professionally

18 execute CCP FO 3.1, Leader nents of credentialing in the Army character—and on leading a UMT. Train y make the shift from delivery of RS to e UMTs to deliver RS. For training or link). When FO training is completed,

The CHC is an intraoperable network of partnering across the world. This merica's Soldiers. Our training must g of interoperability concepts/capabilities ment. Interoperability includes mponents, Joint, Coalition, Allied, Partner,

18 execute CCP FO 4.1, Enhance UMT omponents at 2-star Commands and ation Training; at 3-star Commands and


PAUL K. HURLEY
 Chaplain (Major General) U.S. Army
 Chief of Chaplains

On the screen, there are images of the Chief of Chaplains' Training and Leader Development Guidance.

DREs serve as primary trainers of mandatory training for chaplain corps staff who work with children, They also are responsible to ensure all chapel religious support personnel who work with children meet background check and annual training requirements. (AR 165-1, para 5-2.k)

The training that DREs provide is 1 piece of the training that Religious Support Personnel need and provide.

If you do not yet have a copy of this guidance, ask your Installation Chaplain for a copy. DREs are included in monthly UMT Training, in annual DRE training (discussed in Lesson 3), and in annual training for the entire Chaplain Corps.



DRE ROLE IN CHAPEL TRAINING

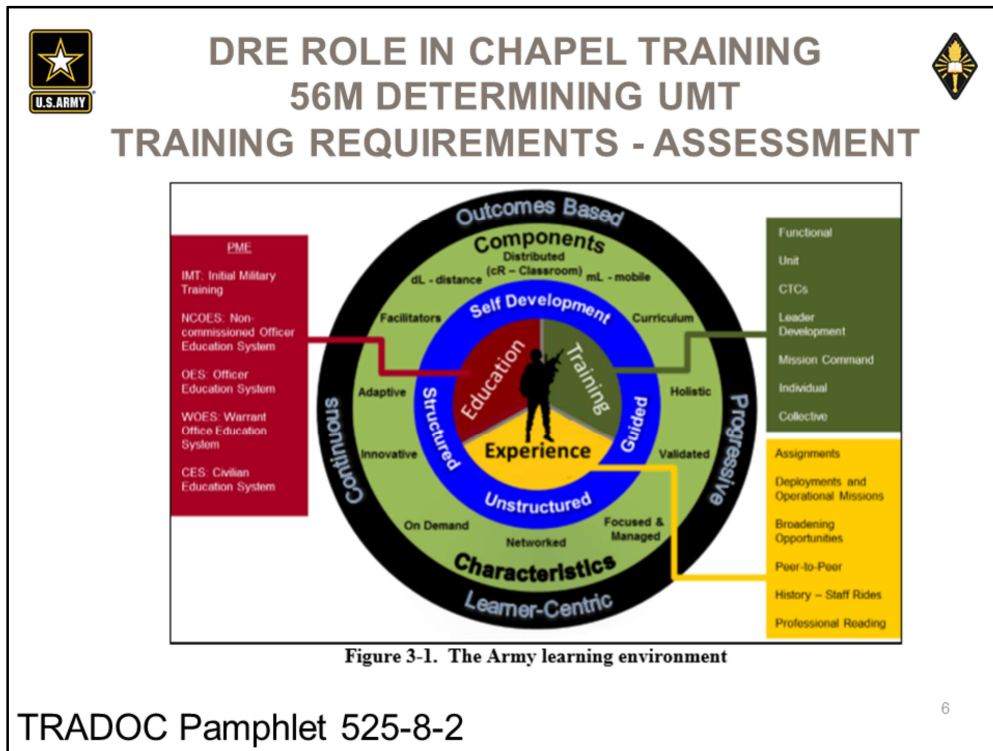


This lesson facilitates student learning on the role of DRE as trainer within the chaplaincy.

5

Practical training and leader development form the cornerstone of operational success. Through training volunteers, leaders, and Soldiers we achieve the tactical and technical competence that builds confidence and adaptability in the Army. Army forces train using training doctrine that sustains their capabilities. By utilizing focused training and leader development, it prepares units, leaders, Soldiers, and civilians to provide full religious support in all essential elements of religion.

This training is based on USACHCS training for NCOs, "Determining Training Requirements."



TRADOC Pamphlet 525-8-2

6

The Senior NCOs have received training on how to determine training requirements. The following slides are from their training, but your NCOIC will be your guide and support as you administer Religious Education and Youth Ministry training.

