Professional Development Training Dates and Descriptions

Prime Time is Now Offering Continuing Education Units
(CEUs)

The goal of Prime Time Palm Beach County's Professional Development Department is to empower out-of-school time (OST) practitioners to create safe, supportive and welcoming environments, encourage positive social interactions and engage youth through providing practitioners with professional development trainings, incentives and scholarships for continuing education to gain certificates and degrees.

Below you will find descriptions of Prime Time's training offerings. Trainings are offered in a variety of formats - live in-person, live virtual and self-paced; and in 90-minute, 3-hour and longer series-based increments. Each training description indicates learning objectives, connection to core competencies for the field, connection to indicators of program quality and availability of continuing education units.

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.

Training Calendar RSVP

Site-Based Training Request

Core Knowledge, Skills, and Competencies (CKSCs)	Abbreviation
1: Child/Youth Growth and Development	CYGD
2: Learning Environment and Curriculum	LEC
3: Child/Youth Observation and Assesment	CYOA
4: Relationships and Interaction With Children and Youth	RICY
5: Youth Engagement Voice, and Choice	YEVC
6: Equity and Inclusion	EI
7: Family, School, and Community Relationships	FSCR
8: Safety and Wellness	SW
9: Program Planning and Development	PPD
10: Professional Development and Leadership	PDL

Program Quality Domain (QIS)	Symbol
Safe Environment	⌂
Supportive Environment	⚥
Interactive Environment	ˣˣˣ
Engaging Environment	⊕

Training Dates

Start Date	Start Time	End Time	Prime Time Event Name	CKSCs
1/23/2024	9:00 AM	11:00 AM	Well-being and Life Skills: Introduction Pt 1	CYGD; LEC; RICY
1/24/2024	6:30 PM	8:00 PM	How to Give Youth a Voice in Your Program	
1/24/2024	9:00 AM	11:00 AM	Building Community	EI; RICY
1/24/2024	9:00 AM	11:00 AM	Teens and the Family Connection: Strong Partnerships Pt 2	EI; FSCR
1/25/2024	9:00 AM	11:00 AM	Well-Being Tools for Practitioners and Youth: Resilient Leadership I	CYGD; LEC; RICY
1/26/2024	9:00 AM	11:00 AM	Managing Emotions in OST	CYGD; LEC; RICY
1/30/2024	9:00 AM	11:00 AM	Cooperative Learning: Advanced	LEC; RICY; YEVC
1/30/2024	9:00 AM	11:00 AM	Well-being and Life Skills: Growing into My Best Self Pt 2	CYGD; LEC; RICY
1/31/2024	9:00 AM	10:00 AM	Learning Lab: Free Degree and Financial Incentives	PDL
2/1/2024	9:00 AM	11:00 AM	Ignite the Spark: Conducting Project-based Learning in OST Pt 1	LEC; RICY; YEVC
2/1/2024	9:00 AM	11:00 AM	STEAM: Believe Part 1	LEC
2/1/2024	10:00 AM	11:00 AM	Prime Time Out-of-School Time Registry Orientation	PDL
2/6/2024	9:00 AM	11:00 AM	Well-being and Life Skills: The Art of Social Connection Pt 3	CYGD; LEC; RICY
2/6/2024	Self-Paced		Resiliency and Life Skills Basics Onboarding	CYGD; SEL
2/6/2024	9:00 AM	10:30 AM	Youth Planning Basics	LEC; RICY
2/7/2024	9:00 AM	11:00 AM	Building a Positive Community with Teens: Laying the Foundation Part 1	LEC; SEL
2/7/2024	9:00 AM	10:30 AM	Listening with Empathy	LEC; RICY
2/7/2024	6:30 PM	8:30 PM	Reframing Behavior Management: Mistaken Beliefs Part 1	LEC; RICY
2/8/2024	9:00 AM	11:00 AM	Hands-On Practical Ways to Facilitate Youth Voice, Planning and Reflection Part 1	LEC; RICY; YEVC

