



Dedicated to Quality Out-of-School Time

# Professional Development Training Calendar

★ Prime Time is Now Offering  
Continuing Education Units (CEUs)

**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.primetimepbcc.org](http://www.primetimepbcc.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 in Boynton Beach 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.**

**NOTE: Series-based trainings are color coded.**

**Trainings offering CEUs are noted with an \***

Date	Training Name	Core Knowledge Area
2/4/2020	*Reframing Behavior Management – Part 2 (SERIES)	CYGD, ICY
2/5/2020	Engaging Teens	PDL
2/10/2020	Prime Time Out-of-School Time Registry Orientation	
2/11/2020	*Well Being Tools for Practitioners and Youth – Part 2 (SERIES)	ICY, PDL
2/13/2020	Prime Time Out-of-School Time Registry Orientation (Online – Zoom)	
2/14/2020	STEAM Initiative Training – STEAM 2 (Spring Cohort Only)	CYGD, PDL
2/18/2020	Reframing Conflict	ICY
2/19/2020	Raising the Cultural Vibration in OST	ICY
2/20/2020	Youth Voice	CYGD, ICY
2/21/2020	Prime Time Out-of-School Time Registry Orientation (Online – Zoom)	
2/21/2020	Quality Coaching	PPD, PPL
2/25/2020	Prime Time Out-of-School Time Registry Orientation (Online – Zoom)	
2/25/2020	*Well Being Tools for Practitioners and Youth – Part 3 (SERIES)	ICY, PDL
2/26/2020	* Teens and the Family Connection - Part 1 (Series)	FCR
2/26/2020	Building Community	CYGD, LEC, ICY
2/27/2020	PBC-PQA Basics (Program Self Assessment)	PPD

3/3/2020	The Magic of Learning in OST: Science and Reading	LEC
3/3/2020	PBC-PQA Basics (Program Self Assessment) – ONLINE	PPD
3/5/2020	Prime Time Out-of-School Time Registry Orientation (Online – Zoom)	
<b>3/6/2020</b>	<b>STEAM Initiative Training – STEAM 3 (Spring Cohort Only)</b>	<b>CYGD, PDL</b>
3/11/2020	Prime Time Out-of-School Time Registry Orientation (Online – Zoom)	
<b>3/11/2020</b>	<b>*Teens and the Family Connection - Part 2 (Series)</b>	<b>FCR</b>
<b>3/13/2020</b>	<b>*The Progressive Afterschool Practitioner – Part 1 (Series)</b>	<b>PDL</b>
3/17/2020	PBC-PQA Basics (Program Self Assessment) – ONLINE	PPD
<b>3/20/2020</b>	<b>OST Leadership - Part 1 (Series) – ONLINE</b>	<b>PDL</b>
<b>3/20/2020</b>	<b>STEAM Initiative Training – STEAM 4 (Spring Cohort Only)</b>	<b>CYGD, PDL</b>
3/20/2020	Prime Time Out-of-School Time Registry Orientation (Online – Zoom)	
3/25/2020	Prime Time Out-of-School Time Registry Orientation (Online – Zoom)	
3/31/2020	Prime Time Out-of-School Time Registry Orientation (Online – Zoom)	
<b>3/31/2020</b>	<b>*Progressive Too! A Deeper Look – Part 2 (Series)</b>	<b>PPD</b>
4/1/2020	Planning and Reflection	CYGD, LEC
<b>4/2/2020</b>	<b>OST Leadership - Part 2 (Series)</b>	<b>PDL</b>
<b>4/3/2020</b>	<b>STEAM Initiative Training – STEAM 5 (Spring Cohort Only)</b>	<b>CYGD, PDL</b>
4/7/2020	Ask-Listen-Encourage	LEC
4/7/2020	Cooperative Learning	CYGD, LEC, ICY
4/7/2020	PBC-PQA Basics (Program Self Assessment) – ONLINE	PDL
4/9/2020	The Responsive Teen Advisory Council	ICY
4/9/2020	Prime Time Out-of-School Time Registry Orientation (Online – Zoom)	
4/14/2020	Prime Time Out-of-School Time Registry Orientation (Online – Zoom)	
4/14/2020	Active Learning	CYGD
<b>4/17/2020</b>	<b>STEAM Initiative Training – STEAM 6 (Spring Cohort Only)</b>	<b>CYGD, PDL</b>
<b>4/21/2020</b>	<b>OST Leadership – Part 3 (Series)</b>	<b>PDL</b>
4/22/2020	Prime Time Out-of-School Time Registry Orientation (Online – Zoom)	
4/22/2020	Raising the Cultural Vibration in OST	ICY

