# Professional Development Training Calendar

**How to select the most relevant trainings:** Training topics are grouped so that practitioners can clearly see which trainings may be most beneficial for them based on the core knowledge area that is addressed. We recommend that a practitioner start his/her professional development journey with *The Progressive Afterschool Practitioner*. This training helps practitioners to navigate the *Core Competencies for Afterschool Practitioners* to create a personalized training plan. Training descriptions and their relation to core knowledge areas and competencies are on the following pages.

**Register at [www.primetimepbc.org](www.primetimepbc.org): For Afterschool Providers – Professional Development Training.** Training dates are subject to change. Please check the Prime Time website for the most current information.

**All trainings are held at the Children's Services Council of Palm Beach County from 9:00 a.m. – 12:00 p.m. If you do not sign-in by 9:00 a.m. you cannot participate in the training.**

| Date | Training Name | Core Knowledge Area |
|------|---------------|---------------------|
| 8/29/2017 | Building Community | CYGD, LEC, ICY |
| 8/30/2017 | The Progressive Afterschool Practitioner | PDL |
| 9/6/2017 | Planning and Reflection | CYGD, LEC |
| 9/7/2017 | The Progressive Afterschool Director (Part 1) | PDL |
| 9/8/2017 | Youth Voice | CYGD, ICY |
| 9/13/2017 | Raising the Cultural Vibration in Out-of-School Time | ICY |
| 9/14/2017 | The Progressive Afterschool Director (Part 2) | PDL |
| 9/19/2017 | Reframing Behavior Management | CYGD, ICY |
| 9/19/2017 | Progressive Too: A Deeper Look | PDL |
| 9/20/2017 | Inspired to Empower Teens | PDL |
| 9/20/2017 | Cooperative Learning | CYGD, LEC, ICY |
| 9/26/2017 | Navigating the Lesson Plan | PPD, LEC |
| 9/27/2017 | Ask-Listen-Encourage | LEC |
| 9/27/2017 | Super Kids! A Guideline for Empowering Youth to be Heroes of Health | LEC, HSN |
| 9/28/2017 | Active Learning | CYGD |
| 9/29/2017 | Reframing Conflict | ICY |
| 10/3/2017 | Global Graffiti Wall:  Exploring and Embracing Our Uniqueness | ICY |
| 10/4/2017 | Structure and Clear Limits | ICY |
| 10/5/2017 | Engaging Teens | PDL |
| 10/6/2017 | Homework Help | LEC |
| 10/11/2017 | The Progressive Afterschool Practitioner | PDL |
| 10/11/2017 | Reframing Behavior Management | CYGD, ICY |
| 10/12/2017 | Planning and Reflection | CYGD, LEC |
| 10/13/2017 | Quality Coaching | PPD, PDL |

| Core Knowledge Area | Abbreviation | Core Knowledge Area | Abbreviation |
|---------------------|--------------|---------------------|--------------|
| 1: Child/Youth Growth and Development | CYGD | 5: Interaction With Children and Youth | ICY |
| 2: Family and Community Relationships | FCR | 6: Child/Youth Observation and Assessment | CYOA |
| 3: Program Planning and Development | PPD | 7: Professional Development and Leadership | PDL |
| 4: Learning Environment and Curriculum | LEC | 8: Health, Safety, and Nutrition | HSN |

# Training Descriptions

## Active Learning

**Do you know the difference between active learning and "hands-on" learning? Giving youth materials is just the beginning. This interactive training introduces strategies for incorporating active learning and helps you to create more powerful learning opportunities for youth after school.**

**Core Competencies Addressed**
**Core Knowledge Area – Child/Youth Growth and Development:**
1.B: Demonstrate knowledge and understanding of the multiple influences on development and learning – Entry Level and Level 1.
1.C: Use developmental knowledge to create healthy, respectful, supportive and challenging environments – Entry Level, Level 1 and 2.

**Primary QIS Scales Addressed**
**Supportive Environment:**
II-I:  Activities support active engagement.
II-J:  Staff support youth to build new skills.