Date	Start	End	Title	Codes
2/8/2024	7:00 PM	8:00 PM	STEAM Family Night	
2/13/2024	9:00 AM	11:00 AM	Well-being and Life Skills: Responding to Stress, Trauma and Uncertainty Part 4	CYGD; LEC; RICY
2/13/2024	10:00 AM	11:00 AM	Prime Time Out-of-School Time Registry Orientation	PDL
2/13/2024	9:00 AM	11:00 AM	Youth Planning Level Up	LEC; RICY
2/13/2024	6:30 PM	8:00 PM	Giving Youth Choices	CYGD; RICY; YEVC
2/15/2024	9:00 AM	11:00 AM	STEAM: The 5Es Instructional Method Part 2	LEC
2/16/2024	9:00 AM	10:00 AM	Ignite the Spark: Project Showcase Part 2	LEC; RICY; YEVC
2/16/2024	6:30 PM	8:30 PM	Progressive Too!	PDL; SEL
2/20/2024	9:00 AM	11:00 AM	Well-being and Life Skills: Making Resiliency and Habit Part 5	CYGD; LEC; RICY
2/20/2024	9:00 AM	10:30 AM	Youth Reflection Basics	LEC; YEVC
2/21/2024	9:00 AM	11:00 AM	Building a Positive Community with Teens: Meaningful Relationships Part 2	LEC; SEL
2/21/2024	6:30 PM	8:30 PM	Reframing Behavior Management: Youth Responsibility Part 2	LEC; RICY
2/22/2024	9:00 AM	10:00 AM	Advanced Youth Engagement Follow Up: Participant Presentations Part 2	RICY
2/23/2024	9:00 AM	11:00 AM	Managing Emotions in OST	CYGD; LEC; RICY
2/27/2024	9:00 AM	11:00 AM	Well-being and Life Skills: Empathetic Communication, Strong Relationships Part 6	CYGD; LEC; RICY
2/27/2024	9:00 AM	11:00 AM	Youth Reflection: Level Up	
2/28/2024	10:00 AM	11:00 AM	Prime Time Out-of-School Time Registry Orientation	PDL
2/29/2024	9:00 AM	11:00 AM	STEAM: 5Es Competencies & Communities of Practice Part 3	LEC
2/29/2024	6:30 PM	8:00 PM	Expanding Horizons: Global Learning in OST	EI; LEC
3/5/2024	9:00 AM	11:00 AM	Well-being and Life Skills: Building a Culture of Compassion and Inclusion Part 7	CYGD; LEC; RICY
3/5/2024	Self-Paced		Resiliency and Life Skills Basics Onboarding	CYGD; SEL

| 3/5/2024	9:00 AM	10:30 AM	Encouraging Youth for Success	LEC; RICY
3/5/2024	9:00 AM	10:00 AM	Learning Lab: Free Degree and Financial Incentives	PDL
3/7/2024	9:00 AM	11:00 AM	Walking in Purpose	PDL
3/8/2024	9:00 AM	9:00 AM	Promoting Responsibility and Leadership in Youth	RICY
3/14/2024	9:00 AM	11:00 AM	STEAM: Strengthening Lesson Plans & STEAM Careers Part 4	LEC
3/14/2024	6:30 PM	8:30 PM	Raising the Cultural Vibration in OST	LEC; RICY
3/26/2024	9:00 AM	11:00 AM	Well-being and Life Skills: Expressing Gratitude and Serving the Community Part 8	CYGD; LEC; RICY
3/28/2024	6:30 PM	8:00 PM	Provide Leadership Opportunities	YEVC
3/28/2024	9:00 AM	11:00 AM	STEAM: Curriculum Part 5	LEC
4/9/2024	9:00 AM	11:00 AM	Well-Being Tools for Practitioners and Youth: Resilient Leadership II Part 10	
4/11/2024	9:00 AM	11:00 AM	STEAM: Individualized Approach Part 6	LEC

Training Descriptions for 90-Minute Session Trainings

Asking Purposeful Questions

| Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
LEC, RICY	Apply, Identify	Interactive Environment 👥, Supportive Environment 🖐	.2

Do you communicate with youth in a way that makes them feel supported and heard? This interactive training introduces various techniques that help you build more supportive, youth-centered relationships. Participants will practice how to ask more effective questions and to listen with intention when interacting with youth.

Training Objectives
Participants will:
1) Identify the difference between open and closed-ended questions.
2) Produce five relevant purposeful questions.

Listening with Empathy

| Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
LEC, RICY	Apply, Identify	Interactive Environment 👥, Supportive Environment 🖐	.2

Do you want to learn how to listen actively to youth in your program? During this interactive training, you will practice strategies that will help you listen to youth with empathy so that they feel heard and develop a sense of belonging in your program.

Training Objectives
Participants will:
1) Define the concept of active listening.
2) Practice strategies for listening with empathy.

Encouraging Youth for Success

Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
RICY, LEC	Identify, Apply	Interactive Environment 👥, Supportive Environment 🖐	.2

Encouragement becomes critical when young people get stuck in certain mindsets. Encouragement can help them get unstuck and move forward successfully. This interactive training introduces various techniques that help practitioners build more supportive, youth-centered relationships. Participants will practice strategies that encourage youth to develop a growth mindset.