4/23/2020	Super Kids!	LEC, HSN
4/28/2020	Structure and Clear Limits	ICY
4/29/2020	Navigating the Lesson Plan	LEC, PPD
5/1/2020	Prime Time Out-of-School Time Registry Orientation (Online – Zoom)	
<b>5/5/2020</b>	<b>OST Leadership – Part 4 (Series) – ONLINE</b>	<b>PDL</b>
5/5/2020	PBC-PQA Basics (Program Self Assessment) – ONLINE	PDL

<b>Core Knowledge Area</b>	<b>Abbreviation</b>	<b>Core Knowledge Area</b>	<b>Abbreviation</b>
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.

### Training Objectives

Participants will:

- a. Utilize active learning strategies during the training.
- b. Build the six principles of active learning into program offerings.

## 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.

### Training Objectives

Participants will:

- a. Explain the concept of positive, purposeful interaction with youth.
- b. Name the characteristics of effective questions.
- c. Define the concept of active listening.
- d. Summarize the characteristics of effective positive responses to youth and their work.

## Building a Positive Community with Teens – Part 1

In order to learn, stay engaged, and develop as individuals, teens need a safe, predictable, joyful and inclusive space where they can experience belonging, significance and emotional safety. They also need to feel comfortable taking risks and working with their peers. How can you create such a space for the teens you work with? This active and interactive training provides specific strategies, fun group activities, and relationship-building meeting structures that will help you to establish a community that promotes positive experiences for teens.

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

### Core Competencies Addressed

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

- 3. C1: Build a sense of community and help youth and staff feel like part of a larger community – Level 3
- 3. C2: Guide youth in expressing their feelings and asserting themselves in positive ways – Level 3

### Training Objectives

Participants will:

- a. Discuss importance of belonging, significance and emotional safety for youth.
- b. Outline methods involved in establishing a positive community.
- c. Utilize interactive learning structures and brain breaks that provide opportunities for youth to feel a sense of belonging and significance.

## **Building a Positive Community with Teens – Part 2**

### Training Objectives

Participants will:

- a. Explain the Responsive Advisory Meeting structure
- b. Practice developing Responsive Advisory Meetings as a way to help youth build positive relationships

## **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.

### Training Objectives

Participants will:

- a. Describe the ways in which they can build community with youth.
- b. Demonstrate ways to provide youth with opportunities to develop a sense of belonging.
- c. Compare and contrast icebreakers, energizers, name games and bonding games.
- d. Discuss the stages of group development.

## **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.**

### 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.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.

### Primary QIS Scales Addressed

**Interaction:**

III-N: Youth have opportunities to participate in small groups.

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

### **Training Objectives**

Participants will:

- a. Define Cooperative Learning.
- b. Utilize a variety of group forming strategies (Group Formers) and group work structures (Group Structures).
- c. Explain through peer to peer and whole group discussion how Cooperative Learning helps to meet the social and intellectual needs of youth.
- d. Discuss how to apply four complementary strategies to engineer successful Cooperative Learning structures.

## **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.**

### **Core Competencies Addressed**

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

1.A3: Promote meaningful engagement, leadership and guidance of the children/youth – Entry Level and Level 2.

