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

Professional Development Training Descriptions

Research shows that ongoing professional development is more effective than traditional one-time trainings. Therefore, Prime Time is offering training series tracks to facilitate time for practitioners to learn, practice, and reflect on new youth development strategies.

Below you will find descriptions of Prime Time’s series based trainings as well as a few one-time training offerings. Once practitioners have taken *The Progressive Afterschool Practitioner* training and completed their Individual Career Plan, they may register for a training series on our website.

Register at <https://www.primetimepbcc.org/trainings-calendar/>
 Training dates are subject to change. Please check the Prime Time website for the most current information.

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

Program Quality Domain (QIS)	Symbol
Safe Environment	🏠
Supportive Environment	⌘
Interaction	⌘ ⌘ ⌘
Engagement	⊕

Training Dates

Date	Training Name	Core Knowledge Area
1/7/2021	Championing Diversity and Equity Part 2	ICY, PDL
1/8/2021	Building Community	CYGD, LEC, ICY
1/12/2021	Cooperative Learning	CYGD, LEC
1/13/2021	Prime Time Out-of-School Time Registry Orientation	
1/13/2021	Behavior Management Series Part 1: Reframing Conflict	ICY, CYGD
1/27/2021	Behavior Management Series Part 2: Reframing Behavior Management Part 1	ICY, CYGD
2/10/2021	Behavior Management Series Part 2: Reframing Behavior Management Part 2	ICY, CYGD
1/14/2021	Building a Positive Community with Teens	LEC
1/14/2021	Navigating the Lesson Plan	PPD, LEC
1/14/2021	Structure and Clear Limits	ICY
1/19/2021	Ask-Listen-Encourage	LEC
1/19/2021	The Magic of Inquiry-Based Learning in OST	CYGD, LEC
1/20/2021	The Power of Circles in OST	CYGD
1/21/2021	Championing Diversity and Equity Part 2	ICY
1/22/2021	Raising the Cultural Vibration in OST	ICY
1/26/2021	Active Learning	CYGD
1/26/2021	Prime Time Out-of-School Time Registry Orientation	
1/28/2021	Planning and Reflection	CYGD, LEC
1/29/2021	Progressive Too! A Deeper Look	PPD
2/2/2021	STEAM 1	PPD, LEC, ICY
2/16/2021	STEAM 2	PPD, LEC, ICY
3/2/2021	STEAM 3	PPD, LEC, ICY
3/23/2021	STEAM 4	PPD, LEC, ICY
4/6/2021	STEAM 5	PPD, LEC, ICY

4/21/2021	STEAM 6	PPD, LEC, ICY
2/3/2021	Championing Diversity and Equity Part 1	ICY, PDL
2/17/2021	Championing Diversity and Equity Part 2	ICY, PDL
3/2/2021	Championing Diversity and Equity Part 3	ICY, PDL
2/4/2021	Structure and Clear Limits	ICY
2/9/2021	The Responsive Teen Advisory Council	ICY
2/9/2021	Homework Help	LEC
2/10/2021	Prime Time Out-of-School Time Registry Orientation	
2/11/2021	Quality Coaching Part 1	PPD, PDL
2/18/2021	Quality Coaching Part 2	PPD, PDL
2/11/2021	Planning and Reflection	CYGD, LEC
2/12/2021	Youth Voice	CYGD, LEC
2/16/2021	Keeping Connected: Facilitating Online Learning	LEC
2/19/2021	Navigating the Lesson Plan	PPD, LEC
2/23/2021	Engaging Teens	CYGD, ICY
2/24/2021	Walking in Purpose	PPD, PDL, ICY
2/25/2021	Prime Time Out-of-School Time Registry Orientation	
2/26/2021	Cooperative Learning	CYGD, LEC, ICY
3/3/2021	Building Community	CYGD, ICY
3/5/2021	Raising the Cultural Vibration in OST	ICY
3/10/2021	Ask-Listen-Encourage	LEC
3/11/2021	Well-Being Tools for Practitioners and Youth Part 1	ICY, PDL, FCR, HSN
3/25/2021	Well-Being Tools for Practitioners and Youth Part 2	ICY, PDL, FCR, HSN
4/8/2021	Well-Being Tools for Practitioners and Youth Part 3	ICY, PDL, FCR, HSN
3/12/2021	The Progressive Afterschool Practitioner	PDL
3/24/2021	Progressive Too! A Deeper Look	PPD
3/26/2021	Youth Voice	CYGD, LEC

3/30/2021	Inspired to Empower Teens	PDL, LEC
3/30/2021	Cooperative Learning	CYGD, LEC, ICY
3/31/2021	Ignite the Spark through Project Based Learning Part 1	ICY
4/7/2021	Ignite the Spark through Project-Based Learning Part 2	ICY

Training Descriptions

Championing Diversity and Equity Series

Core Knowledge Area(s)	Core Competency Level(s)	Program Quality Domain(s) (QIS)	CEUs
ICY	Entry Level, Level 1, Level 2	Safe Environment △	N/A

Would you like to learn more about what it means to champion diversity and equity in your OST program and facilitate critical conversations with youth around these topics?