## Ask-Listen-Encourage

**Do you communicate with youth in a way that makes them feel supported and heard? This training will provide communication techniques that help you to build more supportive, youth-centered relationships. You will learn how to ask effective questions, to listen actively to youth and offer youth encouragement rather than praise.**

**Core Competencies Addressed**
**Core Knowledge Area – Learning Environment and Curriculum:**
4.B: Design and implement a curriculum to enhance cognitive development – Entry Level and Level 1.
4.C: Design and implement a curriculum to support social and emotional development – Entry Level and Level 1.

**Primary QIS Scales Addressed**
**Supportive Environment:**
II-K: Staff support youth with encouragement.

## Building Community

**Do you know what it takes to build an emotionally and physically safe space for youth? Building an emotionally safe community of peers and adults is essential for youth to learn and develop as individuals. This interactive training will introduce you to a variety of activities designed to support the community building process.**

**Core Competencies Addressed**
**Core Knowledge Area – Child/Youth Growth and Development:**
1.C: Use developmental knowledge to create healthy, respectful, supportive and challenging environments – Entry Level and Level 1.
**Core Knowledge Area – Learning Environment and Curriculum:**
4.C: Design and implement a curriculum to support social and emotional development – Entry Level and Level 1.
**Core Knowledge Area – Interaction with Children/Youth:**
5. C: Promote positive expression, interaction and group experiences between adults and children/youth – Entry Level and Level 1.

**Primary QIS Scales Addressed**
**Interaction:**
III-M:  Youth have opportunities to develop a sense of belonging.

# Cooperative Learning

**Do the youth in your program have opportunities to work together in groups so they can teach and learn from one another? Cooperative learning is an excellent way to nurture youth leadership, build community and keep things fun. This dynamic training will equip you with grouping strategies and ways to think about building cooperative learning into any program offering.**

<u>Core Competencies Addressed</u>
**Core Knowledge Area – Child/Youth Growth and Development:**
1.B: Demonstrate knowledge and understanding of the multiple influences on development and learning – Entry Level and Level 1.
1.C: Use developmental knowledge to create healthy, respectful, supportive and challenging environments – Entry Level and Level 1.
**Core Knowledge Area – Learning Environment and Curriculum:**
4.B: Design and implement a curriculum to enhance cognitive development – Entry Level and Level 1.
4.C: Design and implement a curriculum to support social and emotional development – Entry Level and Level 1.
**Core Knowledge Area – Interaction with Children/Youth:**
5.C: Promote positive expression, interaction and group experiences between adults and children/youth – Entry Level and Level 1.

<u>Primary QIS Scales Addressed</u>
**Interaction:**
III-N:  Youth have opportunities to participate in small groups.
III-O:  Youth have opportunities to act as group facilitators and mentors.

# Engaging Teens

**In this age of distraction, getting the attention of teens can seem nearly impossible. However, with the right knowledge and approach, it can be done! Learn how to attract and engage middle school youth in a way that empowers and motivates them. This training examines the thought processes of the adolescent brain and provides specific strategies for developing and offering effective and engaging programs and activities that keep teens coming back.**

**Please note: only afterschool practitioners working with middle school youth should register for this training.**

<u>Core Competencies Addressed</u>
**Core Knowledge Area - Interaction with Children/Youth**
5.A: Promote meaningful engagement, leadership and guidance of the children/youth – Entry Level and Level 2.

# Expanding Horizons: Global Learning in Out-of-School-Time

**During this training, you will learn the definition of global learning and global competence in out-of-school time (OST). The activities in this training will lead you to understand the characteristics of both a globally competent young person and a globally competent OST practitioner, and how these characteristics are essential in today's world. You will examine your own personal connection to global themes as well as those of your program, and learn ways to leverage these connections to help young people expand their horizons. This training was formerly a three part series and is now offered as one unified offering.**

<u>Core Competencies Addressed</u>
**Core Knowledge Area – Interaction with Children/Youth:**
1.B: Demonstrate knowledge and understanding of the multiple influences on development and learning – Level 2, 3 and 4.
5.B: Respect and honor cultural and human diversity – Level 2, 3 and 4.

