

**Child Services Engage Sup 3**  
**Role: 006HQ3 - Child Services Engage Sup 3**

**A Day in the Life:**

The essential functions of this role are as follows:

- Provide oversight of assigned trainers through observation, review of evaluation surveys, and documentation review; provide encouragement and assistance as indicated.
- Assist in preparing newly hired staff to deliver training using multiple adult learning styles and effective presentation skills.
- Create a Master Calendar of all pre-service and ongoing resource parent classroom/videoconference/webinar training (including the assignment of trainers) and provide logistical support as needed.
- Learn assigned Trainer Modules related to pre-service and ongoing training to assist with training when needed.
- Assist with curriculum development as requested, providing expertise on the designated subject matter, which may require additional research.
- Coordinate “pilot” training to test newly developed curriculum and provide appropriate feedback to curriculum writer to make modifications as necessary.
- To participate in seminars/workshops to enhance training delivery as well as maintain knowledge of all policies/practices related to resource parents
- Assist resource parent trainers with obtaining computer access for prospective or ongoing foster parents who need easy access to computer-assisted training.

The job description is not designed to cover or contain a comprehensive listing of activities, duties, or responsibilities that are required of the employee. Other duties, responsibilities, and activities may change or be assigned at any time with or without notice.

**What You'll Need for Success:**

You must meet the following requirement to be considered for employment:

- Extensive knowledge of child development, child welfare, family systems, or related behavioral health topics.
- Instructional classroom experience utilizing a standard curriculum.
- Knowledge of issues related to resource and/or adoptive parents.
- Demonstrated leadership ability.
- Ability to establish and foster teamwork with DCS staff, including Regional Foster Parent Specialists.

- Oral and written communication skills so that ideas are expressed clearly and effectively, and written documents are comprehensive and logical.
- Ability to provide positive feedback to trainers, address concerns, and develop/implement performance improvement plans if needed.

**Supervisory Responsibilities/Direct Reports:**

This role may be utilized in a supervisory capacity based on agency needs.

**Difficulty of Work:**

Providing oversight and supervision of trainers located throughout Indiana and ensuring that all trainers have the necessary background, experience, and training to deliver curricula on numerous topics throughout Indiana's 18 regions is a very complex task. While certain performance management tasks could be considered repetitive, overseeing the training involving individuals will have unique challenges for the supervisor to review and assist trainers with. Critically analyzing situations presented by trainers and developing appropriate responses will involve a great deal of skill.

Training supervisors within staff development have established procedures for reviewing trainers' abilities and providing feedback based on personal observation. Additional guidelines must be developed since the training currently provided is for DCS personnel only. These guidelines have been developed specifically for staff development supervisors, so they are readily available and applicable to much of the work that they will perform. All supervisors must also become familiar with standardized curriculums for resource parents. It is impossible to predict what additional issues trainers will be faced within the classroom, and the supervisor will, on many occasions, need to provide guidance and information to trainers without established guidelines or procedures.

**Responsibility:**

Effective training for resource parents is critical to providing "safe, nurturing, and stable homes" for abused and/or neglected children who are removed from their homes. All federal outcome measurements consider the stability of a child's placement and the absence of maltreatment while a child is placed in a resource parent's home. Well-trained and committed resource parents are key stakeholders in children's safety, permanency, and well-being. The supervisor is responsible for ensuring that trainers provide uniform information utilizing multiple adult learner techniques so that all adults can understand and internalize the information to parent children who have experienced significant trauma and loss effectively. This is an enormous challenge. At any given time, DCS has over 2,500 resource-parent homes. DCS cannot accomplish its mission without the assistance of qualified, well-prepared resource parents.

Classroom instructors will contact supervisors for assistance when they are experiencing any difficulties with training or with participants within training. Since these training will occur when no other DCS staff are available, the Supervisor will have a great deal of decision-making authority related to aspects of the training, including location changes when appropriate, modification of curriculum if necessary, ability to substitute trainers as appropriate, ability to have the trainer ask the participant to leave the training if the behavior is unacceptable and any other decisions related to the training, the training environment, or the training process.

The Staff Development Supervisor of RAPT Trainers will report to the Assistant Deputy Director of Staff Development. The Assistant Deputy will review evaluations of training delivered, feedback from DCS Foster Parent Specialists about convenience/quality of training, and observation forms completed by the Supervisor to verify that the training needs of resource parents are being met in compliance with all statutory and policies guidelines and that the training is effective as evidenced by placement stability of children placed in resource parent homes.

If scheduled training does not have a trainer available to provide the training, or if inaccurate information is presented to potential or current resource parents, this has serious negative consequences for DCS, including the inability to license resource parents, inability for established resource parents to maintain their license, negative goodwill within the community, and frustration for workers unable to locate suitable resource homes for children and youth who need them. Agency outcomes will decline, and children's safety, well-being, and permanency will be compromised. The Supervisor of the RAPT Trainers is ultimately responsible if quality, effective training is not being delivered.

### **Personal Work Relationships:**

Partnership with relevant public agencies, federal, state & local governments and/or community leaders may be required.

This position will communicate directly with children and families on a regular basis.

This individual will be expected to partner with agency personnel and related stakeholders working towards completion of assigned functions. Exceptional customer service is provided to agency partners and/or the general public.

### **Physical Effort:**

This role requires legible handwriting to help partners in understanding written communication.

### **Working Conditions:**

This role performs work in a standard office environment.

This role requires occasional and/or overnight travel.

### **Competencies**

- Communicating Effectively
- Developing Talent
- Managing Performance
- Presenting and Public Speaking
- Attentive Listening
- Teaching

### **Last Updated (By and Date)**

F. Hudson 3.10.23

K. Woods 5.27.21

L. Howard 9/11/19

S. Carrillo 7/13/2020