STATE: Effective training and leader development form the cornerstone of operational success. Through training, units, leaders, and Soldiers achieve the tactical and technical competence that builds confidence and adaptability. Army forces train using training doctrine that sustains their expeditionary and campaign capabilities. Focused training and leader development prepares units, leaders, Soldiers, and civilians to deploy, fight, and win. The Army trains units, Soldiers, and civilians daily in individual and collective tasks under challenging and realistic conditions. Training continues in deployed units to sustain skills and adapt to changes in operational environments.

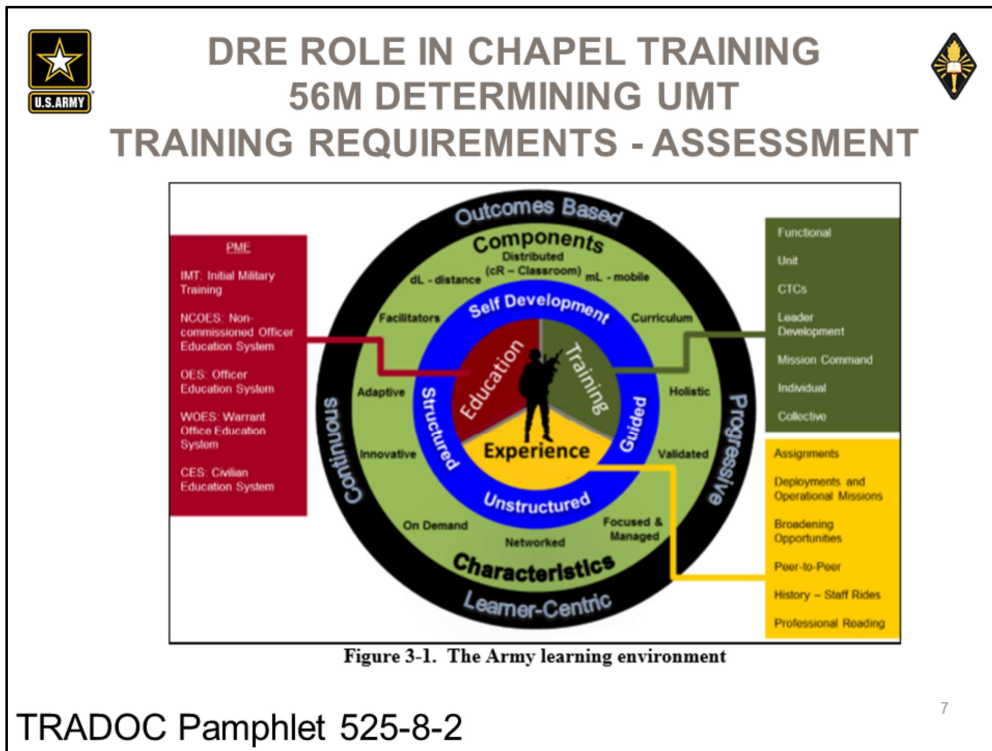
When you look at this Army leader development model what do you see?

Commanders and other leaders in the operating and generating forces build on the knowledge, skills, abilities, and behaviors their subordinate leaders gained in schools. They train and educate their subordinate leaders—and their emerging leaders—providing an environment of learning. They approach this responsibility with the same intensity that they use in training their units. They provide challenging assignments to further individual growth and learning. They help subordinates recognize their individual strengths and weaknesses, encouraging and supporting individual self-development programs.

What is your NCOIC's role in regards to training?

- Supervise Subordinate UMT's.
- Teach, Coach and Mentor.
- Train Subordinate Religious Affairs Specialists/Religious Affairs NCOs.

Consider how your DRE role compliments the NCOIC's. Send your Course Instructors your thoughts in a paragraph stating the differences between the training roles of DREs and NCOICs.



Noncommissioned officers are responsible for training individual tasks. As senior 56Ms NCOICs must assist Chaplains in providing training. In order to bridge the GAP between what is being done and what needs to be trained to accomplish mission requirements, assessments must be done. Army's Principles of Unit Training are listed in ADRP 7-0 Table 2-1.

- Commanders and other leaders are responsible for training.
- Noncommissioned officers train individuals, crews, and small teams.
- Train to standard.
- Train as you will fight.
- Train while operating.
- Train fundamentals first.
- Train to develop adaptability.
- Understand the operational environment.
- Train to sustain.
- Train to maintain.
- Conduct multi-echelon and concurrent training.

STATE:

What is an assessment?

According to ADP 3-0, assessment is continuously monitoring and evaluating the current situation and the progress of an operation.

What do training assessments accomplish?

Training assessments provide focus and direction to planning by identifying training tasks that are new, where performance needs improvement, or where performance needs to be sustained. Training assessments provide commanders with a starting point for describing their training strategy. The training assessment compares the organization's current level of training proficiency with the desired level of proficiency based on Army standards.