# Global Graffiti Wall: Exploring and Embracing Our Uniqueness

**This training infuses Global Graffiti Wall activities to assist practitioners in presenting youth with fun and stimulating transitional activities that allows them to explore themselves and the world around them.**

**Core Competencies Addressed**
**Core Knowledge Area - Interaction with Children/Youth:**
    5.B: Respect and honor cultural and human diversity-Entry Level, Level 1, and Level 2.

# Homework Help

**This training focuses on making homework help time effective by helping youth get organized, by providing an atmosphere that helps youth focus on their work and by building a supportive relationship with youth. These elements will help you to reconsider a time to help with homework as an opportunity to build relationships and nurture positive growth, beyond merely getting the work done.**

**Core Competencies Addressed**
**Core Knowledge Area – Learning Environment and Curriculum:**
4.B: Design and implement a curriculum to enhance cognitive development – Entry Level and Level 1.

**Primary QIS Scales Addressed**
**Supportive Environment:**
II-J: Staff support youth to build new skills.
II-K: Staff support youth with encouragement.

# Inspired to Empower Teens

**How can you empower teens? That's the driving question behind this engaging foundational training that focuses on your powerful role as a middle school practitioner and addresses factors influencing teen feelings of empowerment. By considering the purpose and motive behind your work as a Youth Development Professional, you will be encouraged to embrace your role as a leader while learning how to set goals that can help you develop your potential to strengthen, inspire and empower the youth you work with each day.**

**Please note: only afterschool practitioners working with middle school youth should register for this training.**

**Core Competencies Addressed**
**Core Knowledge Area - Professional Development and Leadership:**
7.A: Demonstrate professionalism and uphold ethical standards and other professional guidelines in the field - Entry Level and Level 1.
7.B: Integrate reflective practices and critical perspectives on personal performance, including goal setting - Entry Level and Level 1.

# Introduction to the Active-Participatory Approach

**OST professionals can develop and/or enhance their skills to better identify youth needs and encourage motivation and engagement. The Active-Participatory Approach to youth work was designed to address these goals. This youth-centered approach is the foundation for the Youth Work Methods Series.**

**Core Competencies Addressed**
**Core Knowledge Area – Child/Youth Growth and Development:**
1.B: Demonstrate knowledge and understanding of the multiple influences on development and learning – Entry Level and Level 2.
1.C: Use developmental knowledge to create healthy, respectful, supportive and challenging environments – Entry Level and Level 2.
**Core Knowledge Area – Learning Environment and Curriculum:**
4.B: Design and implement a curriculum to enhance cognitive development – Entry Level and Level 2.
**Core Knowledge Area – Interaction with Children/Youth:**
5.A: Promote meaningful engagement, leadership and guidance of the children/youth – Entry Level and Level 2.

## Navigating the Lesson Plan

**Ah! The lesson plan. As out-of-school time (OST) professionals, you have been challenged to rise to the demands of an evolving field, and this includes the development of lesson plans. Learn how to complete an effective lesson plan by infusing the key components necessary to make your activities come to life. Learn the *why* behind each component, and how to build a lesson plan that works best for you. Whether you are new to writing lesson plans, or looking to brush up your skills, this training will help you to improve your lesson plan writing skills.**

Core Competencies Addressed
**Core Knowledge Area – Program Planning and Development:**
3.A: Communicate and Support Program Mission and Purpose – Level 2 and 3.
**Core Knowledge Area – Learning Environment and Curriculum:**
4.B: Design and Implement a Curriculum to Enhance Cognitive Development – Level 2 and 3.

## Planning and Reflection

**Are you engaging youth in the critical life skills of planning and reflection? Are you ready to be more intentional about including planning and reflection strategies into your daily activities but not sure where to start? This training will introduce you to powerful and easy to use methods that promote youth engagement in planning, implementing and evaluating activities and projects**

**Core Competencies Addressed**
**Core Knowledge Area – Child/Youth Growth and Development:**
1.A: Demonstrate knowledge and understanding of the multiple influences on development and learning – Entry Level and Level 1.
1.C: Use developmental knowledge to create healthy, respectful, supportive and challenging environments – Entry Level and      Level 1.
**Core Knowledge Area – Learning Environment and Curriculum:**
4.B: Design and implement a curriculum to enhance cognitive development – Entry Level and Level 1.
4.C: Design and implement a curriculum to support social and emotional development – Entry Level and Level 1.

