Prime Time is Now Offering
Continuing Education Units (CEUs)

Professional Development Training Dates and 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.primetimepbc.org/trainings-calendar/. Training dates are subject to change. Please check the Prime Time website for the most current information.

*To search for a training or training description, click Ctrl + F on your keyboard. A search bar will pop-up and you can type the keyword for your search.

The heart indicates SEL is embedded in this training or training series.

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
9: Social and Emotional Learning	SEL

Program Quality Domain (QIS)	Symbol
Safe Environment	⌂
Supportive Environment	𝕏
Interaction	ˣˣˣ ˣˣ
Engagement	⊕

Training Dates

Date	Training Name	Part	Prime Time Event Name	Core Knowledge Area
08/02/21	Professional Development Presentation		Prime Time Out-of-School Time Registry Orientation	PDL
08/09/21	Professional Development Presentation		Prime Time Out-of-School Time Registry Orientation	PDL
08/10/21	Professional Development Presentation		Prime Time Out-of-School Time Registry Orientation	PDL
08/11/21	Professional Development Presentation		Prime Time Out-of-School Time Registry Orientation	PDL
08/11/21	Professional Development Presentation		Prime Time Out-of-School Time Registry Orientation	PDL
08/17/21	Professional Development Training		Youth Voice	CYGD; LEC; SEL
08/19/21	Professional Development Training		Planning and Reflection	CYGD; LEC; SEL
08/24/21	Ignite the Spark through Project-Based Learning Series	Part 1	Ignite the Spark: Conducting Project-based learning in OST	ICY; SEL
08/25/21	Youth Development Entry Level Series	Part 1	Building Community	CYGD; ICY; LEC; SEL
08/25/21	Professional Development Training		The Power of Circles in OST	CYGD; SEL
08/26/21	Professional Development Presentation		Prime Time Out-of-School Time Registry Orientation	PDL
08/26/21	Professional Development Essentials Series	Part 1	Walking in Purpose	ICY; PDL; PPD; SEL
08/31/21	Ignite the Spark through Project-Based Learning Series	Part 2	Ignite the Spark: Project Showcase	ICY; SEL
09/08/21	Youth Development Entry Level Series	Part 2	Cooperative Learning	CYGD; ICY; LEC; SEL
09/08/21	Professional Development Presentation		Prime Time Out-of-School Time Registry Orientation	PDL
09/09/21	Professional Development Essentials Series	Part 2	Raising the Cultural Vibration in Out-of-School Time	ICY; SEL
09/14/21	Professional Development Training		Youth Voice	CYGD; ICY; SEL
09/15/21	Professional Development Training		Introduction to the Active-Participatory Approach	CYGD; ICY; LEC
09/17/21	The Progressive Afterschool Practitioner Series	Part 1	The Progressive Afterschool Practitioner	PDL