Training Objectives
Participants will:
1) Define and explore the difference between praise and encouragement.
2) Analyze criteria for determining effective encouragement.

Guidelines and Rules: Basics

Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
RICY	Apply	Safe Environment △	.2

How do you prevent chaos in an afterschool environment without stifling the positive energy of youth? Youth need guidelines and rules to feel safe emotionally and physically. You will leave this training with a list of clear, positive guidelines and rules for youth activities and your program overall.

Training Objectives
Participants will:
1) Describe how providing clear limits in their program provides emotional and physical safety for youth.
2) Create a list of rules with clear positive guidelines that meet the needs of youth.

Routines and Schedules: Basics

Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
LEC, RICY	Apply, Identify	Supportive Environment Ⱥ, Engagement ⊕	.2

How do you provide structure in your program to meet the developmental needs of youth? Youth need consistent routines and schedules for program activities that meet their interest, development, and skill levels. By the end of this interactive training, you will create program routines and a schedule that support higher levels of youth engagement.

Training Objectives
Participants will:
1) Describe how providing structure meets the developmental needs of youth.
2) Create a program schedule and routine for an individual activity that addresses multiple needs of youth.

Creating a Welcoming Environment in Your Program

Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
RICY, EI	Identify, Apply	Safe Environment ⌂, Interactive Environment ⛬	.2

In this training, participants will understand how building an emotionally safe community of peers and adults is essential for youth to develop as individuals within a group. In this fun interactive training, you will practice activities that help youth feel a sense of belonging and increase participation and learning in your program.

Training Objectives
Participants will:
1) Compare and contrast icebreakers, energizers, name games and bonding games.
2) Demonstrate ways to provide youth with opportunities to develop a sense of belonging.

Conflict Resolution: Basics

Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
CYGD, LEC, RICY	Identify, Apply	Safe Environment ⌂, Supportive Environment ⚎, Interactive Environment ⛬	.2

Would you like youth to be able to resolve their own conflicts more independently? This training provides afterschool staff with knowledge and skills to facilitate conflict resolution in their program by encouraging youth to manage feelings and resolve conflicts appropriately. You will walk away from this training with a step-by-step model for conflict resolution you can put into practice right away.

Training Objectives
Participants will:
1) Explain how reframing conflict can turn conflict resolutions into opportunities for growth.
2) Demonstrate examples of Reframing Conflict using the High/Scope step-by-step model and the general principles for conflict resolution.

Youth Planning: Basics

Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
LEC, RICY	Apply	Engagaging Environment ⊕	.2

When youth plan, they practice the critical life skills of thinking through an activity or project and setting goals and intentions. This training introduces afterschool staff to strategies that provide youth with structured planning opportunities for everyday activities in your program. In this hands-on training, you will practice tangible lessons that you can put into practice with youth right away.

Training Objectives
Participants will:
1) List 4 ways adults can support youth in planning for activities.
2) Practice planning activities to use with youth that will engage them in setting goals and writing down a plan.

Youth Reflection: Basics

Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
LEC, YEVC	Apply	Engaging Environment ⊕	.2

Reflection is a critical life skill that youth can use to remember and analyze experiences. This training introduces strategies to provide youth with structured reflection opportunities throughout your program. In this training, you will practice tangible reflection activities that you can put into practice with youth right away.

Training Objectives
Participants will:
1) List 4 ways adults can support youth in reflecting after activities.
2) Practice reflection activities to use with youth that will engage them in reflecting so that they remember and analyze their experiences.

How to Give Youth a Voice in Your Program

Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
RICY, YEVC	Apply, Identify	Engaging Environmrnt ⊕	.2

Does your program reflect the input of the youth involved? Research shows that quality programs incorporate youth input at both activity and program levels. This interactive training will emphasize the importance of offering meaningful participation for youth. You will walk away with practical strategies and materials so youth can provide input and feedback to improve engagement in your program.

Training Objectives
Participants will:
1) Identify and address adultism within the program.
2) Describe ways youth can provide input and feedback to adults.

Giving Youth Choices

Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
CYGD, RICY, YEVC	Identify, Apply	Engagaging Environment ⊕	.2

Are you providing young people with authentic, meaningful choices throughout your program? This interactive training will emphasize the importance of offering real choices and meaningful participation to youth. You will gain ready to implement tools that give youth open-ended choices about what activities are offered in your program and choice within those activities.

Training Objectives
Participants will:
1) Identify the benefits of giving youth meaningful choices.
2) Explore how to offer meaningful choice opportunities for youth participation.

