



Professional Development Training Calendar

A new look to our training calendar! In order to better serve your professional development and training needs, we have added new and exciting training workshops and have aligned topics by relevance (tracks) to core competencies for after-school practitioners. Training topics are grouped in such a way that practitioners can clearly see which trainings may be most beneficial for them based on the core knowledge area that is addressed. It is recommended that a practitioner start his/her professional development journey with *The Progressive Afterschool Practitioner*. This is a training designed to heighten a practitioner's insight into his/her own professional development and further how to use the *Core Competencies for Afterschool Practitioners* to create a personalized training plan. Once a plan is in place, practitioners may decide to attend specific trainings that relate to their plan and that address core knowledge areas and competencies. It is not mandatory to take trainings in a specific track, but it is recommended as a guide when planning your personal and professional development. Training descriptions and their relation to core knowledge areas and competencies are on the following pages.

Register at www.primetimepbc.org: **Trainings & Events - Trainings and Events Registration**. Training dates are subject to change. Please check the Prime Time website for the most current information.

All trainings are held from 9 a.m. - 12 p.m. If you do not sign-in by 9:00 a.m., you cannot participate in the training.

Date	Training Name	Location	Core Knowledge Area
09/02/14	Introduction to the Active-Participatory Approach	CSC	CYGD, LEC, ICY
09/04/14	Building Community	United Way	CYGD, LEC, ICY
09/16/14	Structure and Clear Limits	United Way	ICY
09/23/14	Reading Strategies in Out-of-School-Time	United Way	LEC
09/30/14	Super Kids! A Guideline for Empowering Youth to be Heroes of Health	United Way	LEC, HSN
10/02/14	Planning and Reflection	United Way	CYGD, LEC
10/07/14	The Progressive Afterschool Practitioner	CSC	PDL
10/14/14	Expanding Horizons: Global Learning in Out-of-School-Time (Part 1: An Introduction)	United Way	ICY
10/16/14	Reframing Conflict	United Way	ICY
10/20/14	Prime Time's Program Self-Assessment Training (Part 1: PBC-PQA Basics)	CSC	PPD
10/21/14	Cooperative Learning	United Way	CYGD, LEC, ICY
10/23/14	Ask-Listen-Encourage	United Way	LEC
10/28/14	The Progressive Afterschool Director (Part 1)	United Way	PDL
10/30/14	Youth Voice	United Way	CYGD, ICY
11/04/14	Prime Time's Program Self-Assessment Training (Part 2: Planning with Data)	United Way	PPD
11/06/14	The Progressive Afterschool Director (Part 2)	United Way	PDL
11/20/14	Expanding Horizons: Global Learning in Out-of-School-Time (Part 2: Global Learning Activities)	CSC	ICY
11/12/14	Homework Help	United Way	LEC
12/09/14	The Magic of Inquiry-Based Learning	United Way	LEC
12/11/14	Expanding Horizons: Global Learning in Out-of-School-Time (Part 3: Outward and Beyond)	United Way	ICY
12/16/14	Quality Coaching	CSC	PPD, PDL
12/18/14	Active Learning	United Way	CYGD

Core Knowledge Area
1: Child/Youth Growth and Development
2: Family and Community Relationships
3: Program Planning and Development
4: Learning Environment and Curriculum

Abbreviation
CYGD
FCR
PPD
LEC

Core Knowledge Area
5: Interaction With Children and Youth
6: Child/Youth Observation and Assessment
7: Professional Development and Leadership
8: Health, Safety, and Nutrition

Abbreviation
ICY
CYOA
PDL
HSN

Click location name for link to directions
[Children's Services Council](#)
[United Way of Palm Beach County](#)

Abbreviation
CSC
United Way

Address
2300 High Ridge Road
2600 Quantum Boulevard

City
Boynton Beach
Boynton Beach



Prime Time Palm Beach County, Inc. receives significant funding from the Children's Services Council of Palm Beach County.



Training Descriptions

Active Learning

Active learning is a way for young people to engage in a productive and interesting environment to learn concepts, skills and strategies for daily living, academic success and personal development. This workshop will give participants the strategies to create an active learning environment where young people use their hands, their bodies, and their minds instead of just reading or hearing about it!

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 Level 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

Positive relationships with warmth, connectedness, good communication, and support aid in positive youth development and are connected to academic success. In this workshop, participants will learn three key strategies: how to ask effective questions, how to listen and pay attention to the cues youth provide about their thoughts and feelings, and how to encourage youth in their efforts.

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

The great thing about using group games is that they're fun and they make managing your group easier! Creating a space where youth get to know each other, work together, think of the program as theirs and are recognized for their accomplishments are all important elements for growth and learning. This training will give participants strategies for fostering positive peer relationships and creating a strong sense of belonging.

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

This workshop will give participants skills and knowledge to increase youth involvement in small groups. Strategies will include both the cooperative learning environment and leadership opportunities.

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.

Expanding Horizons: Global Learning in Out-of-School-Time (Part 1: An Introduction)

During this training, participants will gain a shared understanding of the importance of global learning and the definition of global competence. This workshop will also provide participants with the language and tools to help make the case for global learning to out-of-school-time (OST) program stakeholders. The activities in this training will lead OST staff to understand the characteristics of both a globally competent young person and a globally competent youth practitioner. Participants will examine their community's and their own personal connections to other countries and cultures, and discuss ways to leverage these connections to help young people learn about the world.