**Primary QIS Scales Addressed**
**Engagement:**
IV-R: Youth have opportunities to set goals and make plans.
IV-T: Youth have opportunities to reflect.

## Prime Time Out-of-School Time Registry Orientation

**The Prime Time Out-of-School Time (OST) Registry is an information system that collects, organizes and displays employment history, educational successes and professional development information in an easy-to-read format. This orientation is required to become a part of the registry. During this orientation, you will explore what a registry is, review the information collected in the registry and discuss the resources available through Prime Time and the benefits you will receive as a to registry members. You will also be guided through completing the online registry application, which is the final step to becoming an official registry member.**

## Program Self-Assessment (PBC-PQA Basics)

**Assessment and evaluation can supply a wealth of valuable information about the quality of your program. Program self-assessment is a best practice designed for continuous improvement. Prime Time's Program Self-Assessment Training is a two-part training, which prepares you to assess the quality of your own program. Commitment is required for both training dates. In the first part of the training participants will explore the Palm Beach County-Program Quality Assessment tool (PBC-PQA) "quality construct" to help participants develop keen observation and note-taking skills to generate objective and precise anecdotal evidence, and learn how to use and score the PBC-PQA. To get the most out of the training, participants will be required to complete a program self-assessment following this session.**

**Core Competencies Addressed**
**Core Knowledge Area – Program Planning and Development:**
3.B: Promote program improvement and sustainability through strategic planning, goal setting, needs assessments and evaluations Entry Level, Level 1, 2, 3 and 4.

**Primary QIS Scales Addressed**
All QIS scales are addressed.

## Program Self-Assessment (Planning with Data)

**In the second part of Prime Time's Program Self-Assessment training, participants will consider the aspects of change, read and interpret data, and discuss how to take a plan for change back to their program. The self-assessment and evaluation data that the participants previously compiled will be used to effectively implement and stimulate positive change in the quality of their programs.**

**Core Competencies Addressed**
**Core Knowledge Area – Program Planning and Development:**
3.B: Promote program improvement and sustainability through strategic planning, goal setting, needs assessments and evaluations Entry Level, Level 1, 2, 3 and 4.

**Primary QIS Scales Addressed**
All QIS scales are addressed.

## Progressive Too:  A Deeper Look

**As the second installment of the Progressive Afterschool Practitioner, *Progressive Too* will take a deeper look into professional development planning by examining different aspects of professionalism in out-of-school time (OST). You will be lead through a variety of experiential learning activities that will explore how you, as a professional can continue to develop in this field. If you are dedicated to bettering yourself, which in turn provides a better experience for youth in OST, this training is for you!**

Core Competencies Addressed
**Core Knowledge Area – Program Planning and Development:**
7.B: Integrate Reflective Practices and Critical Perspectives on Personal Performance, Including Goal Setting - Level 2, 3 and 4.

# Quality Coaching

Through this highly interactive management level workshop, you will explore effective strategies and techniques used to coach others on how to improve the way they work with children/youth. You will utilize reflective practice skills to enhance your supervision and consultative strategies to empower your staff to reach higher levels of performance. You will experience this training's three central concepts of respect, observe and support. The idea is to maximize productivity in your coaching-staff relationships by starting with a foundation of respect, taking time for you to observe staff at the point-of-service, and then to support staff to develop a specific plan of action.

Please note:  this management level training's intended audience is for directors, managers, and those who are tasked with providing coaching supports/observations to front line practitioners.

**Core Competencies Addressed**
**Core Knowledge Area – Program Planning and Development:**
3.B:  Promote program improvement and sustainability through strategic planning, goal setting, needs assessments and evaluations – Level 3 and 4.
**Core Knowledge Area – Professional Development and Leadership:**
7.B:  Integrate reflective practices and critical perspectives on personal performance, including goal setting Level 2, 3 and 4.