#### **Core Knowledge Area – Interaction with Children/Youth**

5.A7: Offer activities that tap into youth's interests and allow them to make choices based on those interests – Level 2

5.A8: Apply strategies and best practices to enhance learning and promote engagement during activities – Level 2

### **Training Objectives**

Participants will:

- a. Describe the features of adolescent development.
- b. Identify the four pillars of effective teen engagement.
- c. Develop a project charter to help guide the process of improving teen engagement.

## **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.**

### **Core Competencies Addressed**

#### **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

### **Training Objectives**

Participants will:

- a. Define and understand the importance of key concepts, global learning and global competence
- b. Identify how to create an environment where global learning can happen effectively
- c. Explore current resources and global connections

## 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.

### Training Objectives

Participants will:

- a. Assess diversity life skills and build cultural competencies.
- b. Explore how Global Graffiti can be implemented in the afterschool setting.
- c. Explore how to provide youth with extensions for cultural learning in conjunction with Global Graffiti curriculum.

## 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.

### Training Objectives

Participants will:

- a. Describe the homework cycle and name potential supports.
- b. Develop strategies to make homework help time productive.
- c. Compare homework tracking systems and design the homework space for their program.

## 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.A1: Model a positive attitude toward working with youth – Entry Level and Level 1

7.B5: Set goals to improve professional skills and abilities – Entry Level and Level 1

### Training Objectives

Participants will:

- a. Describe the role of a Youth Development Professional.
- b. Identify factors influencing teen feelings of empowerment.
- c. Determine how to use SMART goals to improve empowerment potential.

## 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.

### Training Objectives

Participants will:

- a. Identify the four guiding principles of the approach.
- b. Recognize best practice behaviors.
- c. Develop plans that effectively incorporate the active-participatory approach with youth at their sites.

## Leadership Track

### OST Leadership Four-Part Series (Blended Training- Online and In Person)

Are you a director or assistant director who wants to learn about your unique leadership style and create professional development plans to improve your coaching and leadership skills? In this training series, you will learn and practice how to effectively support your staff in their professional growth and development, which will strengthen your team and facilitate more meaningful opportunities for youth in your program.

Participants are **REQUIRED TO ATTEND ALL FOUR MODULES** and complete assignments in between trainings. **Please note the dates for each module:** By registering for this training, you are committing to all four dates. After the first training, you will be sent the link to RSVP for each module separately.

- **OST Leadership Part 1 - Introduction - A one-hour self-paced online session**
- **OST Leadership Part 2- Progressive Afterschool Director 1**
- **OST Leadership Part 3- Progressive Afterschool Director 2**
- **OST Leadership Part 4- Wrap Up – a follow-up live online session**

### Core Competencies Addressed

#### **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.

## OST Leadership Part 1

### Training Objectives

Participants will:

- a. Define the Myers-Briggs Type Instrument (MBTI) and the eight (8) psychological preferences.
- b. Participate in the MBTI Assessment Online to assess their MBTI Type.
- c. Compare each psychological preference and use their MBTI Type to understand their leadership style.



## OST Leadership Part 2

After completing the online introduction and the MBTI assessment online, the second training of the OST Leadership series is designed to help you become agents of positive change in your afterschool program. During Progressive Afterschool Director Part 1, you will learn various strategies that will assist you in reflective practice and applying the Core Competencies in setting professional development goals. You will practice applying the principles of the Myers-Briggs Type Instrument (MBTI) to your leadership style. At the end of the session, you will create a Leadership Action Plan.

### Core Competencies Addressed

#### **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.

### Training Objectives

Participants will:

- a. Recall the Myers-Briggs Type Instrument (MBTI) and the eight psychological preferences.
- b. Examine the results of the MBTI Assessment as they relate to work style, leadership style, communication and the core competencies for afterschool professionals.
- c. Implement a suite of tools and strategies through a Personal Leadership Plan.