Provide Youth Leadership Opportunities

Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
YEVC	Apply	Supportive Environment ⚐, Interactive Environment ⚎, Engagaging Environment ⊕	.2

Are you nurturing leadership opportunities for all youth in your program? This interactive training will show you how youth can take active roles in managing their own time and can share leadership with adults in shaping the program. You will gain strategies and ideas on how to increase roles and responsibilities for youth in your program by providing leadership opportunities for all youth.

Training Objectives
Participants will:
1) Examine leadership opportunities for all youth in the program.
2) Demonstrate how to increase challenges, roles, and responsibilities for youth.

Integrating Signature Practices in OST Activities

Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
LEC, RICY	Apply	Safe Environment ⌂, Interactive Environment ⚎, Engagaging Environment ⊕	.2

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 walk away with templates for integrating signature practices in OST lesson plans.

Training Objectives
Participants will:
1) Explore and practice simple signature practices that can be used in OST activities
2) Create a plan to integrate signature practices in OST activities

Expanding Horizons: Global Learning in OST

Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
LEC, EI	Apply, Identify	Interactive Environment ⁂, Engagaging Environment ⊕	.2

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

Training Objectives
Participants will:
1) Define and understand the importance of key concepts, global learning and global competence.
2) Identify how to create an environment where global learning can happen effectively while exploring current resources and global connections.

The Magic of Inquiry Based Learning

Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
LEC	Identify, Apply	Supportive Environment ⚱, Engaging Environment ⊕	.2

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
Participants will:
1) Define inquiry-based learning

2) Utilize the 5E's instructional method to facilitate science activities in OST

Homework Help

Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
LEC, RICY	Apply, Identify	Supportive Environment ⚥, Engaging Environment ⊕, Interactive Environment ⚬⚬	.2

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.

The Responsive Teen Advisory Council

Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
LEC, RICY, YEVC	Identify, Apply	Supportive Environment ⚥, Engaging Environment ⊕, Interactive Environment ⚬⚬, Safe Environment ⌂	.2

Once you have a Teen Advisory Council at your program, what is the next step? This activity-filled training provides the answer by introducing a strong SEL-based framework and routines designed to help council members build communication and social-emotional learning skills while cultivating positive, meaningful relationships with their peers and with adults.

Please note: Only afterschool practitioners working with middle school, high school, or fifth grade elementary youth should register for this training. Completion of "Teen Advisory Councils (Parts 1-4)" is recommended before taking this training.

Training Objectives
Participants will:
1) Participate in a Responsive Advisory Meeting
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.

Training Descriptions for 2 Hour Session Trainings

Active Learning

Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
CYGD, LEC	Identify, Apply	Supportive Environment 🗛	.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. You will walk away from this training with tangible activities for youth that balance concrete experiences with abstract concepts.

Training Objectives
Participants will:
1) Practice delivering lessons that include active learning for youth.
2) Gain experience building the six principles of active learning into their programs.

Cooperative Learning: Basics

Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
YEVC, LEC, RICY	Identify, Apply	Supportive Environment 🗛, Interactive Environment 👥, Safe Environment ⌂	.2

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:
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.

Cooperative Learning: Level Up

Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
YEVC, LEC, RICY	Apply	Supportive Environment ⚲, Interactive Environment ⚲, Safe Environment ⌂	.2

Cooperative Learning-Level Up takes a deeper dive into the core practices related to cooperative learning structures, and helps practitioners promote positive interdependence amongst their youth. Practitioners will develop skills to plan for cooperative groups and maximize the impact of group learning activities more effectively. Participants will also walk away with more tools to implement the cooperative learning methods in their program to nurture youth leadership, build community and keep things fun.

Training Objectives:
Participants will:
1) Review Cooperative Learning Basics.
2) Define and Identify forms of positive interdependence that can be used to enhance cooperative learning activities.
3) Utilize a variety of group forming strategies (Group Formers) and group work structures (Group Structures).
4) Create a cooperative learning agenda.

Cooperative Learning: Advanced

Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
YEVC, LEC, RICY	Apply	Supportive Environment ⚲, Interactive Environment ⚲, Safe Environment ⌂	.2

Cooperative Learning: Advanced builds upon the skills learned in the first two Cooperative Learning training experiences. Practitioners will explore how utilizing cooperative grouping strategies may look different across age groups, and various content area. Participants will also walk away with more tools to implement the cooperative learning methods in their program to nurture youth leadership, build community and keep things fun.

Training Objectives
Participants will:
1) Review Cooperative Learning Basics and Level Up.
2) Compare and contrast how cooperative learning strategies look different across age groups.
3) Utilize a variety of group forming strategies (Group Formers) and group work structures (Group Structures).
4) Create a cooperative learning agenda.