STATE: Although commanders make the overall training assessment of an organization, Senior 56M Noncommissioned Officers help advise Chaplains and senior leaders on the training 56Ms need in order to accomplish the religious support mission within a specific organization.

What considerations should you take when assessing training?

- Your own observation and those of subordinates and other individuals
- Feedback from AAR's
- Results of Unit evaluations

STATE: Commanders assess each training event through a lens focused on execution within the commander's intent, achievement of the training objectives, and progress towards unified land operations.



DRE ROLE IN CHAPEL TRAINING 56M DETERMINING UMT TRAINING REQUIREMENTS - ASSESSMENT



Mission Essential Task List (METL)
Critical Task
Collective Task
Individual Task
Digital Training Management System

8

What is a mission essential task list (METL)?

A compilation of mission-essential tasks that an organization must perform successfully to accomplish doctrinal or directed missions.

STATE: When a unit is assigned a mission, the commander develops a METL by adjusting the unit's core mission essential task list (CMETL) based on mission analysis and the higher commander's METL. Once the METL is established, it focuses the unit's training program until mission completion.

What is a mission essential task?

A collective task a unit must be able to perform successfully to accomplish its mission.



**DRE ROLE IN CHAPEL TRAINING
56M DETERMINING UMT
TRAINING REQUIREMENTS - ASSESSMENT**



**Mission Essential Task List (METL)
Critical Task
Collective Task
Individual Task
Digital Training Management System**

9

What is a Critical Task?

A collective or individual task a unit or individual must perform to accomplish their mission and duties and to survive in the full range of Army operations. Critical tasks must be trained.



**DRE ROLE IN CHAPEL TRAINING
56M DETERMINING UMT
TRAINING REQUIREMENTS - ASSESSMENT**



**Mission Essential Task List (METL)
Critical Task
Collective Task
Individual Task
Digital Training Management System**

10

What are the four Collective Tasks that CH/RAS/DREs all must know?

- Provide Religious Administrative Support
- Provide Religious Education
- Perform Religious Crisis Response
- Conduct UMT Religious Support



DRE ROLE IN CHAPEL TRAINING 56M DETERMINING UMT TRAINING REQUIREMENTS - ASSESSMENT



Mission Essential Task List (METL)
Critical Task
Collective Task
Individual Task
Digital Training Management System

11

What are some 56M Individual Tasks that must be performed?

- Manage Religious Support Programs
 - Determine UMT Training Requirements
 - Conduct Training on Impact of Religion in the Operating Environment
 - Monitor UMT Force Structure
 - Train Subordinate UMT's Mass Casualty Procedures
- Consider how those individual tasks fit with DRE duties.



DRE ROLE IN CHAPEL TRAINING 56M DETERMINING UMT TRAINING REQUIREMENTS - ASSESSMENT



Mission Essential Task List (METL)
Critical Task
Collective Task
Individual Task
Digital Training Management System

12

What is TPU in the Digital Training Management System?

- T- Train
- P- Needs Practice
- U- Untrained

How does the Army accomplish its approach to unit training and leader development?

By conducting tough, realistic, standards-based, performance-oriented training. Live, virtual, constructive.

What is a training objective?

A statement that describes the desired outcome of a training activity in the unit. It consists of the task, conditions, and standard.

TRANSITION:

Those observations, documents, and talking with Installation Leaders should provide you with enough information to make an initial assessment on the training needs of CH/RAS/DREs in your installation.

Now that we have identified how to make a training assessment we can start to develop training for our locations.



DRE ROLE IN CHAPEL TRAINING 56M DETERMINING UMT TRAINING REQUIREMENTS - MANAGEMENT



Managing Training Pre-Execution Check Rehearsals AAR Training and Evaluation Outlines

13

In this training and in conversation with your Chaplain and NCOIC, you have a section METL, a list of collective, leader, individual tasks that form supporting tasks and a Mission Training Plan based on your training priorities. Now you are at the phase where each individual training event must be constructed. Although you will delegate many tasks to your subordinates, your Senior NCO will supervise the entire UMT training taking place within your task organization.

What is planning?

Planning is based on imperfect knowledge and assumptions about the future.

Planning cannot predict exactly what the effects of the operation will be, how adversities and others will behave with precision. Nonetheless, the understanding and learning that occurs during planning have great value.

Why do we plan training?

The chief of chaplains annually publishes training guidance that helps guide UMTs in planning, preparing, and executing training. This guidance is approved at the Army staff level and is authoritative for all UMTs based on the status of the chief of chaplains as the proponent for all religious support within the Army.

