



## 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 delivered in a variety of formats: live in-person, live virtual and self-paced; single sessions, series based, cohort initiatives and training progressions. 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.

This catalog is regularly updated as part of an assessment process that includes ongoing analysis of topics of need and areas of impact based on training feedback data, attendance reports, practitioner focus groups and program quality improvement recommendations.

Prime Time is now offering a progression of subject-specific trainings.

- These offerings span from 2-4 experiences in the subject-specific progression.
- Each training session in a progression builds upon skills learned in the previous training experience.
- Programs are encouraged to register their entire staff (at least 50% of team members) to go on the learning journey together.
- Differs from a traditional training series because there is no homework or artifacts to complete in between sessions.
- All sessions are 1 ½ - 2 hours and offered virtually or as a site-based experience.
- Participants must register for each individual session.

### Training Calendar RSVP



### Site-Based Training Request



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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 Assessment	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	⌘ ⌘ ⌘ ⌘
Engaging Environment	⊕

## Quick Reference Training Chart

### LEGEND:

# Series \* Cohort ^ Single-Session ! Self-Paced

	Introductory	Intermediate	Advanced	Fast-Paced (1 hour)	Deeper Dive
<b>Behavior Management</b>					
<a href="#">Conflict Resolution: Basics</a> ^	✓				
<a href="#">Reframing Behavior Management (Parts 1 &amp; 2)</a> #					✓
<a href="#">Restorative Practices in OST (Parts 1-4)</a> #					✓
<b>Director Focused</b>					
<a href="#">Connecting the DOTS: Building a Positive Team Culture</a> ^				✓	
<a href="#">Connecting the</a>				✓	



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<a href="#">Connecting the DOTS: Growing Together</a> ^					
Connecting the DOTS: The Welcoming Workplace				✓	
<a href="#">Quality Coaching</a> ^		✓			
<a href="#">Resilient Leadership</a> (Parts 1 & 2) #			✓		
<a href="#">STEAM for Leaders</a> (Parts 1-3) #			✓		
<b>Leadership Development</b>					
<a href="#">Elevating OST Leadership Initiative</a> (Parts 1-8) #*			✓		✓
<a href="#">Promoting Responsibility and Leadership in Youth</a> ^	✓				
<a href="#">Provide Youth Leadership Opportunities</a> ^	✓				
<a href="#">Resilient Leadership</a> (Parts 1 & 2) #			✓		
<a href="#">STEAM for Leaders</a> (Parts) #			✓		
<b>Middle School</b>					
<a href="#">Building a Positive Community with Teens</a> (Parts 1 & 2) #	✓				
<a href="#">Engaging Teens</a>		✓			



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<a href="#">(Part 1 &amp; 2) #</a>					
<a href="#">Expanding Youth-Adult Partnerships (Parts 1-6) #*</a>		✓			✓
<a href="#">Full STEAM Ahead with Teens ^</a>	✓				
<a href="#">Inspired to Empower Teens (Parts 1 &amp; 2) #</a>	✓				
Middle School Fundamentals ^	✓				
<a href="#">Promoting Responsive Practices for Youth Voice and Leadership ^</a>			✓		
<a href="#">Teens and the Family Connection (Parts 1 &amp; 2) #</a>		✓			
<b>OST Career</b>					
<a href="#">Excelling in OST (Part 1 &amp; 2) #</a>	✓				
<a href="#">Learning Lab: Free Degree and Financial Incentives ^</a>	✓				
<a href="#">Navigating the Lesson Plan ^</a>	✓				
<a href="#">Pathways to Professional Excellence in OST ^</a>		✓			
<a href="#">Prime Time Out-of-School Time Registry Orientation ^!</a>	✓				



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<a href="#">Walking in Purpose</a> ^	✓				
<b>Expanded Learning Provider Focused</b>					
<a href="#">Building Bridges Through Engaging Partnerships</a> (ELO/PROVIDERS ONLY) ^	✓				
<b>STEAM</b>					
<a href="#">Engaging Girls in STEAM: Inspiring Future Generations</a> ^		✓			
<a href="#">Next Level STEAM: Connecting Hands-On to Minds-On</a> ^			✓		
<a href="#">STEAM (Parts 1-6)</a> #*					✓
<a href="#">STEAM for Leaders</a> (Parts) #			✓		
<a href="#">Well-Being and STEAM: Perfect Together</a> ^			✓		
<b>Well-Being</b>					
<a href="#">Cultivating Empathy</a> ^	✓				
<a href="#">Fostering Teamwork</a> ^		✓			
<a href="#">Integrating Signature Practices in OST Activities</a> ^	✓				