Cultivating Empathy

Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs

| CYGD, LEC, RICY | Identify, Apply | Interactive Environment ⚇, Safe Environment ⌂ | .2 |

Empathy is a skill that can be supported and built with intentionality for both adults and youth. This training is designed to build practitioners' knowledge of empathy and develop skills they will incorporate into program activities and with youth. The purpose of this training is to understand how and why cultivating empathy is a key skill for youth development.

Training Objectives
Participants will:
1) Understand the concept of empathy and practice active listening skills that model empathy.
2) Identify best practices and plan for supporting building empathy in youth programming.
3) Plan next steps for incorporating concepts learned about empathy with youth and programs.

Managing Emotions in OST

Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
CYGD, LEC, RICY	Identify, Apply	Supportive Environment ⚇, Interactive Environment ⚇, Safe Environment ⌂	.2

This introductory session is designed to build practitioners' knowledge of emotion coaching and develop skills they will incorporate into program activities that teach youth to identify and safely manage their emotional experiences. The purpose is to improve program quality by strengthening and supporting practitioners' acknowledgement and reflection of their personal emotional landscapes and activations, while also increasing their ability to facilitate the cultivation of skills in the emotional domain of resiliency and life skills with young people. Practitioners are encouraged to continue to deepen learning through the Well-being and Life Skills Initiative and/or other related training offerings on the Prime Time Calendar.

Training Objectives
Participants will:
1) Understand the framework for resiliency and life skills generally, and where Emotion Coaching fits within the framework.
2) Recognize cultural and social factors impact the ways emotions are understood and interpreted.
3) Practice empathetic communications skills to effectively guide youth to name and manage their emotions.
4) Identify best practices and plan for supporting emotion management and emotion coaching in youth programming.

Engaging Girls in STEAM: Inspiring Future Generations

Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
LEC	Identify, Apply	Supportive Environment ⚇, Engaging Environment ⊕	.2

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)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
CYGD, RICY	Identify Apply	Engaging Environment ⊕, Interactive Environment ꙮ	.2

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.

Navigating the Lesson Plan

Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
CYGD, LEC	Identify, Apply	Engaging Environment ⊕, Supportive Environment ⚔	.2

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:
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.

Next Level STEAM: Connecting Hands-On to Minds-On

Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
LEC	Identify, Apply	Supportive Environment ⚥, Engagaging Environment ⊕	.2

As a follow up to the STEAM 6-part training series, come learn and practice how to bring your STEAM program to the next level through hands-on and minds-on learning opportunities.

In this training, participants will practice implementing STEAM experiments that connect hands-on engagement to the cognitive side of science and STEAM, otherwise known as 'minds-on.' Participants will walk away with three "real-world" experiments they can implement right away with youth in their program.

Training Objectives:
Participants will:
1) Explain the meaning of 'hands-on and 'minds-on' learning experiences.
2) Demonstrate STEAM activities that support 'hands-on' and 'minds-on' learning.
3) Give examples of 'real world' applications for each STEAM activity.

Promoting Responsibility and Leadership in Youth

Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
RICY	Identify, Apply	Engaging Environment ⊕, Interactive Environment ⚭	.2

In this workshop, we explore how and why to promote responsibility and provide leadership opportunities to youth. Responsibility emerges when youth have opportunities to take on increasingly difficult social obligations. In doing so, they become responsible for carrying out tasks, roles, and demands and they become responsible to others who are depending on them do follow through on those obligations. In this training, you will learn how to apply techniques that encourage youth ownership, accountability, and decision-making over tasks.

Training Objectives

Participants will:
1) Utilize skills to support youth in understanding how their interests, strengths and leadership style influence relationships and group dynamics.
2) Apply techniques that encourage youth ownership, accountability, and decision-making over tasks.
3) Model skills that build clarity of roles and responsibilities among youth.

Raising the Cultural Vibration in OST

Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
LEC, RICY	Identify, Apply	Safe Environment ⌂	.2

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:
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

The Power of Circles in OST

Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
LEC, RICY, YEVC, EI	Identify, Apply	Supportive Environment ⚦, Interactive Environment ⚓	.2

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:
Participants will:
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

The Progressive Afterschool Practitioner

Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
PDL	Identify, Apply	Supportive Environment ⩞	.2

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:
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!

Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
PDL	Apply, Identify	Supportive Environment ⩞	.2

As a follow up to the Progressive Afterschool Practitioner training, 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:
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.

Youth Planning: Level Up

Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
LEC, RICY	Apply	Engaging Environment ⊕	.2

When youth plan, they practice the critical life skills of thinking through an activity or project and setting goals and intentions. This training builds on the knowledge and skills learned in Youth Planning Basics. You will explore how providing opportunities for young people to engage in planning promotes self-regulated learning, develops metacognition and executive functioning skills, and increases engagement during everyday activities in your program. In this hands-on training, you will practice tangible methods to facilitate young people's planning and help them to participate in meaningful ways.