Date	Training Name	Part	Prime Time Event Name	Core Knowledge Area
09/21/21	Restorative Practices Series	Part 1	An Introduction to Restorative Practices and Questions	CYGD; ICY; SEL
09/22/21	Ignite the Spark through Project-Based Learning Series	Part 1	Ignite the Spark: Conducting Project-based learning in OST	ICY; SEL
09/23/21	Professional Development Training		Inspired to Empower Teens	PDL; SEL
09/23/21	Professional Development Presentation		Prime Time Out-of-School Time Registry Orientation	PDL
09/24/21	Essentials of Youth Development Mid-Level Series	Part 1	Active Learning	CYGD; SEL
09/24/21	STEAM Initiative Series	Part 1	STEAM: Believe	ICY; LEC; PPD; SEL
09/28/21	Professional Development Training		Planning and Reflection	CYGD; LEC; SEL
09/29/21	Ignite the Spark through Project-Based Learning Series	Part 2	Ignite the Spark: Project Showcase	ICY; SEL
09/30/21	Professional Development Training		Homework Help	LEC; SEL
10/01/21	The Progressive Afterschool Practitioner Series	Part 2	Progressive Too! A Deeper Look	PDL; SEL
10/05/21	Restorative Practices Series	Part 2	Proactive and Responsive Circles	CYGD; ICY; SEL
10/06/21	Championing Diversity and Equity Series	Part 1	Championing Diversity and Equity: Introduction	ICY; SEL
10/06/21	Professional Development Presentation		Prime Time Out-of-School Time Registry Orientation	PDL
10/07/21	Middle School Foundations Series	Part 1	Engaging Teens	PDL; SEL
10/08/21	Essentials of Youth Development Mid-Level Series	Part 2	Ask-Listen-Encourage	LEC; SEL
10/08/21	STEAM Initiative Series	Part 2	STEAM: The 5Es Instructional Method	ICY; LEC; PPD; SEL
10/12/21	Ignite the Spark through Project-Based Learning Series	Part 1	Ignite the Spark: Conducting Project-based learning in OST	ICY; SEL
10/13/21	Youth Development Entry Level Series	Part 1	Building Community	CYGD; ICY; LEC; SEL
10/13/21	Professional Development Training		Engaging Girls in STEAM: Inspiring Future Generations	ICY; LEC
10/14/21	Middle School Foundations Series	Part 2	Building a Positive Community with Teens: Laying the Foundation	LEC; SEL

Date	Training Name	Part	Prime Time Event Name	Core Knowledge Area
10/14/21	Professional Development Training		Introduction to the Active-Participatory Approach	CYGD; ICY; LEC
10/19/21	Ignite the Spark through Project-Based Learning Series	Part 2	Ignite the Spark: Project Showcase	ICY; SEL
10/19/21	Restorative Practices Series	Part 3	Restorative Justice Conferences and Change at the Program Level	CYGD; ICY; SEL
10/20/21	Championing Diversity and Equity Series	Part 2	Championing Diversity and Equity: Going Deeper	ICY; SEL; SEL
10/21/21	Middle School Foundations Series	Part 3	Building a Positive Community with Teens: Meaningful Structure	LEC; SEL
10/21/21	Professional Development Presentation		Prime Time Out-of-School Time Registry Orientation	PDL
10/22/21	STEAM Initiative Series	Part 3	STEAM: 5Es Competencies & Communities of Practice	ICY; LEC; PPD; SEL
10/22/21	Essentials of Youth Development Mid-Level Series	Part 3	Structure and Clear Limits	ICY; SEL
10/26/21	Reframing Behavior Management Series	Part 1	Reframing Conflict	CYGD; ICY; SEL
10/27/21	Youth Development Entry Level Series	Part 2	Cooperative Learning	CYGD; ICY; LEC; SEL
10/28/21	Advanced Youth Engagement Series	Part 1	Hands-On Practical Ways to Facilitate Youth Voice, Planning and Reflection	ICY
10/29/21	Professional Development Training		SEL Integration: Integrating SEL and Mindfulness into OST Activities	CYGD; SEL
11/03/21	Championing Diversity and Equity Series	Part 3	Championing Diversity and Equity: Facilitating Critical Conversations	ICY; SEL
11/05/21	STEAM Initiative Series	Part 4	STEAM: Strengthening Lesson Plans & STEAM Careers	ICY; LEC; PPD; SEL
11/19/21	STEAM Initiative Series	Part 5	STEAM: Curriculum	ICY; LEC; PPD; SEL
12/03/21	STEAM Initiative Series	Part 6	STEAM: Individualized Approach	ICY; LEC; PPD; SEL

Training Descriptions for Series-Based Trainings

Championing Diversity and Equity Series   ♥

- Championing Diversity and Equity: Introduction Part 1
- Championing Diversity and Equity: Going Deeper Part 2
- Championing Diversity and Equity: Facilitating Critical Conversations Part 3

Core Knowledge Area(s)	Core Competency Level(s)	Program Quality Domain(s) (QIS)	CEUs	SEL Competency
ICY,SEL	Entry Level, Level 1, Level 2	Safe Environment ⌂	1.2	♥

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

Championing Diversity and Equity Part 2
Training Objectives
Participants will:
1) Define implicit bias and microaggressions and give examples of these concepts in action.
2) Examine the interrelationship of bias, microaggressions, and stereotypes.
3) Integrate specific strategies to support diversity, inclusion, and equity in your OST program.