# Raising the Cultural Vibration in OST

Are the youth in your program polite, well behaved and cooperative? Do you sometimes struggle with behavioral issues and maybe even conflict? Many times, we treat the symptom of the problem; we take action for bad behavior by implementing punishment or negative reinforcement. However, what if there was an alternative way to address these problems? By creating a culture of high expectations and positive community, we can shape behavior *before* it becomes an issue. Come and learn techniques to build an environment that supports positive behavior by raising the cultural vibration in OST!

Core Competencies Addressed
**Core Knowledge Area - Interaction with Children/Youth:**
5.B: Respect and Honor Cultural and Human Diversity – Level 1, 2, 3 and 4.

# Reframing Conflict

What role do you play in conflict situations in your program? Do you know how to turn a conflict situation into an opportunity for growth? This interactive training will introduce you to a step-by-step model for reframing conflict as well as general principles of conflict resolution.

**Core Competencies Addressed**
**Core Knowledge Area – Interaction with Children/Youth:**
5.A: Promote meaningful engagement, leadership and guidance of the children/youth – Entry Level, Level 1, and Partial Level 2.
5.C: Promote positive expression, interaction and group experiences between adults and children/youth – Entry Level and Level 1.

**Primary QIS Scales Addressed**
**Supportive Environment:**
II-L: Staff encourage youth to manage feelings and resolve conflicts appropriately.

## Structure and Clear Limits

**How do you prevent chaos in an afterschool environment without stifling the positive energy of youth? Youth need structure and clear limits in order to feel safe. This training will help you to analyze the level of structure in your program and practice identifying and maintaining clear limits.**

**Core Competencies Addressed**
**Core Knowledge Area – Interaction with Children/Youth:**
5.A: Promote meaningful engagement, leadership and guidance of the children/youth – Entry Level, Level 1, and Partial Level 2.
5.B: Respect and honor cultural and human diversity – Entry Level, Level 1 and Partial Level 2.

**Primary QIS Scales Addressed**
**Safe Environment:**
I-A: Cultural competency.
**Supportive Environment:**
II-F: Staff provide a welcoming atmosphere.
II-H: Staff effectively maintain clear limits.

## Super Kids! A Guideline for Empowering Youth to be Heroes of Health

**This training explores the ways in which afterschool practitioners can empower youth to cultivate a positive attitude and perception about food, foster the love of movement and exercise and help them to build a positive self-image.**

**Core Competencies Addressed**
**Core Knowledge Area – Learning Environment and Curriculum:**
4.A: Design and implement a curriculum to support physical development – Entry Level, Level 1 and 2.
**Core Knowledge Area – Health, Safety and Nutrition:**
8.C: Ensure for the health and nutritional needs of children/youth – Entry Level, Level 1 and 2.

## Teen Advisory Councils (Part 1 and 2)

**Do you want to really engage your teens while helping them to become future leaders? Starting a Teen Advisory Council (TAC) is a great way to do both! TAC involvement allows teens to become your partners in designing, planning and implementing programs and often leads to stronger youth engagement and higher program participation and attendance. In this captivating two part hands-on training, you'll learn how to create, run and sustain a fun and effective TAC that will strengthen your community and provide numerous benefits for both teens and adults.**

**Please note: Only afterschool practitioners working with middle school youth should register for this training.**

Core Competencies Addressed
**Core Knowledge Area - Program Planning and Development:**
3. B15: Work effectively with advisory groups.
**Core Knowledge Area - Interaction with Children/Youth:**
5. C: Promote positive expression, interaction and group experiences between adults and youth - Level 3.