Training Objectives:

Participants will:
1) List 4 ways adults can support youth in planning for activities.
2) Understand how youth planning promotes self-regulated learning and the development of metacognition and executive functioning skills.
3) Practice planning activities to use with youth that will help them become involved and engaged in the program.

Youth Reflection: Level Up

Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
LEC, YEVC	Apply	Engaging Environment ⊕, Supportive Environment ⚹	.2

Youth Reflection: Level Up builds upon the strategies and skills learned in Youth Reflection Basics. Reflection is a critical life skill that youth can use to remember and analyze experiences. Participants will deepen their understanding of the Plan-Do-Reflect experiential learning process to provide youth with structured reflection opportunities throughout their program. Additionally, participants will explore ways to implement the reflection strategies introduced across varied age groups and content areas. Lastly, participants will be introduced to additional engaging and fun reflection strategies and will apply their learning by creating a reflection lesson plan for an upcoming activity.

Training Objectives:

Participants will:
1) Review skills and strategies learned in Youth Reflection Basics.
2) Compare and contrast differences in youth reflection strategies across age groups.
3) Practice reflection activities designed to help youth remember and analyze their experiences.
4) Create a reflection lesson plan for an upcoming activity within your program.

Walking in Purpose

Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
PDL	Identify, Apply, Amplify	Engaging Environment ⊕, Supportive Environment ⚎	.2

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? This 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.

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. By the end of the training, participants will use this newfound knowledge to create a plan to help youth discover and follow their 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
3) Design a plan to help youth discover and follow their purpose

Training Descriptions for Series-Based Trainings

Reframing Behavior Management Series

- Reframing Behavior Management: Mistaken Beliefs Part 1
- Reframing Behavior Management: Youth Responsability Part 2

Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
LEC, RICY	Apply, Identify	Supportive Environment ⚎, Safe Environment ⌂	.6

Do you struggle with managing challenging behaviors of the youth in your program? Would you like to learn a way to facilitate youths' self-management skills when they misbehave? In this Behavior Management series participants will learn how to reframe all youth behavior as opportunities for youth to learn responsibility, emotion management and problem-solving skills.

In the Part 2 training session, participants will dive deeper into how youth have "Mistaken Beliefs" when they are acting out. You will have an opportunity to practice activities and strategies that help youth improve their communication,

responsibility, problem-solving and empathy skills. You will leave this training with a "toolkit" of easy-to-use activities and strategies to improve youth behavior.

Mistaken Beliefs 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.

Youth Responsibility 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) Employ strategies for responding to behavior that will increase youth responsibility and   teach important life skills.

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)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
LEC	Identify, Apply	Engagaging Environment ⊕, Supportive Environment △	2

STEAM is everywhere. STEAM learning in OST allows youth to connect with 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) 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) 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) Determine ways to overcome obstacles in a new or existing STEAM program
2) Create a plan for sustaining STEAM efforts in their afterschool program

Well-Being Tools for Practitioners and Youth Series

- Well-Being Tools for Practitioners and Youth - Introduction to Well-being Part 1
- Well-Being Tools for Practitioners and Youth - Growing into My Best Self Part 2
- Well-Being Tools for Practitioners and Youth - The Art of Social Connection Part 3
- Well-Being Tools for Practitioners and Youth - Responding to Stress, Trauma and Uncertainty Part 4
- Well-Being Tools for Practitioners and Youth - Making Resiliency and Habit Part 5
- Well-Being Tools for Practitioners and Youth - Empathetic Communication, Strong Relationships Part 6

- Well-Being Tools for Practitioners and Youth **-** Building a Culture of Compassion and Inclusion Part 7
- Well-Being Tools for Practitioners and Youth **-** Expressing Gratitude and Serving the Community Part 8

Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
CYGD, LEC, RICY	Identify, Apply	Engaging Environment ⊕, Supportive Environment △, Safe Environment △, Interactive Environment ⚇	2.75

Well-being has become fundamental to learning, thriving and succeeding in life. Well-being is cultivated through the strengthening of resiliency and life skills. Studies show that when youth name, notice and reflect on their experiences, thought and emotion processes, behaviors and social interactions in a positive and inclusive environment, they are better equipped to proactively respond to challenging life situations, more ready to learn and better able to perform in educational and work settings.