Championing Diversity and Equity Part 3
Training Objectives
Participants will:
1) Explain how to facilitate discussions with youth about diversity, equity, and justice topics.
2) Select and implement strategies that help youth communicate about critical topics.
3) Please a plan to create emotional safety and facilitate anti-bias conversations in the OST space.

Reframing Behavior Management Series   ♥

- Reframing Conflict

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

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

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

Reframing Behavior Management Part 1
Training Objectives
Participants will:
1) Identify how youths' challenging behaviors relate to skills they need to learn.
2) Describe youths' needs for belonging and significance.
3) Determine the "mistaken belief" underneath youths' negative behavior.
4) Practice the authoritative/encouraging style of behavior management through role-play.

Reframing Behavior Management Part 2
Training Objectives
Participants will:
1) Compare natural/logical consequences to punishment.
2) Apply the authoritative/encouraging style of discipline through role-play.
3) Identify which "mistaken belief" youth may have based on their behavior.
4) Employ strategies for responding to behavior that will increase youth responsibility and teach important life skills.

Well-Being Tools for Practitioners and Youth Series   ♥

- 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

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

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:
1) Discuss and explore the meaning of well-being and key concepts: self-awareness, resilience, mindfulness, compassion, empathy.
2) Identify the obstacles to well-being and evaluate the impact of stress on interactions with co-workers, youth and families served in OST.
3) 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:
1) Recall self-awareness, stress management, and self-compassion practices and tools learned in previous session.
2) Reassess, revise and extend well-being plans to include solutions and strategies that intentionally model well-being to peers and youth.
3) Examine the impact of self-awareness on brain function and health and relate to personal experiences.
4) 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**:**
1) Discuss and apply strategies for reflecting on negative thoughts and emotions.
2) Compare resources and strategies that teach youth practical life skills and coping skills.
3) Analyze strategies to assist youth in learning to express emotions in positive ways.
4) Practice activities that teach youth techniques to deal with stress and develop resiliency.

STEAM Series ♥

- 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

Core Knowledge Area(s)	Core Competency Level(s)	Program Quality Domain(s) (QIS)	CEUs	SEL Competency
PPD, LEC, ICY, SEL	Entry Level, Level 1, Level 2, Level 3	Engagement ⊕, Interaction ⚮ Supportive Environment △	2.6	♥

STEAM is everywhere. STEAM learning in OST allows youth to connect STEAM to their everyday life. Hands-on, STEAM activities are not only fun, but will increase youth's interest and knowledge where they can imagine themselves as scientists or professionals in a STEAM career.

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:
1) Recall why STEAM in afterschool programs is important
2) Discuss the role of the afterschool STEAM practitioner in creating quality informal science experiences
3) Identify youth development strategies that are infused in STEAM learning

STEAM 2: The 5E's Instructional Method
Training Objectives:
Participants will:
1) Identify the stages of the 5Es Instructional Method
2) Write a lesson plan using the 5Es Instructional Method
3) Utilize purposeful, open-ended questions when implementing STEAM activities

STEAM 3: The 5E's Competencies & Communities of Practice
Training Objectives:
Participants will:
1) Discuss STEAM-related stereotypes and the impact on youth
2) Identify components of a Communities of Practice (CoP)
3) Develop STEAM activities and lessons using the 5Es competencies

STEAM 4: Strengthening the Lesson Plans & STEAM Careers
Training Objectives:
Participants will:
1) Compare innovative and unique STEAM-related careers
2) Identify ways to strengthen lesson plans and infuse learning into STEAM activities