In this training series, participants will define diversity, equity and inclusion and learn the relationship between implicit bias, microaggressions, and stereotypes and how these affect the overall culture of OST programs.

Participants will plan specific strategies to promote acceptance of and respect for diversity and create plans to increase equity in their OST programs for all youth regardless of race, gender, sexual orientation or ability level.

Championing Diversity and Equity Part 1

Training Objectives

Participants will:

- Define diversity, equity and inclusion and compare the differences between these concepts.
- Identify implicit biases in order to increase equity in out-of-school time programs.
- Explore concepts of sexual orientation and gender expression as it relates to inclusion.

Championing Diversity and Equity Part 2

Training Objectives

Participants will:

- Define implicit bias and microaggressions and give examples of these concepts in action.
- Examine the interrelationship of bias, microaggressions, and stereotypes.
- Integrate specific strategies to support diversity, inclusion, and equity in your OST program.

Championing Diversity and Equity Part 3

Training Objectives

Participants will:

- a. Explain how to facilitate discussions with youth about diversity, equity, and justice topics.
- b. Select and implement strategies that help youth communicate about critical topics.
- c. Please a plan to create emotional safety and facilitate anti-bias conversations in the OST space.

Behavior Management Series

Core Knowledge Area(s)	Core Competency Level(s)	Program Quality Domain(s) (QIS)	CEUs
ICY, CYGD	Entry, Level I	Supportive Environment ☒	1.2

- Reframing Conflict
- Reframing Behavior Management Part 1
- Reframing Behavior Management Part 2

The Behavior Management series provides participants with knowledge and skills to facilitate conflict resolution in their program by encouraging youth to manage feelings and resolve conflicts appropriately. Participants will learn how to reframe all youth behavior as opportunities for youth to learn responsibility, emotion management and problem-solving skills.

Reframing Conflict

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.

Reframing Behavior Management Part 1

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

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.

Well-Being Tools for Practitioners and Youth Series

Core Knowledge Area(s)	Core Competency Level(s)	Program Quality Domain(s) (QIS)	CEUs
ICY, PDL, FCR, HSN	Entry Level, Level 1, Level 2, Level 3	Supportive Environment △	1.2

- Well-Being Tools for Practitioners and Youth Part 1- Introduction
- Well-Being Tools for Practitioners and Youth Part 2- Modeling
- Well-Being Tools for Practitioners and Youth Part 3- Life Skills for Youth

In the Well-Being Tools training series, practitioners will identify their sources of stress and learn self-care and resilience skills while creating a well-being plan to better navigate stress, improve work relationships and model well-being skills for co-workers and the youth in their OST program. Practitioners will learn and practice strategies to help youth manage stress and improve their well-being and social-emotional skills.

Well-Being Tools for Practitioners- Part 1- Introduction

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

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

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.

STEAM Series

Core Knowledge Area(s)	Core Competency Level(s)	Program Quality Domain(s) (QIS)	CEUs
PPD, LEC, ICY	Entry Level, Level 1, Level 2, Level 3	Engagement Θ , Interaction $\hat{\Delta}$, Supportive Environment Δ	2.6

- STEAM 1- Believe
- STEAM 2- The 5Es Instructional Method
- STEAM 3- The 5Es Competencies and Communities of Practice
- STEAM 4- Strengthening the Lesson Plan & STEAM Careers
- STEAM 5- STEAM Curriculum
- STEAM 6- Individualized Approach to STEAM

In the STEAM training series, participants will learn and practice engaging activities that explore the worlds of science, technology, engineering, arts and math. This series boosts practitioners’ confidence in science knowledge, demonstrates activities that link youth development strategies and intentional STEAM learning opportunities, and guides participants in implementing STEAM in their program that is easy and effective.