## OST Leadership Part 3

After completing Progressive Afterschool Director Part one, the third training of the OST Leadership series is designed to help you facilitate professional development planning with your OST staff. During the Progressive Afterschool Director Part 2 training, you will review leadership styles and focus on how to best utilize your style to lead optimal, balanced and effective programs. You will explore some strategies based on the MBTI and other well-established leadership models that can be used to build the core competencies of OST professionals in your program.

### Core Competencies Addressed

#### **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.

### Training Objectives

Participants will:

- a. Evaluate their OST Leadership Plan and revise accordingly.
- b. Illustrate how OST leadership style relates to program culture and effectiveness.
- c. Integrate mentoring strategies based on MBTI leadership type to create an optimally balanced program culture.
- d. Utilize the Core Competencies to assist staff in professional development planning.

## OST Leadership Part 4

After completing the first three trainings of the series, this final session, Out-of-School Time Leadership Wrap Up, is an online live session where you will share best practices from the field based on what you have learned during the course of the series. You will also have a chance to display and share your Leadership and Coaching Artifact.

### Core Competencies Addressed

#### **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

### Training Objectives

Participants will:

- a. Summarize their artifacts and experience of implementing their Mentorship Action Plans.
- b. Explain ways to overcome barriers and increase strengths on their teams.

- c. Implement strategies for embedding Individual Career Plan goals and other tools for professional development in their systems and procedures.

## Leadership Track for OST Practitioners- The Progressive Afterschool Practitioner – Part 1

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.

Participants are **REQUIRED TO ATTEND BOTH PARTS 1 and 2** and complete assignments in between trainings. Please note the dates for each module: By registering for this training, you are committing to **BOTH** dates.

### 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.

### Training Objectives

Participants will:

- a. Recall the facets of job satisfaction and explain how to relate the facets to their current practice in OST.
- b. Identify growth opportunities and set meaningful goals using the Core Competencies for afterschool practitioners as a self-assessment tool.
- c. Produce relevant professional development goals using the S.M.A.R.T. goal guidelines.

## Leadership Track for OST Practitioners- Progressive Too: A Deeper Look – Part 2

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.

### Training Objectives

Participants will:

- a. Explain ways to heighten professionalism in the OST field.
- b. Summarize areas of personal and professional growth.
- c. Decide on individual, personal or professional development goals to work on for the next few weeks.

## 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.

#### Training Objectives

Participants will:

- a. Identify the essential components of a lesson plan.
- b. Define and explain the essential components of a lesson plan.
- c. Write a sample lesson plan using the essential components.

## 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.

#### Training Objectives

Participants will:

- a. Give examples of the ways in which planning and reflection are done in their programs.
- b. Describe the role that planning and reflection play in the learning cycle.
- c. Utilize planning and reflection strategies.

## 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 is a registry, review the information collected in the registry, and discuss the resources available through Prime Time and the benefits of membership. You will also be guided through completing the online registry application, which is the final step to becoming an official member.

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

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.

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

4.A: Design and implement a curriculum to support physical development – Entry Level, Level 1 and 2.

4.B: Design and implement a curriculum to enhance cognitive development – Entry Level, Level 1 and 2.

4.C: Design and implement a curriculum to support social and emotional development – Entry Level, Level 1 and 2.

#### Primary QIS Scales Addressed

All QIS scales are addressed.

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

While an external assessment can supply a wealth of valuable information about the quality of an OST program, being able to conduct a self-assessment is also valuable and a best practice within a continuous quality improvement model. This engaging and interactive online training will provide practitioners with the tools and resources needed to conduct a program self-assessment back at their program. By exploring the “quality construct” of Palm Beach County Program Quality Assessment Tool (PBC-PQA), participants will learn how to generate precise anecdotal evidence through keen observation and objective note-taking skills and how to use this information for continuous quality improvement purposes. Participants will be strongly encouraged and also give next steps to conduct the self-assessment process back at their program.