STEAM 5: STEAM Curriculum
Training Objectives:
Participants will:
1) Describe and utilize established STEAM Curriculum options
2) Create lessons that make STEAM learning both meaningful and fun
3) 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:
1) Compare curriculum-based STEAM activities with individually researched STEAM activities
2) Determine ways to overcome obstacles in a new or existing STEAM program
3) Create a plan for sustaining STEAM efforts in their afterschool program

Ignite the Spark through Project Based Learning Series ♥

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

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

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

Youth Development Entry Level Series ♥

- Building Community Part 1
- Cooperative Learning Part 2

Core Knowledge Area(s)	Core Competency Level(s)	Program Quality Domain(s) (QIS)	CEUs	SEL Competency
ICY, LEC, CYGD, SEL	Entry Level, Level 1	Interaction ⛄	0.8	❤️

In this training series, participants will understand how building an emotionally safe community of peers and adults is essential for youth to learn and develop as individuals. Also, learn an excellent way to nurture youth leadership, build community and keep things fun.

Participants will engage in a variety of activities designed to support the community building process and be equipped with grouping strategies and ways to think about building cooperative learning into any program offering.

Building Community
Training Objectives
Participants will:
1) Describe the ways in which they can build community with youth.
2) Demonstrate ways to provide youth with opportunities to develop a sense of belonging.
3) Compare and contrast icebreakers, energizers, name games and bonding games.
4) Discuss the stages of group development.

Cooperative Learning
Training Objectives
Participants will:
1) Define Cooperative Learning.
2) Utilize a variety of group forming strategies (Group Formers) and group work structures (Group Structures).
3) Explain through peer to peer and whole group discussion how Cooperative Learning helps to meet the social and intellectual needs of youth.
4) Discuss how to apply four complementary strategies to engineer successful Cooperative Learning structures.

Essentials of Youth Development Mid-Level Series   ❤️

- Active Learning Part 1
- Ask, Listen, Encourage Part 2
- Structure and Clear Limits Part 3

Core Knowledge Area(s)	Core Competency Level(s)	Program Quality Domain(s) (QIS)	CEUs	SEL Competency
CYGD, LEC, ICY, SEL	Entry, Level I, Level 2	Supportive Environment ⚒ Safe Environment △	1.2	❤️

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.

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.

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.

Active Learning
Training Objectives
Participants will:
1) Utilize active learning strategies during the training.
2) Build the six principles of active learning into program offerings

Ask-Listen-Encourage
Training Objectives
Participants will:
1) Explain the concept of positive, purposeful interaction with youth.
2) Name the characteristics of effective questions.
3) Define the concept of active listening.
4) Summarize the characteristics of effective positive responses to youth and their work.

Structure and Clear Limits
Training Objectives
Participants will:
1) Describe how Structure and Clear Limits meet the developmental needs of youth.
2) Assess ways to improve their programs' structure.
3) Establish limits for their programs.

The Progressive Afterschool Practitioner Series ♥

- Progressive Afterschool Practitioner Part 1
- Progressive TOO! Part 2

Core Knowledge Area(s)	Core Competency Level(s)	Program Quality Domain(s) (QIS)	CEUs	SEL Competency
PDL,PPD, SEL	Entry Level, Level 1, Level 2, Level 3, Level 4	Supportive Environment ⚥	0.8	♥

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.

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!

The Progressive Afterschool Practitioner
Training Objectives
Participants will:
1) Recall the facets of job satisfaction and explain how to relate the facets to their current practice in OST.
2) Identify growth opportunities and set meaningful goals using the Core Competencies for afterschool practitioners as a self-assessment tool.
3) Produce relevant professional development goals using the S.M.A.R.T. goal guidelines.