STEAM 1: Believe

Training Objectives:

Participants will:

- a. Recall why STEAM in afterschool programs is important
- b. Discuss the role of the afterschool STEAM practitioner in creating quality informal science experiences
- c. Identify youth development strategies that are infused in STEAM learning

STEAM 2: The 5E’s Instructional Method

Training Objectives:

Participants will:

- a. Identify the stages of the 5Es Instructional Method
- b. Write a lesson plan using the 5Es Instructional Method
- c. Utilize purposeful, open-ended questions when implementing STEAM activities

STEAM 3: The 5E’s Competencies & Communities of Practice

Training Objectives:

Participants will:

- a. Discuss STEAM-related stereotypes and the impact on youth
- b. Identify components of a Communities of Practice (CoP)
- c. Develop STEAM activities and lessons using the 5Es competencies

STEAM 4: Strengthening the Lesson Plans & STEAM Careers

Training Objectives:

Participants will:

- a. Compare innovative and unique STEAM-related careers
- b. Identify ways to strengthen lesson plans and infuse learning into STEAM activities

STEAM 5: STEAM Curriculum

Training Objectives:

Participants will:

- a. Describe and utilize established STEAM Curriculum options
- b. Create lessons that make STEAM learning both meaningful and fun
- c. Identify Prime Time Palm Beach County expanded learning opportunities (ELOs) as an additional STEAM resource

STEAM 6: Individualized Approach to STEAM

Training Objectives:

Participants will:

- a. Compare curriculum-based STEAM activities with individually researched STEAM activities
- b. Determine ways to overcome obstacles in a new or existing STEAM program
- c. Create a plan for sustaining STEAM efforts in their afterschool program

Ignite the Spark through Project Based Learning Series

Core Knowledge Area(s)	Core Competency Level(s)	Program Quality Domain(s) (QIS)	CEUs
ICY	Entry Level, Level 1	Engagement ⊕	N/A

- Ignite the Spark Part 1
- Ignite the Spark Part 2 – one hour follow up session

Have you ever wondered how to empower youth to develop their own projects based on their interests and curiosity? This training will introduce you to project-based learning and explore the benefits and challenges of youth choosing their own projects. We will walk you through, step-by-step how to implement the components of project-based learning and show you how youth learn through real-world situations and activities.

Ignite the Spark Parts 1 and 2

Training Objectives:

1. Describe Project-Based Learning
2. Examine the three phases of Project-Based Learning
3. Design and implementation plan for Project-Based Learning in your program

Quality Coaching Series

Core Knowledge Area(s)	Core Competency Level(s)	Program Quality Domain(s) (QIS)	CEUs
PPD, PDL	Level 2, Level 3, Level 4	Engagement Ⓚ, Interaction Ⓚ, Supportive Environment △, Safe Environment △	N/A

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.

- Quality Coaching Part 1
- Quality Coaching Part 2

Active Learning

Core Knowledge Area(s)	Core Competency Level(s)	Program Quality Domain(s) (QIS)	CEUs
CYGD	Entry, Level I, Level 2	Supportive Environment ⌘	N/A

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.

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

Core Knowledge Area(s)	Core Competency Level(s)	Program Quality Domain(s) (QIS)	CEUs
LEC	Entry, Level I	Supportive Environment ⌘	N/A

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.

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

Core Knowledge Area(s)	Core Competency Level(s)	Program Quality Domain(s) (QIS)	CEUs
LEC	Entry Level, Level 1, Level 2, Level 3	Safe Environment ☐, Supportive Environment ☒	N/A

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 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.

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 Community

Core Knowledge Area(s)	Core Competency Level(s)	Program Quality Domain(s) (QIS)	CEUs
ICY, CUGD, LEC	Entry Level, Level 1	Interaction ☐☐	N/A

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.

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

Core Knowledge Area(s)	Core Competency Level(s)	Program Quality Domain(s) (QIS)	CEUs
CYGD	Entry, Level I	Interaction $\hat{\wedge}$	N/A

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.

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.

Inspired to Empower Teens

Core Knowledge Area(s)	Core Competency Level(s)	Program Quality Domain(s) (QIS)	CEUs
PDL	Entry Level, Level 1	Safe Environment $\hat{\cup}$, Supportive Environment \mathbb{R}	N/A

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.

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.

Integrating SEL and Mindfulness in OST Activities

Core Knowledge Area(s)	Core Competency Level(s)	Program Quality Domain(s) (QIS)	CEUs
CYGD	Entry Level, Level 1	Supportive Environment ✕	N/A

Wondering how to make real and tangible social and emotional connections in virtual settings? This training offers simple and effective strategies to integrate social and emotional learning skills in any virtual session using signature practices such as welcoming rituals, engaging practices, brain breaks, and optimistic closures. Participants also learn how to use no-fuss mindfulness tools to get their audience grounded, self-aware, and mentally focused and emotionally ready to engage in any activity.