Prime Time Palm Beach County's Well-being and Life Skills Initiative is an innovative professional learning opportunity designed to build resiliency and life skills among children and youth in afterschool based on best practices in the field and in alignment with national and state health and resiliency standards. This new initiative is focused on building an afterschool climate and culture whereby youth thrive physically, mentally, emotionally, and socially, succeed in academic and extracurricular endeavors, build more positive and productive relationships, and engage in acts of kindness and service to others.

To this end, enrolled staff will undergo resiliency and life skills professional learning journey comprised of eight trainings supported by coaching. In each training session, participants incrementally practice and build crucial skills, from self-awareness and self-management to empathy and compassion as well as gratitude and service to others. Learning happens through simulations of afternoon meeting components, behind-the-scenes analysis on how to build community and teach resiliency and life skills to youth in creative and fun ways, real-time peer facilitation of afternoon meeting using sample lessons, and planning time with templates to build customized afternoon meeting lessons.

Training Objectives:
Participants will:
1) Cultivate foundational understanding of resiliency and life skills and the science-based benefits for adults and youth.
2) Practice and reflect on adult-focused well-being practices in intrapersonal and interpersonal contexts.
3) Learn, apply, and plan lessons and strategies of the responsive classroom approach to afternoon meeting and best practice for resiliency and life skills instruction to youth in afterschool settings.
4) Explore innovative ways to create a positive and inclusive climate and culture through integration of well-being, resiliency and life strategies in staff interactions and youth activities.

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)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
LEC, RICY, YEVC	Identify, Apply	Engaging Environment ⊕, Supportive Environment △	.4

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

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
- Restorative Justice Conferences: Advanced Level Part 4

Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
RICY, LEC	Identify, Apply	Safe Environment △, Supportive Environment ⚼, Interactive Environment ⚬⚬⚬	1.8

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 Part 1
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 Part 2
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 Part 3
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.

Restorative Justice Conferences – Advanced Level Part 4
Training Objectives:
Participants will:

1) List the steps to implement a Restorative Justice conference with youth who are having a conflict or where wrongdoing happened using the Pre-conference and Conference Facilitator's Scripts.
2) Discuss how to implement Restorative Practices with administrators and staff in their program and come up with a plan.

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)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
LEC, RICY, YEVC	Apply	Interactive Environment 👥	.4

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 1
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 2
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

Quality Coaching Series
- Quality Coaching Part 1
- Quality Coaching Part 2

Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
		Engaging Environment ⊕, Interactive Environment 👥, 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

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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 90-minute Middle School Series-Based Trainings

Engaging Teens Series

- Engaging Teens: Why Necessary? Part 1
- Engaging Teens: Charting Your Course Part 2

Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
CYGD, RICY	Identify, Apply	Engagaging Environment ⊕	.5

In this age of distraction, getting the attention of teens can seem nearly impossible. However, with the right knowledge and approach, it can be done! In this two-part training, you will learn how to engage middle school youth in a way that empowers and motivates them. You will also explore the developmental features of the adolescent brain and receive strategies for developing fun programs and activities that keep teens coming back.

==Please note: Only afterschool practitioners working with middle school, high school, or fifth grade elementary youth should register for this training.==

Why Necessary? Part 1
Training Objectives
Participants will:
1) Describe the features of adolescent development.

Charting Your Course Part 2
Training Objectives
Participants will:
1) Identify the four pillars of effective teen engagement.
2) Develop a project charter to help guide the process of improving teen engagement.

Inspired to Empower Teens Series

- Inspired to Empower Teens: First Steps Part 1
- Inspired to Empower Teens: Cultivating Your Potential Part 2

Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
PDL	Apply, Identify	Safe Environment △	.5

Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs

How can you empower teens? That is the driving question behind this engaging foundational training series 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, high school, or fifth grade elementary youth should register for this training.

First Steps Part 1
Training Objectives
Participants will:
1) Describe the role of a youth development professional.
2) Discuss the interactions and feelings associated with empowerment.

Cultivating Your Potential Part 2
Training Objectives
Participants will:
1) Identify the factors contributing to young adult success.
2) Practice using SMART goals to improve their potential to empower youth.

Teen Advisory Councils Series

- Teen Advisory Councils: Getting Started Part 1
- Teen Advisory Councils: Core Components Part 2
- Teen Advisory Councils: Finding Clarity Part 3
- Teen Advisory Councils: Focus for Success Part 4

The Children's Services Council of Palm Beach County provides significant funding for Prime Time's overall operations. The Palm Beach County Youth Services Department provides support for Prime Time's Middle School Out-of-School Time Initiative.

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LEC, RICY, YEVC	Apply, Identify	Safe Environment ⌂, Supportive Environment ⚐, Interactive Environment ⚌, Engaging Environment ⊕	1

Do you want to support teens in developing their leadership skills? Starting a Teen Advisory Council (TAC) is a great way to accomplish that goal! 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 four-part series, you will learn how to create, run, and sustain a fun and effective TAC that will strengthen your program, give youth a meaningful voice, and provide additional benefits for both teens and adults.