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, Level 3, and Level 4.
- 5.B: Respect and honor cultural and human diversity – Level 2, Level 3, and Level 4.

Expanding Horizons: Global Learning in Out-of-School-Time (Part 2: Global Learning Activities)

In the second part of the Expanding Horizons series, participants will explore activities that are globally focused and age-appropriate for the youth with whom they work. This training will provide practical tools for creating activities inspired by current events, as well as ways to ensure that global learning activities are relevant and meaningful. Participants will also consider program areas (arts, sports, literacy, wellness, etc.) and learn how to globalize any program activity. Please note it is suggested that practitioners take Part 1 of the Expanding Horizons series first, but it is not a requirement.

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, Level 3, and Level 4.
- 5.B: Respect and honor cultural and human diversity – Level 2, Level 3, and Level 4.

Expanding Horizons: Global Learning in Out-of-School-Time (Part 3: Outward and Beyond)

Part three of the Expanding Horizons training will provide out-of-school-time (OST) staff with tools and strategies to empower youth to take action on the global topics they have begun to learn about in their programs. Participants will investigate how youth can have a positive impact on both their local communities and the larger world around them. Strategies for brainstorming project ideas, creating project plans, and making connections between local and global communities and issues will be explored. Please note it is suggested that practitioners take Part 1 and 2 of the Expanding Horizons series first, but it is not a requirement.

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, Level 3, and Level 4.
- 5.B: Respect and honor cultural and human diversity – Level 2, Level 3, and Level 4.

Homework Help

Homework time is a very important offering of many afterschool programs. This training will give participants the tools to create effective homework time. Participants will learn how to support young people and help them to develop effective study skills and habits for successfully organizing their time.

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.

Introduction to the Active-Participatory Approach

The Active-Participatory Approach is a powerful set of methods for working with children and youth. The approach is designed to organize youth work strategies into an easy-to-use framework. It is based upon the principles that young people can thrive when they feel safe and supported to learn and lead. As youth are major actors in their development, youth workers can help empower them to take on increasing responsibility and leadership roles in youth programs. This workshop infuses elements from many of the youth worker method trainings and will give participants the strategies to effectively implement this approach to working with youth.

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.

Planning and Reflection

The planning and reflection process can turn a fun activity into a powerful learning experience. Participants will learn how to support youth 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's Program Self-Assessment Training (Part 1: 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

Prime Time's Program Self-Assessment Training (Part 2: 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

Planning and Reflection

The planning and reflection process can turn a fun activity into a powerful learning experience. Participants will learn how to support youth 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.

Quality Coaching

Through this interactive workshop, participants will explore techniques to coach someone to improve the way they work with youth. Participants will utilize reflective practice skills to enhance supervision and consultative strategies to empower staff to reach higher levels of performance. This method is based on three main concepts of respect, observe, and support. The idea is to maximize productivity in the coaching-staff relationship by starting with a foundation of respect, taking time to observe staff at the point-of-service and then supporting staff to develop a plan of action.

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.

Reframing Conflict

This workshop promotes an approach in which adults support youth in addressing their conflicts and problems rather than punishing youth for “causing trouble.” Participants will learn real world strategies and tips for responding positively to conflict.

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.

Reading Strategies in Out-of-School-Time

Fostering the love of reading begins with fun and engaging learning opportunities in out-of-school-time (OST). This training delivers best practice strategies for conducting a read aloud in the OST setting, as well as how to provide youth with fun extension activities that enhance literacy skills. This training is fun and interactive—just as reading should be! Participants will be given an opportunity to practice skills during training and explore resources for extension activities.

Core Competencies Addressed

Core Knowledge Area – Learning Environment and Curriculum:

- 4.B: Design and implement a curriculum to enhance cognitive development – Level 2 and Level 3.

Structure and Clear Limits

Structure makes life more manageable. Routines help us organize our time and get things done. Young people crave structure to feel safe, know what to expect, feel comfortable, try new experiences and engage in activities. Young people also needs limits so they know what behavior is appropriate and respectful in any given place and situation. This workshop will engage participants in ways of creating structure and clear limits in their afterschool programs.

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 Level 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 Level 2.

The Magic of Inquiry-Based Learning

Inquiry-based learning is way to spark curiosity in youth and cultivate an engaging environment conducive to learning. Practitioners will gain a greater insight into how this method of discovery can be implemented in any STEM (Science, Technology, Engineering, and Math) activity. A portion of this workshop will cover the supports and opportunities that are available in Palm Beach County, and how an integrated system of extended learning assists practitioners in implementing STEM lessons in afterschool.

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, and Level 2.

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 Level 2.
- 7.B: Integrate reflective practices and critical perspectives on personal performance, including goal setting – Entry Level, Level 1, and Level 2.
- 7.C: Engage in continuous learning and improvement through involvement in professional development, advocacy, and leadership opportunities – Entry Level, Level 1, and Level 2.

Youth Voice

Providing young people with authentic choices and the appropriate level of challenge are hallmarks of truly engaging environments. This training focuses on providing choice and challenge within activities.

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.

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.

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 Level 4.
- 7.C: Engage in continuous learning and improvement through involvement in professional development, advocacy, and leadership opportunities – Level 3 and Level 4.