Training Objectives:

- Define Social and Emotional Learning and the benefits
- Explore and practice simple signature practices and mindfulness tools that can be used in OST activities
- Create a plan to integrate signature practices and mindfulness practice in OST activities

Keeping Connected: Facilitating Online Learning

Core Knowledge Area(s)	Core Competency Level(s)	Program Quality Domain(s) (QIS)	CEUs
LEC	Entry Level, Level 1, Level 2	Supportive Environment ✕	N/A

We are all using virtual meeting platforms and online learning tools more than ever to connect with youth and staff members. This training will review the basics of the Zoom and Google Classroom online platforms, show you tips and tricks for engaging youth in these formats and introduce you to resources for online learning you can use right away when working virtually with youth.

Training Objectives:

Participants will:

- Identify various video conferencing platforms you can use to connect with youth
- Examine the components of a successful virtual learning experience for youth
- Plan an online learning activity with youth using a virtual learning platform

Navigating the Lesson Plan

Core Knowledge Area(s)	Core Competency Level(s)	Program Quality Domain(s) (QIS)	CEUs
PPD, LEC	Entry Level, Level 1, Level 2, Level 3	Interaction ☺☺	N/A

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.

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

Core Knowledge Area(s)	Core Competency Level(s)	Program Quality Domain(s) (QIS)	CEUs
CYGD, LEC	Entry, Level 1, Level 2	Engagement \oplus	N/A

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.

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

Progressive Too! A Deeper Look

Core Knowledge Area(s)	Core Competency Level(s)	Program Quality Domain(s) (QIS)	CEUs
PPD	Entry Level, Level 1, Level 2, Level 3, Level 4	Supportive Environment \otimes	N/A

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!

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.

Raising the Cultural Vibration in OST

Core Knowledge Area(s)	Core Competency Level(s)	Program Quality Domain(s) (QIS)	CEUs
PPD, PDL, ICY	Entry Level, Level 1, Level 2, Level 3, Level 4	Supportive Environment ⌘	N/A

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!

Training Objectives

Participants will:

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

Structure and Clear Limits

Core Knowledge Area(s)	Core Competency Level(s)	Program Quality Domain(s) (QIS)	CEUs
ICY	Entry, Level 1, Partial Level 2	Supportive Environment ⌘, Safe Environment △	N/A

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.

Training Objectives

Participants will:

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

The Magic of Inquiry Based Learning

Core Knowledge Area(s)	Core Competency Level(s)	Program Quality Domain(s) (QIS)	CEUs
CYGD, LEC	Entry Level, Level 1, Level 2, Level 3	Supportive Environment ⌘, Interaction ⌘⌘	N/A

Foster the love of learning in OST! The Magic of Inquiry Based Learning training shows you how to deliver fun STEAM (Science, Technology, Arts, Engineering and Math) activities in your OST setting

through best practice strategies such as the 5E’s Instructional Method. Prepare to bring the magic to OST!

Training Objectives:

- a. Discuss the components of STEAM and the application to OST programs
- b. Define inquiry based learning
- c. Utilize the 5E’s instructional method to facilitate science activities in OST

The Power of Circles in OST

Core Knowledge Area(s)	Core Competency Level(s)	Program Quality Domain(s) (QIS)	CEUs
CYGD	Entry Level, Level 1	Supportive Environment ⌘, Interaction ⌘⌘	N/A

Do you want to help youth process their thoughts and feelings so they can better handle situations that arise? Do youth in your program need a way to connect and reflect? Circles in the OST environment can help build the relationships and skills youth need to support one another and successfully face challenges. This training will show you, step by step, how to facilitate meaningful circles with youth in your program either face to face or virtually through an online platform.

Training Objectives:

- a. Define the components of effective circle practices in OST
- b. Explain the ways in which circles can be used with youth to meet various needs
- c. Develop a plan to facilitate a meaningful circle with youth

The Progressive Afterschool Practitioner

Core Knowledge Area(s)	Core Competency Level(s)	Program Quality Domain(s) (QIS)	CEUs
PDL	Entry Level, Level 1, Level 2	Supportive Environment ⌘	N/A

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.

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.

Walking in Purpose

Core Knowledge Area(s)	Core Competency Level(s)	Program Quality Domain(s) (QIS)	CEUs
PPD	Entry Level	Engagement ⊕	N/A

Do you know what your purpose is in the out-of-school time space? Would you like to be more comfortable trying new things and finding your vision for life? The Walking in Purpose training facilitates OST staff through activities, discussion and exercises that help them define purpose as it relates to their life and the out-of-school time program space.

Training Objectives

Participants will:

- Analyze where they come from in terms of culture and values through guided exercises
- Examine direction and vision through guided exercises
- Design a plan to help youth discover and follow their purpose

Youth Voice

Core Knowledge Area(s)	Core Competency Level(s)	Program Quality Domain(s) (QIS)	CEUs
CYGD, LEC	Entry, Level 1, Level 2	Engagement ⊕, Interaction ⚙️	N/A

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.

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.

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.



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