==**Please note: Only afterschool practitioners working with middle school, high school, or fifth grade elementary youth should register for this training.**==

Getting Started Part 1
Training Objectives
Participants will:
1) Name the step-by-step process of developing a teen advisory council.

Core Components Part 2
Training Objectives:
Participants will:
1) Identify the three core components of an effective teen advisory council.

Finding Clarity Part 3
Training Objectives:
Participants will:
1) Practice developing a teen advisory council mission statement.

Focus for Success Part 4
Training Objectives:
Participants will:
1) Examine the teen advisory council program year cycle and reflect on its importance.

Training Descriptions for 2-hour Middle School Series-Based Trainings

Building a Positive Community with Teens Series

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

Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs

| LEC, RICY, YEVC, EI | Identify, Apply | Safe Environment ⌂, Interactive Environment ⚮, Supportive Environment ⚒ | .6 |

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 lively training series explores the environment in which you work with youth and provides strategies, fun group activities, and relationship-building meeting structures that will help you establish a community that promotes positive experiences for teens.

<mark>Please note: Only afterschool practitioners working with middle school, high school, or fifth grade elementary youth should register for this training.</mark>

Laying the Foundation Part 1
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.

Meaningful Relationships Part 4
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.

Teens and the Family Connection Series

- Teens and the Family Connection: Building Blocks Part 1
- Teens and the Family Connections: Strong Partnerships Part 2

Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
EI, FSCR	Apply, Identify	Supportive Environment ⚒, Safe Environment ⌂, Interactive Environment ⚮	.6

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 powerful training series provides the answer. While exploring the challenges of raising a family in modern society, you will learn how to improve your connection with families and

increase their involvement with their teens and your program. You will also gain key principles and strategies to help you build a strong platform for effective family engagement.

Please note: Only afterschool practitioners working with middle school, high school, or fifth grade elementary youth should register for this training.

Building Blocks 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

Strong Partnerships 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

Training Description for Virtual Self-Paced Training

Resiliency and Life Skills Basics Onboarding (Virtual Self-Paced Session)

Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
CYGD,LEC	Identify, Apply	Safe Environment ⌂, Interactive Environment ⚇	NA

What do Resiliency and Life Skills really mean? In this self-paced virtual training, participants will be able to develop a foundational understanding of resiliency and life skills, including an introduction to common language and structures used in state and national frameworks to guide effective implementation in OST settings. Participants also reflect upon why resiliency and life skills are important in their personal lives and in the lives of peers and youth, the science of resilience, and apply learning through interactive self-awareness practices, journaling and self-check exercises.

This self-paced one-hour virtual training session will be available for completion within a seven-day period. Please note you must complete the session in one sitting within the start and end date.

Training Objectives:
Participants will:
1) Explore the meaning of "resiliency and life skills" and brainstorm what resiliency and life skills look and feel like in a personal experience.

2) Learn the benefits of resiliency and life skills for adults and children through a review of scientific findings and reflection on practice.
3) Define and explain the resiliency and life skills from the Florida Health Skills, Florida Resiliency Standards, and Weikart frameworks.
4) Review the four areas of implementation – climate and culture, explicit instruction, integration and family engagement.

Training Description for 60-Minute Training Session

Learning Lab: Free Degree and Financial Incentives

Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
PDL	Identify, Apply	Organizational Logistics	NA

Do you want to learn more about youth development scholarships and financial incentives available to you, and apply for them right on the spot?

This session will walk you through the educational pathways available through Palm Beach State College (PBSC) and the Florida Department of Children and Families (DCF) where you can receive certificates, credentials, and degrees that are specific to afterschool and youth development. Additionally, Prime Time's scholarship and ACHIEVE Out-of-School Time Incentive Award programs will be reviewed to highlight supports available to out-of-school time practitioners.

New and current scholarship and incentive recipients are encouraged to attend. During this learning lab, you will have time to apply for the programs you are interested in and get help with the next steps. In addition, the requirements to continue receiving scholarship and incentives will be reviewed.

==*Only staff who are employed by a Palm Beach County afterschool program may attend this training.==

Training Objectives:
Participants will:
1) Explain the opportunities available through Prime Time to gain youth development training and education.
2) Identify the financial incentives available through Prime Time's training and incentives programs.
3) Learn how to submit scholarship and financial incentive applications and to upload training/education information to their Prime Time OST Registry Record.
4) Learn how to continue accessing and receiving scholarships and incentives.

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.