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<a href="#">Listening with Empathy</a> ^	✓				
<a href="#">Managing Emotions in OST</a> ^		✓			
<a href="#">Resiliency and Life Skills Basics Onboarding</a> !	✓				
<a href="#">Resilient Leadership (Parts 1 &amp; 2)</a> #			✓		
<a href="#">The Power of Circles in OST</a> ^			✓		
<a href="#">Well-Being and Life Skills (Parts 1-8)</a> #*					✓
<a href="#">Well-Being and STEAM: Perfect Together</a> ^			✓		
<b>Positive Youth Development</b>					
<a href="#">Active Learning</a> ^	✓				
<a href="#">Advanced Youth Engagement</a> ^			✓		
<a href="#">Artful Approaches in OST</a> ^	✓				
<a href="#">Asking Purposeful Questions</a> ^	✓				
<a href="#">Building Community</a> ^	✓				
<a href="#">Cooperative Learning: Basics</a> ^	✓				
<a href="#">Cooperative Learning: Level Up</a> ^		✓			

<a href="#">Cooperative Learning: Advanced</a> ^			✓		
<a href="#">Creating a Welcoming Environment in Your Program</a> ^	✓				
<a href="#">Encouraging Youth for Success</a> ^	✓				
<a href="#">Expanding Horizons: Global Learning in OST</a> ^		✓			
<a href="#">Giving Youth Choices</a> ^	✓				
<a href="#">Global Graffiti Wall: Exploring and Embracing Our Uniqueness</a> ^		✓			
Homework Help Basics ^	✓				
<a href="#">How to Give Youth a Voice in Your Program</a> ^	✓				
<a href="#">Ignite the Spark Through Project-Based Learning</a> ^		✓			
<a href="#">Inspire and Grow: Tools for Youth Development</a> ^		✓			
<a href="#">Introduction to the Active-Participatory Approach</a> ^	✓				
<a href="#">Raising the Cultural Vibration in OST</a> ^		✓			
<a href="#">Structure and Clear</a>	✓				



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<a href="#">Limits</a> ^					
<a href="#">Supporting Children with Distinctive Needs in OST</a> ^	✓				
<a href="#">The Magic of Inquiry-Based Learning</a> ^		✓			
<a href="#">Youth Planning: Basics</a>	✓				
<a href="#">Youth Planning: Level Up</a>		✓			
<a href="#">Youth Reflection: Basics</a>	✓				
<a href="#">Youth Reflection: Level Up</a>		✓			

## Training Calendar

## Training Descriptions for Single Session Trainings

### Connecting the DOTS: Building a Positive Team Culture Length: 1hr

Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
PPD, PDL	Identify, Apply	Interactive Environment ☺☺, Safe Environment ☺	.1

One idea, one hour. Learn key skills and practical principles in 60 minutes.

Connecting the DOTS (Directors Only Training Space) provides targeted training and support to new and seasoned directors and assistant directors in the OST field. These quarterly training sessions will touch on leadership techniques



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and tips that will help directors expand their impact in support of best practices for their programs for quality programming, staff development, and personal leadership growth.

This training is focused on strategies for building a positive team environment and improving staff engagement by strengthening program culture. Staff who feel connected to their team's culture are 55% less likely to be actively looking for another job. Drop in for this 60-minute session to connect with other directors to collaborate and learn how you can create a positive environment for staff in your program.

**Please note: Only directors, managers and those who are tasked with providing coaching support/observations to frontline practitioners should register for this management level training.**

### Training Objectives

Participants will:

1. Comprehend key principles for building a positive culture in your program.
2. Identify strategies to support engagement and teamwork with your staff.

### Connecting the DOTS: Growing Together Length: 1hr

Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
PPD, PDL	Identify, Apply	Interactive Environment ☺☺, Safe Environment ☐	.1

One idea, one hour. Learn key skills and practical principles in 60 minutes. Connecting the DOTS (Directors Only Training Space) provides targeted training and support to new and seasoned directors and assistant directors in the out-of-school time (OST) field. These quarterly sessions will help you strengthen best practices for quality programming, staff development and personal leadership growth in your OST program.

This training focuses on equipping you with effective strategies to foster a culture of ongoing learning and continuous improvement at your program. You will learn practical approaches for creating an environment where staff are motivated, supported, and empowered to enhance their skills and grow professionally. By the end of the training, you will leave with several practical strategies to foster professional growth within your staff to provide high-quality, impactful experiences for the youth they serve.

**Please note: Only directors, managers and those who are tasked with providing coaching support/observations to frontline practitioners should register for this management level training.**

### Training Objectives

Participants will:

1. Explain the tenets of positive youth development as it relates to out-of-school time.
2. Develop strategies to create a culture of ongoing learning.