Progressive Too!
Training Objectives
Participants will:
1) Explain ways to heighten professionalism in the OST field.
2) Summarize areas of personal and professional growth.
3) Decide on individual, personal or professional development goals to work on for the next few weeks.

Professional Development Essentials Series   ♥

- Walking in Purpose Part 1
- Raising the Cultural Vibration in OST Part 2

Core Knowledge Area(s)	Core Competency Level(s)	Program Quality Domain(s) (QIS)	CEUs	SEL Competency
PPD, PDL, ICY, SEL	Entry Level, Level 1, Level 2, Level 3, Level 4	Engagement ⊕ Supportive Environment ⚧	0.8	♥

In this training series participants will discuss the importance of understanding where they come from in terms of culture and values. Participants will discover where they are going in terms of direction and vision through guided exercises that examine destiny and attitude. Participants will engage in activities to practice techniques that build a positive environment for youth by modeling how to follow their purpose and values.

Walking in Purpose
Training Objectives
Participants will:
1) Analyze where they come from in terms of culture and values through guided exercises
2) Examine direction and vision through guided exercises

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3) Design a plan to help youth discover and follow their purpose

**Raising the Cultural Vibration in OST**
Training Objectives
Participants will:
1) Define culture as it relates to the out-of-school time program space.
2) List three ways to improve the culture of the out-of-school environment.
3) Apply specific techniques to support positive behavior in your program

Restorative Practices in OST Series ♥

- An Introduction to Restorative Practices and Questions Part 1
- Proactive and Responsive Circles Part 2
- Restorative Justice Conferences and Change at the Program Level Part 3

Core Knowledge Area(s)	Core Competency Level(s)	Program Quality Domain(s) (QIS)	CEUs	SEL Competency
ICY,CYGD, SEL	Entry Level, Level 1, Level 2, Level 3	Safe Environment △, Supportive Environment ⚱, Interaction ⚗,	1.4	♥

During this three-part training series, you will learn how to create and sustain an out of school time space where youth are taught to learn from their mistakes and repair harm done instead of isolating and punishing youth. Modeling and technical assistance on how to run Restorative Circles/Conferences will also be provided between training sessions.

The goal of this training series and cohort model will be for OST programs to move towards becoming more restorative in their discipline practices through implementing a plan that involves all stakeholders. Learn how to shift the climate and culture of your program in a sustainable way to promote authentic dialogue, equity of voice, and a true sense of belonging for youth, staff and families.

An Introduction to Restorative Practices and Questions
Training Objectives
Participants will:
1) Discuss the differences between traditional disciplinary models in afterschool programs and restorative practices in discipline.
2) List the basics of Restorative Practices.
3) Practice affective questions, affective statements, and restorative questions.

Proactive and Responsive Circles
Training Objectives
Participants will:
1) Compare the features of proactive and responsive/restorative circles.
2) Practice using responsive circles for problem- solving in a program.

3) List the components of a restorative justice afterschool conference.

Restorative Justice Conferences and Change at the Program Level
Training Objectives
Participants will:

1) Review the Conference Facilitator's Script
2) Practice steps for preparing and facilitating Restorative Justice Conferences with youth.
3) Develop a plan for implementing Restorative Practices in their afterschool program.

Advanced Youth Engagement Series

- Hands-On, Practical Ways to Facilitate Youth Voice, Planning and Reflection- Part 1
- Follow Up- Participant Presentations-Part 2

Core Knowledge Area(s)	Core Competency Level(s)	Program Quality Domain(s) (QIS)	CEUs
ICY	Level 2	Interaction	0.5

Do you want some more practice engaging youth on a level where they own their learning experiences and are agents of their own development? In this training, youth engagement comes to life in a practical way. This training series offers advanced level hands-on facilitation practice, where you will learn activities that raise the level of engagement for the youth in your program.

In this training series, participants will implement specific strategies that can be used in everyday activities so that youth have more opportunities for planning, reflection and designing/choosing how they spend their time. Participants will also try out and present lessons and receive feedback on challenges and successes. Walk away with tons of planning, reflection, and youth voice strategies you can implement right away!