Why do we teach trainers and certify their readiness?

Effective training, like effective operations, is based on a thorough rehearsal of sequenced events. The UMT gathers all those CH/RAS/DREs certified to conduct the training (or other necessary subject matter experts) and rehearse the training event according to the stated schedule. The training event ensures all leaders of the training understand their roles, the subjects to be trained, the location, the sequence, and the overall training goal.

STATE: Religious Affairs Specialists/NCOs, always participate in unit-specific training.

Doing so allows the UMTs to understand the unit's mission-essential tasks. This training enables chaplains to train to tactical proficiency with their Soldiers while taking advantage of unit training resources.

Why do we train to develop adaptive leaders?

- o The Army continues to succeed under the most challenging conditions because Soldiers and Army civilians adapt to unexpected situations.
- o Knowing that change will occur, effective leaders plan for it and develop potential contingency plans to mitigate the effects of change.
- o Placing subordinate leaders into changing, unfamiliar, and uncomfortable situations in training helps foster adaptability. The lessons they learn help develop intuition, confidence, and the ability to "think on their feet."
- o The Army trains leaders for their next position before they assume it. Cross-training provides unit depth and flexibility and builds leader confidence.



DRE ROLE IN CHAPEL TRAINING 56M DETERMINING UMT TRAINING REQUIREMENTS - MANAGEMENT



Managing Training
Pre-Execution Check
Rehearsals
AAR
Training and Evaluation Outlines

14

STATE: When planning UMT training events, take the following into consideration:

- o Scheduling,
- o The current assessment of the Religious Support Personnel will evaluate their level of proficiency, experience and readiness? This assessment will also assist you in prioritizing and planning UMT training events.
- o What resources are available to conduct the training? Ranges, training aids, SMEs, simulators, classrooms, etc... all have an impact on your training plans.
- o Unless you plan on conducting all training yourself, you will need to identify trainers and SMEs and ensure their availability to conduct the training you are planning.

When developing training, what should the UMT/RST section training task list consist of?

- o Must reflect and support the unit METL
- o Must have fewest possible tasks
- o Must be Collective Tasks
- o Must be mission-essential

What is a mission training plan?

A Mission Training Plan is a document that guides the prioritization of training and provides a clear description of "what" and "how" to train to achieve wartime mission proficiency. It is most commonly expressed as a training schedule. All collective training done by units above the platoon level plan training according to MTPs.



DRE ROLE IN CHAPEL TRAINING 56M DETERMINING UMT TRAINING REQUIREMENTS - MANAGEMENT



Managing Training Pre-Execution Check Rehearsals AAR Training and Evaluation Outlines

15

What is the art of planning?

It requires understanding how dynamic relationships between friendly forces, adversaries, and the environment create complexity within operations. This understanding helps planners develop simple and flexible plans for a variety of circumstances.

STATE: Planning requires creative application of doctrine, TTP, units, and resources.



What are the types of training plans?

- o Long Range-1 Year out
- o Short Range-90 Days Out
- o Near Term-4-8 Weeks Out

Long Range Training is planned by observing the Commander's Training Guidance (CTG). The CTG is established far in advance to commit training time and resources synchronized across his formation. An example of this is the way the commander will reserve training rotations at the various CTCs, Live Fire ranges, incorporate Mobile Training Teams (MTTs) and all the resources required to enable this training (transportation, ammunition, POL, etc...) at the Brigade and below levels. The UMT must also plan far ahead when building the UMT Mission Training Plan (MTP) to fence training times, reduce distracters and resource training events.

Short Range Training Is Planning deals mainly with settling the particulars not established in the Long Range Planning. This is usually where resourcing is finalized and dates, times, places and trainers are fixed. When units observe quarterly training cycles, the short range planning is done at least 90 days from the start of the quarter. A good example of short term training would be a train-the-trainer event that prepares primary trainers to lead the execution of training in the near term.

Near Term Planning is normally done at the installation and below with a 4-8 week window of advance. Finalization of training specifics such as resourcing and modifications due to previous training assessments take place in the near term. For you as a brigade UMT senior NCO, near term planning means confirming your pre-execution checks and identifying alternate trainers and events should the training get cancelled or postponed due to circumstances beyond your control.

DRE ROLE IN CHAPEL TRAINING 56M DETERMINING UMT TRAINING REQUIREMENTS - MANAGEMENT

**Managing Training
Pre-Execution Check
Rehearsals
AAR
Training and Evaluation Outlines**

16

What are some effective means of developing training?

- o Live
- o Virtual
- o Constructive

What is Live Training?