#### 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.

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

4.A: Design and implement a curriculum to support physical development – Entry Level, Level 1 and 2.

4.B: Design and implement a curriculum to enhance cognitive development – Entry Level, Level 1 and 2.

4.C: Design and implement a curriculum to support social and emotional development – Entry Level, Level 1 and 2.

#### Primary QIS Scales Addressed

All QIS scales are addressed.

## **Planning with Data (Program Self-Assessment)**

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.

## 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.

### Training Objectives

Participants will:

- a. Define culture as it relates to the out-of-school time program space.
- b. List three ways to improve the culture of the out-of-school environment.
- c. Apply specific techniques to support positive behavior in your program.

## Reframing Behavior Management Part 1

Do you struggle with managing challenging behaviors of the youth in your program? Would you like to learn a way to facilitate youths' self-management skills when they misbehave? This interactive and fun training expands on strategies in the Reframing Conflict training to show you how to approach ALL youth behavior as opportunities for youth to learn responsibility, emotion management and problem-solving skills. Walk away with practical strategies you can use immediately!

Participants are **REQUIRED TO ATTEND BOTH PARTS 1 and 2** and complete assignments in between trainings. Please note the dates for each module: By registering for this training, you are committing to **BOTH** dates.

### 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, Level 1, Level II.

#### **Core Knowledge Area – Interaction with Children/Youth:**

5.A: Promote meaningful engagement, leadership and guidance of the children/youth - Entry Level and Level 1.

### **Primary QIS Scales Addressed**

#### **Supportive Environment:**

II-K: Staff support youth with encouragement.

II-L: Staff encourages youth to manage feelings and resolve conflicts appropriately.

### **Training Objectives**

Participants will:

- a. Identify how youths' challenging behaviors relate to skills they need to learn.
- b. Describe youths' needs for belonging and significance.
- c. Determine the "mistaken belief" underneath youths' negative behavior.
- d. Practice the authoritative/encouraging style of behavior management through role-play.

## **Reframing Behavior Management Part 2**

**As the second installment of Reframing Behavior Management, this training will dive deeper into how youth have "Mistaken Beliefs" when they are acting out. You will have an opportunity to practice activities and strategies that help youth improve their communication, responsibility, problem-solving and empathy skills. You will leave this training with a "toolkit" of easy to use activities and strategies to improve youth behavior.**

### **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, Level 1, Level II.

#### **Core Knowledge Area – Interaction with Children/Youth:**

5.A: Promote meaningful engagement, leadership and guidance of the children/youth - Entry Level and Level 1.

### **Primary QIS Scales Addressed**

#### **Supportive Environment:**

II-K: Staff support youth with encouragement.

II-L: Staff encourages youth to manage feelings and resolve conflicts appropriately.

### **Training Objectives**

Participants will:

- a. Compare natural/logical consequences to punishment.
- b. Apply the authoritative/encouraging style of discipline through role-play.
- c. Identify which "mistaken belief" youth may have based on their behavior.
- d. Employ strategies for responding to behavior that will increase youth responsibility and teach important life skills.

## **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.

### **Training Objectives**

Participants will:

- a. Examine the roles they play in conflict situations in their program.
- b. Demonstrate examples of Reframing Conflict using the High/Scope step-by-step model and the general principles for conflict resolution.
- c. Explain how reframing conflict can turn conflict resolutions into opportunities for growth.

## STEAM Initiative Training Series

Do you want to offer engaging activities that explore the worlds of science, technology, engineering, arts and math? This series based training will boost your confidence in science knowledge , expose you to fun activities that link youth development strategies and intentional STEAM learning opportunities, and guide you in implementing STEAM in your program that is easy and effective. This is a 6-part series, progressive in nature that prepares OST practitioners to deliver meaningful and engaging STEAM activities in afterschool.