Hands-On, Practical Ways to Facilitate Youth Voice, Planning and Reflection- Part One
Training Objectives
Participants will:
1) Recall the PBC-PQA youth engagement scale, youth voice, and planning & reflection training.
2) Examine and implement strategies for higher level of practice in OST.
3) Design and present relevant lessons using hands-on, youth engagement strategies.

Follow Up- Participant Presentations – Part Two
Training Objectives
Participants will:
1) Connect youth voice and planning and reflection strategies to everyday activities.
2) Present a lesson that includes one or more youth engagement strategies
3) Summarize the youth development strategies demonstrated during others' presentations

Learning in OST Series ♥

- Navigating the Lesson Plan Part 1
- The Magic of Learning in OST- Science and Reading

Core Knowledge Area(s)	Core Competency Level(s)	Program Quality Domain(s) (QIS)	CEUs	SEL Competency
PPD, LEC, SEL	Entry Level, Level 1, Level 2, Level 3	Interaction 👥, Supportive Environment 🅰	0.8	♥

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.

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!

Navigating the Lesson Plan
Training Objectives
Participants will:
1) Identify the essential components of a lesson plan.
2) Define and explain the essential components of a lesson plan.
3) Write a sample lesson plan using the essential components.

The Magic of Learning in Out-of-School Time: Science and Reading
Training Objectives
Participants will:
1) Describe ways of incorporating science and reading activities into the OST space.
2) Explain how to use the 5E's instructional method to facilitate science activities in OST.
3) Demonstrate the key components of a read aloud in the OST setting.

OST Leadership Series

- OST Leadership Part 1
- OST Leadership Part 2
- OST Leadership Part 3
- OST Leadership Part 4

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Core Knowledge Area(s)	Core Competency Level(s)	Program Quality Domain(s) (QIS)	CEUs
PDL	Level 3, Level 4	Supportive Environment 𝕩	1.6

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.

OST Leadership Part 1
Training Objectives
Participants will:
1) Define the Myers-Briggs Type Instrument (MBTI) and the eight (8) psychological preferences.
2) Participate in the MBTI Assessment Online to assess their MBTI Type.
3) Compare each psychological preference and use their MBTI Type to understand their leadership style.

OST Leadership Part 2
Training Objectives
Participants will:
1) Recall the Myers-Briggs Type Instrument (MBTI) and the eight psychological preferences.
2) Examine the results of the MBTI Assessment as they relate to work style, leadership style, communication and the core competencies for afterschool professionals.
3) Implement a suite of tools and strategies through a Personal Leadership Plan.

OST Leadership Part 3
Training Objectives
Participants will:
1) Evaluate their OST Leadership Plan and revise accordingly.
2) Illustrate how OST leadership style relates to program culture and effectiveness.
3) Integrate mentoring strategies based on MBTI leadership type to create an optimally balanced program culture.
4) Utilize the Core Competencies to assist staff in professional development planning.

OST Leadership Part 4
Training Objectives
Participants will:
1) Summarize their artifacts and experience of implementing their Mentorship Action Plans.
2) Explain ways to overcome barriers and increase strengths on their teams.
3) Implement strategies for embedding Individual Career Plan goals and other tools for professional development in their systems and procedures

Middle School Foundation Series ♥️

- Engaging Teens Part 1
- Building a Positive Community with Teens: Laying the Foundation Part 2
- Building a Positive Community with Teens: Meaningful Part 3

Core Knowledge Area(s)	Core Competency Level(s)	Program Quality Domain(s) (QIS)	CEUs	SEL Competency
CYGD, ICY, PDL, LEC, SEL	Entry Level, Level 1, Level 2, Level 3	Safe Environment ⌂, Supportive Environment ⚐	1.2	♥️

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.