- Training executed in field conditions using tactical equipment enhanced by training aids, devices, simulators, and simulations (TADSS) and tactical engagement simulation to simulate combat conditions.

What is Virtual Training?

- Training executed using computer-generated battlefields in simulators with approximate characteristics of tactical weapons systems and vehicles. Virtual tactical engagement simulation training permits units to maneuver over much larger areas.
- In 2018, USACHCS created Child Protection Training for use by all CH/RAS/DREs/VOL for the annual training requirement. It is interactive, online, and can be done individually. It is available for use and distribution at <https://usachcstraining.army.mil/religious-education>

What is Constructive Training?

- Training that uses computer models and simulations to exercise the command and staff functions of units from platoon through echelons above corps.

The unit METL can assist us in determining what tasks or capabilities we need to train our UMTs on. Also reviewing the commander's quarterly training guidance and following the commander's intent and higher headquarters UMT training guidance can also assist in developing a training plan.

What may/could change in your training plan?

- One thing that will change is the scope of the training plan, especially when your brigade is notified of a pending deployment and you find out the units that will be task organized to you.
- You will need to make contact with each UMT to ensure they are training the same topics and capabilities to meet the commander's intent and religious support mission requirements. This may include National Guard, Reserves, and other active units.

Why is it important that you take responsibility for developing subordinate leaders?

- Leaders take responsibility for developing their subordinate leaders. They directly observe, assess and provide honest informal and formal feedback to their subordinates. They ensure subordinates undergo experiences that enhance their skills, knowledge, abilities, and behaviors; prepare them for success; improve their adaptability; and prepare them for future responsibilities.

After you plan the training what should you do?

- Rehearse, execute and manage the training.

We discussed the importance of developing a UMT training plan and the various ways to train your subordinates. Also we have examined the planning and execution of a training event and the responsibility that you as leaders have in training your Soldiers.

- If you have any questions, send them to the Course Instructors.



DRE ROLE IN CHAPEL TRAINING 56M DETERMINING UMT TRAINING REQUIREMENTS - MANAGEMENT



Managing Training **Pre-Execution Check** **Rehearsals** **AAR** **Training and Evaluation Outlines**

17

Managing training is an important part of the training process. How can you accomplish managing training?

- Provide oversight and guidance
- Publishing a training schedule
- Conducting site visits
- Mentoring trainers
- Providing feedback to training events
- Assist in resourcing and coordinating training
- Ensuring training is being conducted to standard
- Providing feedback to the unit leadership
- Hold meetings
- Conduct office calls

How do you determine the task to train?

- The unit's mission, anticipated operational environment, and time available determine the tasks groups and collective tasks a commander selects to train.

How would you as Senior Religious Affairs NCO determine the task to train?

- Based off the UMT/RST training task list from higher
- MOS Critical Task List

What is the importance of training meetings?

- It's instrumental in turning training plans into action. It is the single most important meeting for managing training in brigades, battalions, and companies.

When you prepare, what are some things that you want to do and use?

- Train the Trainers
- Pre-Execution Check
- Rehearsals



DRE ROLE IN CHAPEL TRAINING 56M DETERMINING UMT TRAINING REQUIREMENTS - MANAGEMENT



Managing Training Pre-Execution Check Rehearsals AAR Training and Evaluation Outlines

18

What is a Pre-Execution Check?

- Conducting pre-execution checks are similar to conducting pre-combat checks. Pre-execution checks ensure that equipment is ready and serviceable, trainers are prepared, training resources such as equipment, land, ranges, and training facilities are available and leaders have conducted initial composite risk management checks.

What are Rehearsals?

- Rehearsals help leaders and subordinates involved in the training event understand the conduct of events and their responsibilities. Rehearsals help the organization synchronize training with times, places and resources.

Why are rehearsals important?

- Identify shortcomings and deficiencies
- Suggest effective training techniques to subordinates
- Identify potential safety problems
- Assess trainers competencies to conduct training
- Instill confidence in the event training plan

What are some other ways that we can manage training of subordinate UMT's?

- AAR's
- Training and Evaluation Outlines
- Staff Visits Reports
- Tests

What are AAR's used for and what do they provide?

- To identify successes and challenges and apply observations, insights and lessons to future training and operations.
- AARs provide an excellent opportunity for units to reinforce the development of critical thinking in leaders. As an integral part of unit training, AARs help establish a learning environment where successes and honest mistakes are freely discussed among leaders, participants and observers.

What are Training and Evaluation Outlines?

- A training and evaluation outline is a summary document that provides information on collective training objectives, related individual training objectives, resource requirements, and applicable evaluation procedures for a type of organization.