## 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.

### Training Objectives

Participants will:

- a. Describe how Structure and Clear Limits meet the developmental needs of youth.
- b. Assess ways to improve their programs' structure.
- c. Establish limits for their programs.

## 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.

### Training Objectives

Participants will:

- a. Explore how to present relevant, fun activities to youth that bring awareness and assist them to make healthier choices.
- b. Learn how to infuse inquiry based learning in activities to build critical thinking skills as well as spark curiosity and the love of learning.
- c. Learn ways to become a positive role model by demonstrating positive language, attitude and actions.

## Teen Advisory Councils (Two-Part Series)

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 – Level 3

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

4.C9: Develop strategies that encourage youth to take on leadership and citizenship roles – Level 3

## **Teen Advisory Councils Part 1**

Training Objectives

Participants will:

- a. Name the step-by-step process of developing a teen advisory council.
- b. Identify the three core components of an effective teen advisory council.

## **Teen Advisory Councils Part 2**

Training Objectives:

Participants will:

- a. Examine the teen advisory council program year cycle and reflect on its importance.

## **Teens and the Family Connection (Two-Part Series)**

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 two part 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.**

Core Competencies Addressed

**Core Knowledge Area - Community and Family Relationships**

2. B1: Establish frequent contact with parents through a variety of communication strategies - Level 2.

2. C2: Communicate with families about program curriculum, learning goals and activities – Level 2

2. C4: Look for opportunities to involve families in learning activities – Level 2

2. C6: Work cooperatively with families on mutually agreed upon practices (e.g., homework, behavior guidance) – Level 2

## **Teens and the Family Connection Part 1**

Training Objectives

Participants will:

- a. Describe the social factors and family demands that make maintaining contact with parents a challenge.
- b. Identify the five building blocks of strong family involvement.

## **Teens and the Family Connection Part 2**

Training Objectives

Participants will:

- a. Implement the five essential elements of strong developmental relationships.
- b. Discuss the six shifts of approach which improve efforts to partner with families.
- c. Identify practices for supporting and empowering teens.



## The Responsive Teen Advisory Council

Now that you have a Teen Advisory Council at your program, what's the next step? This activity-filled training provides the answer by introducing a strong SEL-based framework and routines that can help council members build valuable communication and social-emotional learning skills while cultivating positive, meaningful relationships with their peers and with adults. The end result will be more focus, connected, fun, and effective council meetings!

**Please note: Only afterschool practitioners working with middle school youth should register for this training. Completion of "Teen Advisory Councils (Part 1 & 2)" is recommended before taking this training.**

### Core Competencies Addressed

#### Core Knowledge Area – Interaction with Children/Youth

5. C1: Use strategies to assist youth in learning to express emotions, solve problems, and make decisions in positive ways – Level 3

5. C2: Develop and implement strategies to practice complex communication skills such as assertiveness, conflict resolution, and positive decision making – Level 3

### Training Objectives

Participants will:

- a. Participate in a Responsive Advisory Council
- b. Examine the steps involved in getting started with a Responsive Advisory Meeting
- c. Practice using Responsive Advisory Meeting plans to address specific Teen Advisory Council meeting goals or purposes

## 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!

### Core Competencies Addressed

#### 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.

### Training Objectives

Participants will:

- d. Describe ways of incorporating science and reading activities into the OST space.
- e. Explain how to use the 5E's instructional method to facilitate science activities in OST.
- f. Demonstrate the key components of a read aloud in the OST setting.

## Well-being Tools for Practitioners and Youth-Three Part Series

Participants are **REQUIRED TO ATTEND ALL THREE MODULES** and complete assignments in between trainings.

**Please note the dates for each module:** By registering for this training, you are committing to all three dates.

- Well-being Tools for Practitioners - Part 1- Introduction
- Well-being Tools for Practitioners - Part 2- Modeling
- Well-being Tools for Practitioners – Part 3- Life Skills for Youth

### Well-Being Tools for Practitioners- Part 1- Introduction

Do you sometimes feel stressed at work, frustrated with co-workers or burnt out? In this training you will practice self-care and resilience skills, and create a well-being plan to better navigate stress, improve work relationships and model well-being skills for co-workers and the youth in your OST program.