In this three-part series, you will first learn how to engage middle school youth in a way that empowers and motivates them. We'll explore the adolescent brain and discuss proven methods for developing engaging programs and activities that keep teens coming back.

Then, you will learn how to create a safe space for teens as they interact with you and with each other. We'll examine strategies for building connection, fun group activities, and relationship-building meeting structures that will help you to establish a community that promotes positive experiences for teens.

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

Engaging Teens
Training Objectives
Participants will:
1) Describe the features of adolescent development.
2) Identify the four pillars of effective teen engagement.
3) Develop a project charter to help guide the process of improving teen engagement.

Building a Positive Community with Teens: Laying the Foundation
Training Objectives
Participants will:
1) Discuss importance of belonging, significance, and emotional safety for youth.
2) Outline methods involved in establishing a positive community.
3) 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: Meaningful Structure
Training Objectives
Participants will:
1) Explain the Responsive Advisory Meeting structure
2) Practice developing Responsive Advisory Meetings as a way to help youth build positive relationships

Middle School Family Engagement Series ❤️

- Teens and the Family Connections Part 1
- Teens and the Family Connection Part 2

Core Knowledge Area(s)	Core Competency Level(s)	Program Quality Domain(s) (QIS)	CEUs	SEL Competency
FCR, SEL	Level 2	Supportive Environment ⅩA Safe Environment △	0.8	❤️

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.==

Teens and the Family Connection Part 1
Training Objectives
Participants will:
1) Describe the social factors and family demands that make maintaining contact with parents a challenge.
2) Identify the five building blocks of strong family involvement.

Teens and the Family Connection Part 2
Training Objectives
Participants will:
1) Implement the five essential elements of strong developmental relationships.
2) Discuss the six shifts of approach which improve efforts to partner with families.
3) Identify practices for supporting and empowering teens.

Middle School Youth Leadership Series ❤️

- Teen Advisory Councils Part 1
- Teen Advisory Councils Part 2
- The Responsive Teen Advisory Council

Core Knowledge Area(s)	Core Competency Level(s)	Program Quality Domain(s) (QIS)	CEUs	SEL Competency
PPD, LEC, ICY, SEL	Level 3	Supportive Environment ⅩA Safe Environment △	1.2	❤️

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

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 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.

Teen Advisory Councils Part 1
Training Objectives
Participants will:
   1) Name the step-by-step process of developing a teen advisory council.
   2) Identify the three core components of an effective teen advisory council.

Teen Advisory Councils Part 2
Training Objectives:
Participants will:
   1) Examine the teen advisory council program year cycle and reflect on its importance.

The Responsive Teen Advisory Council
Training Objectives
Participants will:
   1) Participate in a Responsive Advisory Council
   2) Examine the steps involved in getting started with a Responsive Advisory Meeting
   3) Practice using Responsive Advisory Meeting plans to address specific Teen Advisory Council meeting goals or purposes

Quality Coaching Series

   • Quality Coaching Part 1
   • Quality Coaching Part 2

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

Through this highly interactive management level workshop, participants will explore effective strategies and techniques used to coach others on improving strategies to work with youth work with children/youth.

Participants will utilize reflective practice skills to enhance their supervision and consultative strategies to empower their staff to reach higher levels of performance. Participants will practice three central concepts: Maximize productivity in the coaching-staff relationships by starting with a foundation of respect, take time to observe staff at the point-of-service, and support staff in developing a specific plan of action.

Part two of this series will give participants additional coaching tools to prepare them for future coaching sessions. Within a safe and supportive training environment, participants will take turns experiencing coaching others, being coached, and being an observer of the coaching process. Walk away with effective communication tools and practical strategies to create a healthy environment that is rich in constructive feedback.