DRE ROLE IN CHAPEL TRAINING

TRAINING RSO
CHILD PROTECTION
VOLUNTEER
MANAGEMENT
RELIGIOUS
EDUCATION

19

The DRE “develops the religious education and youth ministry portion of the installation training plan for chaplains, [religious affairs specialists], and volunteers.”
 (GS-1701-11 DRE)

“DREs serve as primary trainers of mandatory training for chaplain corps staff who work with children. They also are responsible to ensure all chapel religious support personnel who work with children meet background check and annual training requirements.”
 (AR 165-1, para 5-2.k)

The NCOIC has the lead on determining UMT Training Requirements. The DRE works with the NCOIC in those decisions. The Army intends for DREs to be ready to train UMTs. As you have learned in this course, there is not enough time in a year for 1 DRE to do original creation of every resource and lesson.

The USACHCS Training Portal has a collection of UMT Training Lesson Plans written and taught by other Army Religious Educators. They are for your use, and the lessons that you create can be added to the collection. These could be developed/modified/used for live, virtual, or constructive training.

<https://usachctraining.army.mil/religious-education>



DRE ROLE IN CHAPEL TRAINING 56M DETERMINING UMT TRAINING REQUIREMENTS - MANAGEMENT



Check on Learning:

Give some examples of how you assess your UMTs Training Needs.
What are some necessary tools needed to develop a UMT Training Plan?
How do you manage a UMT Training Plan?

- Create your responses using bullet points on PowerPoint Slides. There will be 1 slide per question.
- Your answer will be based on what you learned from the excerpt of "56M Determining UMT Training Requirements."
- Send your answer to the Course Instructors.

20

TRANSITION: We discussed the importance of developing a UMT training plan and the various ways to train your subordinates. Also we have examined the planning and execution of a training event and the responsibility that you as leaders have in training your Soldiers.

Check on Learning:

Give some examples of how you assess your UMTs Training Needs.
What are some necessary tools needed to develop a UMT Training Plan?
How do you manage a UMT Training Plan?

- Create your responses using bullet points on PowerPoint Slides. There will be 1 slide per question.
- Your answer will be based on what you learned from the excerpt of "56M Determining UMT Training Requirements."
- Send your answer to the Course Instructors.



Chaplain Corps Child Protection Guidance (CCCPG), in accordance with Army-wide child protection (AR 608-18) requires annual chapel child protection training.

There are now 4 options that Chaplains can offer Commanders to fulfill annual child protection training requirements for Chapel personnel (CH/RAS/VOL). Risk is the prerogative of the Commander. The DRE can recommend to the Chaplain; the Chaplain can recommend to the Commander; the Commander decides.

1. CH sends all personnel to attend the annual 4 hour training by ACS. Advantage is comprehensive training and RSO's only effort is to advertise. Disadvantages are lack of faith development training, difficulty scheduling at times when volunteers can attend, historically LOW rate of attendance.
2. CH creates own local chapel child protection training. Advantage is that it is focused on local issues and can include faith development. Disadvantages are the time it takes to create training, questions about quality control, RSO labor hours to prepare/implement, and difficulty scheduling at times when volunteers can attend.
3. CH uses 90 minute chapel child protection training support package created by Senior Religious Educators. Advantages are that it includes faith development, no time to create training, quality control has been confirmed by review/testing. Disadvantages are RSO labor hours to prepare/implement and difficulty scheduling at times when volunteers can attend.
4. CH offers USACHCS online chapel child protection training, just by sharing the website listed on the screen (and linked on the USACHCS Training Portal). Advantages are that it includes faith development, no time required to create training, quality control has been confirmed by review/testing, no time required to implement, all personnel can take on their own schedule (maximum accessibility to volunteers). Disadvantage is that RSO personnel do not have this extra face to face time and team building. A certificate of completion is generated, and a Code of Conduct is signed (to mitigate any risk concerns from the training being online).

In all options, the Chaplain's Office needs to track participation. This tracking is part of the larger Personnel Management tracking. Any certificates are part of the Personnel file (background check and/or volunteer management).

Army cannot train contractors, but they get training on their own time as part of their contract.



DRE ROLE IN CHAPEL TRAINING VOLUNTEER TRAINING



AR 608-1

5 – 9. Standards for acceptance of voluntary service

- q. *Training.* Volunteers will receive training needed to perform their duties. This training will include pre-job training to learn technical skills, on-the-job training, and continuing in-service training.
- r. *Orientation.* Volunteers (includes those who transfer from other duty locations) will receive orientation to familiarize them with the organization, their assigned duties, procedures to document voluntary service hours, policies and procedures for obtaining reimbursement of incidental expenses, award policies, grievance procedures, line of supervision, the importance of confidentiality, and other relevant matters.