### **Core Competencies Addressed**

#### **Core Knowledge Area – Interaction with Children/Youth:**

5.A: Promote meaningful engagement, leadership and guidance of the children/youth – Entry Level and Level 1.

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

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

### **Primary QIS Scales Addressed**

Supportive Environment:

II-F: Staff provides a welcoming atmosphere.

II-K: Staff support youth with encouragement

### **Training Objectives**

Participants will:

- a. Discuss and explore the meaning of well-being and key concepts: self-awareness, resilience, mindfulness, compassion, empathy.
- b. Identify the obstacles to well-being and evaluate the impact of stress on interactions with co-workers, youth and families served in OST.
- c. Practice exercises and tools that promote self-care through creating a personalized well-being action plan.

## **Well-being Tools for Practitioners - Part 2- Modeling**

**In Part 2 of this series, we will focus on strategies to model well-being skills and positive interaction with co-workers, youth and their families in your OST program. After registering for this training, please go back to Prime Time's website and register for the other training dates in this series.**

### **Core Competencies Addressed**

#### **Core Knowledge Area – Interaction with Children/Youth:**

5.A: Promote meaningful engagement, leadership and guidance of the children/youth – Entry Level and Level 1.

5.C: Promote Positive Expression, Interaction and Group Experiences Between Adults and Children/Youth – Levels 1-3

#### **Core Knowledge Area – Family and Community Relationships:**

2.C. Model appropriate interactions with children, youth, families, providers and other community members – Levels 1-3

### **Primary QIS Scales Addressed**

Supportive Environment:

II-F: Staff provides a welcoming atmosphere.

II-K: Staff support youth with encouragement

### **Training Objectives**

Participants will:

- a. Recall self-awareness, stress management, and self-compassion practices and tools learned in previous session.
- b. Reassess, revise and extend well-being plans to include solutions and strategies that intentionally model well-being to peers and youth.
- c. Examine the impact of self-awareness on brain function and health and relate to personal experiences.
- d. Engage in practices that help model and transfer empathy, compassion and resiliency skills to coworkers and youth.

## **Well-being Tools for Practitioners – Part 3- Life Skills for Youth**

**In Part 3 of this series we will focus on ways to empower youth with well-being and resilience skills through age-appropriate stress management and problem-solving strategies. This training will provide basic youth-focused tips, activities, and practices you can facilitate with youth in your OST program.**

### **Core Competencies Addressed**

#### **Core Knowledge Area – Interaction with Children/Youth:**

5.A: Model developmentally appropriate guidance approaches that promote positive behaviors, problem solving and self-control – Entry Level, Levels 1-2

5.C: Use strategies to assist children and youth in learning to express emotions in positive ways including problem solving and decision-making - Levels 1-3

#### **Core Knowledge Area – Health, Safety and Nutrition:**

8.C: Plan activities that teach children or youth techniques to deal with stress and develop resiliency – Entry Level, Levels 1-3

### **Primary QIS Scales Addressed**

Supportive Environment:

II-J: Staff supports youth in building new skills.

### **Training Objectives**

Participants will:

- a. Discuss and apply strategies for reflecting on negative thoughts and emotions.
- b. Compare resources and strategies that teach youth practical life skills and coping skills.
- c. Analyze strategies to assist youth in learning to express emotions in positive ways.
- d. Practice activities that teach youth techniques to deal with stress and develop resiliency.

## **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.

### **Training Objectives**

Participants will:

- a. Examine the ways they offer Youth Voice in their programs.
- b. Demonstrate Youth Voice strategies.
- c. Identify the benefits of giving Youth Voice and how to offer meaningful opportunities for participation.



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