## Teens and the Family Connection

**Today's families are busier than ever before. The demands of modern life can make it difficult for parents to stay fully involved in their children's education. Yet, studies have shown that parent involvement is one of the biggest predictors of student success. Family engagement has a life-long impact on the lives of youth and is a critical part of any effort to engage and empower teens. So how can you increase connection with families and involve them more fully in their children's efforts in your out-of-school time program? This lively training provides the answer, along with key principles and strategies to help you actively build strong engagement with the families of the teens with whom you work.**

**Please note: Only afterschool practitioners working with middle school youth should register for this training.**

<u>**Core Competencies Addressed**</u>
**Core Knowledge Area - Community and Family Relationships**
  2. B1: Establish frequent contact with parents through a variety of communication strategies - Level 2.
  2. C: Engage families and communities in child/youth development and learning - Level 2.


## The Magic of Learning in Out-of-School Time: Science and Reading

**Fostering the love of science and reading begins with fun and engaging learning opportunities in out-of-school-time (OST). This training delivers best practice strategies for conducting STEAM (Science, Technology, Arts, Engineering and Math) activities and read aloud strategies in the OST setting. You will also be provided with information on expanded learning opportunities, as well as ways to provide youth with fun extension activities that enhance literacy skills. Come and explore the magic!**

<u>**Core Competencies Addressed**</u>
**Core Knowledge Area – Learning Environment and Curriculum:**
4.B: Design and implement a curriculum to enhance cognitive development – Entry Level, Level 1,2 and 3.


## The Progressive Afterschool Director (Part 1 and 2)

**This two-part training is designed for leaders in the out-of-school-time (OST) field to be agents of positive change in the afterschool program. During this series, participants will learn various strategies that will assist them in reflective practice and professional development planning with OST staff. Participants will learn how to apply the Core Competencies in setting professional development goals and learn principles of the Myers-Briggs Type Instrument (MBTI) and its application to leadership style. OST practitioners who set progressive professional development goals not only enrich the afterschool profession by strengthening the workforce, but also provide youth with more meaningful opportunities in OST.**

<u>**Core Competencies Addressed**</u>
**Core Knowledge Area – Professional Development and Leadership:**
7.B:  Integrate reflective practices and critical perspectives on personal performance, including goal setting  – Level 3 and 4.
7.C:  Engage in continuous learning and improvement through involvement in professional development, advocacy and leadership opportunities – Level 3 and 4.

# The Progressive Afterschool Practitioner

The Progressive Afterschool Practitioner is a training designed to heighten a practitioner's insight into their own professional development. It infuses facets of job satisfaction with professional development planning. By reflecting on individual strengths and areas of growth, an afterschool practitioner is challenged to create a plan for professional development by using the *Core Competencies for Afterschool Practitioners* as a guide.

### Core Competencies Addressed

**Core Knowledge Area – Professional Development and Leadership:**

7.A:  Demonstrate professionalism and uphold ethical standards and other professional guidelines in the field – Entry Level, Level 1 and 2.

7.B:  Integrate reflective practices and critical perspectives on personal performance, including goal setting – Entry Level, Level 1 and 2.

7.C:  Engage in continuous learning and improvement through involvement in professional development, advocacy and leadership opportunities  – Entry Level, Level 1 and 2.


# Youth Voice

Are you providing young people with authentic, meaningful choices throughout your program? Does your program reflect the input of the youth involved? Research shows that quality programs incorporate youth input at both activity and organizational levels. This training will emphasize the importance of offering real choices and meaningful participation of youth and nurture youth leadership. This training is focused on providing meaningful choice within activities and opportunities for youth input within the youth program itself.

### Core Competencies Addressed

**Core Knowledge Area – Child/Youth Growth and Development:**

1.B:  Demonstrate knowledge and understanding of the multiple influences on development and learning – Entry Level and Level 1.

1.C:  Use developmental knowledge to create healthy, respectful, supportive and challenging environments  – Entry Level and Level 1.

**Core Knowledge Area – Learning Environment and Curriculum:**

4.A:  Design and implement a curriculum to support physical development – Entry Level and Level 1.

4.B:  Design and implement a curriculum to enhance cognitive development – Entry Level and Level 1.

### Primary QIS Scales Addressed

**Interaction:**

III-O:  Youth have opportunities to act as group facilitators and mentors.

**Engagement:**

IV-S:  Youth have opportunities to make choices based on interests.