AR 165-1

5–6. Chapel auxiliaries and chapel volunteers

- f. Chaplains and DREs will provide training opportunities to help volunteers develop their religious knowledge, education, administrative, and other skills, as well as techniques for age-specific training and appropriate interactions with children.
- g. Chaplains or DREs will ensure that chapel volunteers are appropriately recognized for their service in as many venues as practical including an annual command or post-wide volunteer appreciation event.

5–7. Chapel watch care and child care

- a.1. ... Watch care volunteers and contractors will meet the requirement for all background checks and training necessary in order to be approved to work with children in accordance with DOD and Army policy



22

Volunteers' training (and orientation) is based on regulation.

AR 608-1 governs all Army volunteers. The provision of training is part of the Chaplaincy's permission to use voluntary service.

AR 165-1 details chapel volunteer training under the discussion of Religious Educators. The training for CHAPEL volunteers focuses on the knowledge, skills, and abilities for working in the pluralistic setting of the chaplaincy as well as within the distinctive religious requirements of a chapel congregation.

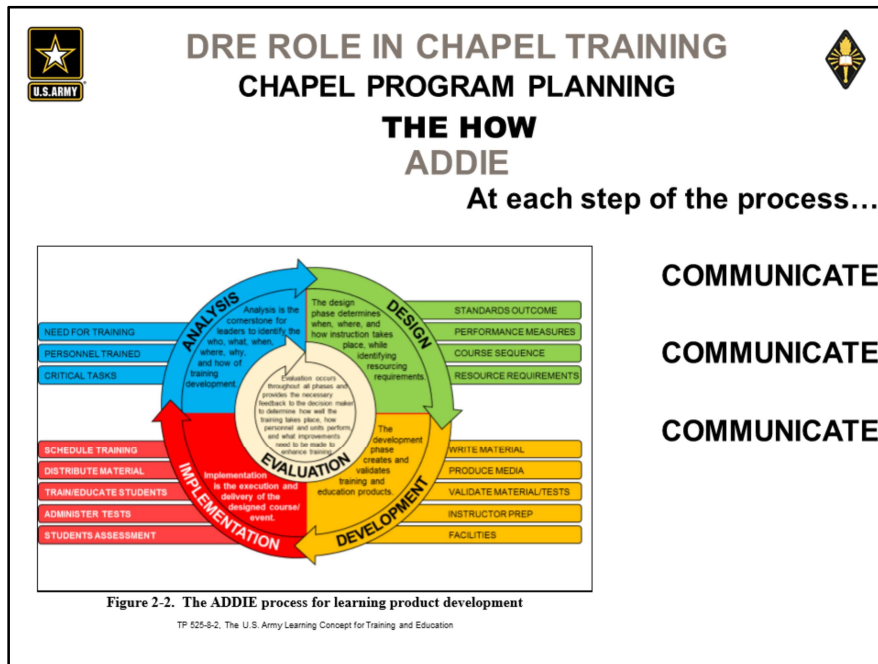
Make notes of training types (as you learned in the 56M training) and the training content.