==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
Training Objectives
Participants will:
1) Understand what true coaching is
2) Review the observation-reflection methodology
3) Explore and review various coaching strategies
4) Learn about the impact of power dynamics on coaching
5) Be prepared for coaching role-plays

Quality Coaching Part 2
Training Objectives
Participants will:
1) Review the elements of support
2) Reflect upon the homework experience from part 1
3) Practice effective communication with staff
4) Conduct the observation-reflection role-plays
5) Understand the stages of change

Training Descriptions for Single Session Trainings

Inspired to Empower Teens

Core Knowledge Area(s)	Core Competency Level(s)	Program Quality Domain(s) (QIS)	CEUs	SEL Competency
PDL, SEL	Entry Level, Level 1	Safe Environment △, Supportive Environment ⚔	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:
1) Describe the role of a Youth Development Professional.
2) Identify factors influencing teen feelings of empowerment.
3) 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	SEL Competency
CYGD, SEL	Entry Level, Level 1	Supportive Environment Ⅹ	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:
1) Define Social and Emotional Learning and the benefits
2) Explore and practice simple signature practices and mindfulness tools that can be used in OST activities
3) 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 Ⅹ	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:
1) Identify various video conferencing platforms you can use to connect with youth
2) Examine the components of a successful virtual learning experience for youth

3) Plan an online learning activity with youth using a virtual learning platform

Planning and Reflection ❤️

Core Knowledge Area(s)	Core Competency Level(s)	Program Quality Domain(s) (QIS)	CEUs	SEL Competency
CYGD, LEC, SEL	Entry, Level I, Level 2	Engagement ⊕	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:
1) Give examples of the ways in which planning and reflection are done in their programs.
2) Describe the role that planning and reflection play in the learning cycle.
3) Utilize planning and reflection strategies

The Magic of Inquiry Based Learning ❤️

Core Knowledge Area(s)	Core Competency Level(s)	Program Quality Domain(s) (QIS)	CEUs	SEL Competency
CYGD, LEC, SEL	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:
1) Discuss the components of STEAM and the application to OST programs
2) Define inquiry based learning
3) 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	SEL Competency
CYGD, SEL	Entry Level, Level 1	Supportive Environment 🅰, Interaction 👥	N/A	❤️

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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:
1) Define the components of effective circle practices in OST
2) Explain the ways in which circles can be used with youth to meet various needs
3) Develop a plan to facilitate a meaningful circle with youth

Youth Voice 🤍

Core Knowledge Area(s)	Core Competency Level(s)	Program Quality Domain(s) (QIS)	CEUs	SEL Competency
CYGD, LEC, SEL	Entry, Level I, 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:
1) Examine the ways they offer Youth Voice in their programs.
2) Demonstrate Youth Voice strategies.
3) Identify the benefits of giving Youth Voice and how to offer meaningful opportunities for participation.

Engaging Girls in STEAM: Inspiring Future Generations

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

Do you have girls in your program who are interested in Science, Technology, Engineering, Arts and Math (STEAM) and you are not sure how to support them to pursue their interests? Research shows that girls begin to lose both their interest and confidence in science and STEAM by middle school.

In this training, participants will be introduced to successful women in STEAM careers and learn how to create a safe, fun, STEAM learning experience for ALL YOUTH. Participants will leave this training with ready-to-go activities and videos that will introduce youth to professional women in STEAM and support girls (and all youth) to build confidence and skills in STEAM areas.

Training Objectives
Participants will:
1) Name strategies to create a safe learning space for girls to thrive in STEAM.
2) Categorize female STEAM professionals and career fields.
3) Implement STEAM activities for youth related to specific STEAM career fields.

Introduction to the Active-Participatory Approach

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

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.

Training Objectives
Participants will:
1) Identify the four guiding principles of the approach.
2) Recognize best practice behaviors.
3) Develop plans that effectively incorporate the active-participatory approach with youth at their sites.

Homework Help ❤️

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

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.

Training Objectives
Participants will:
1) Describe the homework cycle and name potential supports.
2) Develop strategies to make homework help time productive.
3) Compare homework tracking systems and design the homework space for their program.

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

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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.