 DRE ROLE IN CHAPEL TRAINING VOLUNTEER TRAINING 	
Catholic Adult Religious Education Leader	
Training	<p>Required training includes:</p> <ul style="list-style-type: none"> - Annual ACRE Volunteer Training <p>Other training may include:</p> <ul style="list-style-type: none"> - Annual Chapel Child Protection Training - IMCOM-Europe CARE Center Volunteer Training - religious group and/or academic religious education certification and professional development programs. - First Aid - CPR
Orientation	<p>Annual RE Volunteer orientation is provided by the Garrison Chaplain's Office and is part of the requirement for all Chapel Volunteers.</p>
Chapel Volunteer Coordinator	
Training	<p>Required training includes:</p> <ul style="list-style-type: none"> - Annual Chapel Child Protection Training - Annual CVC Training performed by local installation and/or Army Chaplain Corps. - Training in VMIS as required - Annual Training as required for Army Computer Access Card <p>Other training may include:</p> <ul style="list-style-type: none"> - IMCOM-Europe CARE Center Volunteer Training - Religious Group and/or academic certification and professional development programs.
Orientation	<p>Annual CVC orientation is provided by the Garrison Chaplain's Office and is part of the requirement for all Chapel Volunteers. The installation AVCC will provide annual orientation to Army volunteer requirements.</p>
Distinctive Religious Group Leader (Specified Volunteer)	
Training	<p>Required training includes:</p> <ul style="list-style-type: none"> - Annual Chapel Child Protection Training - Annual DRGL Training performed by local installation and/or Army Chaplain Corps. <p>Other training may include:</p> <ul style="list-style-type: none"> - IMCOM-Europe CARE Center Volunteer Training - Religious Group and/or academic certification and professional development programs. - First Aid - CPR <p>DRGLs will never be alone with a child (0-18yo). Unless a child is within line of sight of the parent/guardian, all programs will have at least 2 vetted adults attending. All service with children is IAW SCIPs established by the Office of the Chief of Chaplains. Individuals otherwise required to serve only under LOSS may serve without LOSS supervision if interaction with the child occurs in the presence of the child's parent/guardian or is necessary to prevent the death of or serious harm to the child, and supervision is impractical or infeasible (ex. medical emergency or emergency evacuation of a child from a hazardous location).</p>
Orientation	<p>Annual DRGL orientation is provided by the Garrison Chaplain's Office and is part of the requirement for all Chapel Volunteers.</p>
Children's Bible Study Volunteer Leader, Protestant	
Training	<p>Required training includes:</p> <ul style="list-style-type: none"> - Annual Chapel Child Protection Training - Annual CBS Leader Training <p>Other training may include:</p> <ul style="list-style-type: none"> - IMCOM-Europe CARE Center Volunteer Training - Protestant and/or academic children's ministry certification and professional development programs. - First Aid - CPR
Orientation	<p>Annual CBS Leader orientation is provided by the Garrison Chaplain's Office and is part of the requirement for all Chapel Volunteers.</p>

Volunteers' training (and orientation) is based on regulation and on their position descriptions (PD). Here are the training and orientation sections of selected PDs.

You will want a copy of each PD for use in the following Practical Exercise.

These PDs and many others on the USACHCS Training Portal under religious education. <https://usachcstraining.army.mil/religious-education>



Education (whether religious, mathematics, or military) always begins in planning. There are goals to be accomplished in every program and lesson.

The Army ADDIE process for learning product development was discussed in Lesson 6 and is applicable as DREs implement training and respond to analysis showing the need for training.

The circle includes Analysis, Design, Develop, Implement, and Evaluate in an ongoing planning scheme.

As you plan chapel training, add the words COMMUNICATE, COMMUNICATE, COMMUNICATE.

The Army Chaplain Corps does have existing training on many topics from child protection to special needs.

As a professional DRE, it is up to you to engage the ADDIE process even if you are adopting/adapting existing materials.

- Are there training support resources which can enhance the lesson?
- Are there topics which need to be added/deleted?
- Are there updates based on new doctrine?

The USACHCS Training Directorate Portal exists to support training of the entire Chaplain Corps. As you Implement and Evaluate training for your installation, submit your lesson plans to the HQ IMCOM Religious Educator and/or your Course Instructors. What you have designed/developed could be implemented in other locations.

<https://usachcstraining.army.mil/religious-education>



DRE ROLE IN CHAPEL TRAINING VOLUNTEER TRAINING



Check on Learning:

In light of Army and chapel requirements for volunteers:

- Project out at least 1 training/orientation event per month for the next 12 months.
- Select orientation and training events which are appropriate to your installation.
- Orientation and training events will be appropriate to the sample PDs used in this lesson.
- The Chief of Chaplains' Annual Training Guidance lists training for CH/RAS/DRE, but it could be helpful as you analyze Volunteer Training needs.
- Select types and means for training based on the 56M Training excerpt.

25

Practical Exercise:

To demonstrate your learning of volunteer training, complete the listed practical exercise.

How would you include the child protection training in your projections?

Send your training projections to the Course Instructors.



TERMINAL LEARNING OBJECTIVE



ACTION: Recognize the primary duties of DREs as trainers.

CONDITIONS: In a DL environment, given CCH annual training guidance and usachcstraining.army.mil/religious-education

STANDARD: Remembering includes:

- Give examples of how you assess UMT Training Needs.
- State differences between training roles of DRE and NCOIC.
- Select Volunteer Training for use in local program.
- Relate child protection training to annual training.

26

Instructor Note: Have students silently read the TLO.

Say:

This is the end of Lesson 9, "DRE Role in Chapel Training."

For more information about Army Chapel Training, see the USACHCS Training Directorate Portal at <https://usachcstraining.army.mil>.

If you are taking this course using Blackboard, then your course will now show as complete.

If you have accessed this course in a different way, then email the Course Manager and Instructors your completed assignments. Once they have graded your results, they will provide further support to understand this lesson or will document your completion of Lesson 9.

All Lessons must be documented as complete by the Course Manager/Instructors to receive course credit.