### Learning Lab: Free Degree and Financial Incentives Length: 1hr



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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.

**Please note: 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.

#### Asking Purposeful Questions Length: 90mins

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.



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**Conflict Resolution: Basics**

Length: 90mins

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.

**Creating a Welcoming Environment in Your Program**

Length: 90mins

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.

**Encouraging Youth for Success**

Length: 90mins

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



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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.

### Giving Youth Choices

Length: 90mins

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

### Homework Help

Length: 90mins

Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
LEC, RICY	Identify, Apply	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



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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.

**How to Give Youth a Voice in Your Program** Length: 90mins

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

**Listening with Empathy** Length: 90mins

Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
LEC, RICV	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.

**Provide Youth Leadership Opportunities** Length: 90mins

Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
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YEV	Apply	Supportive Environment ☒, Interactive Environment ☒, Engaging Environment ☒	.2
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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.

### **Active Learning** Length: 2hrs

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.

### **Advanced Youth Engagement** Length: 2hrs

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

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. You will also 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.

### **Training Objectives:**

Participants will:



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1. Recall the PBC-PQA youth engagement scale, youth voice, and planning & reflection training.
2. Connect youth voice and planning and reflection strategies to everyday activities.
3. Design and present relevant lessons using hands-on, youth engagement strategies.

### **Artful Approaches in OST: Strengthening Community & Emotional Awareness through Creativity** Length: 2hrs

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

Believing that all people are creative, this training is for everybody! You do not have to be an artist to participate. This introductory session is designed to strengthen practitioner's knowledge on how the arts can be used to build community and navigate stress for mental and emotional health. This training is focused on using creative expression, theatre games, music, and simple art experiences to increase empathy, emotion awareness, and connection with youth. Through experiential learning, participants will develop key skills that can be applied immediately in OST programming.

#### **Training Objectives**

Participants will:

1. Recognize the value of creative expression to support learning and skill building in the OST field.
2. Discover how to facilitate creative expression activities to foster empathy, enhance emotion awareness, and build community in programming.
3. Identify key principles to effectively support youth through creativity and imagination.

### **Building Bridges Through Engaging Partnerships** Length: 2 hours

Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
LEC, RICY, FSCR, PPD	Apply	Safe Environment ☐, Supportive Environment ✕, Engaging Environment ⊕	.2

This training

is specifically designed to meet the needs of providers. Are you looking for strategies to reimagine how you partner with out-of-school time providers? Would you like to strengthen your partnerships with practitioners you meet while visiting schools? Then this is the training for you! Participants will discover the qualities of successful partnerships, explore strategies for improving collaboration and communication with programs, and work with other providers to develop plans to refine youths' experiences through enhanced communication and cooperation with site staff.

#### **Training Objectives**

Participants will:

1. Analyze providers and program relationships based on the qualities of a successful partnership and collaboration.
2. Describe key components of effective communication.



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- Use strategies of effective partnerships, collaboration and communication to develop solutions to challenges when visiting programs.

### **Building Community**      Length: 2 hours

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

Do you know what it takes to build an emotionally and physically safe space for youth? Building an emotionally safe community of peers and adults is essential for youth to learn and develop as individuals. This interactive training will introduce you to a variety of activities designed to support the community building process.

#### **Training Objectives:**

Participants will:

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

### **Cultivating Empathy**      Length: 2hrs

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:

- Understand the concept of empathy and practice active listening skills that model empathy.
- Identify best practices and plan for supporting building empathy in youth programming.
- Plan next steps for incorporating concepts learned about empathy with youth and programs.

### **Engaging Girls in STEAM: Inspiring Future Generations**      Length: 2hrs

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

### Expanding Horizons: Global Learning in OST Length: 2hrs

Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
LEC, EI	Apply, Identify	Interactive Environment ⌘, Engaging 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.

### Fostering Teamwork Length: 2hrs

Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
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CYGD, LEC, RICY	Identify, Apply	Safe Environment ☐, Interactive Environment ☺☺	.2
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Teamwork can have a dramatic impact on how youth perceive themselves in relation to their peers, how they perceive their own efficacy and abilities, and even have a positive impact on how they perceive opportunities for broader systemic change and their role in improving their community. In this workshop, we explore how and why to foster teamwork among youth. Benefits for teamwork show that youth who learn how to collaborate and coordinate action with others increases motivation, retention of facts, academic achievement, improved intergroup relations, a sense of individual control, and positive effects on both high-achieving students and shy or introverted students.

### Training Objectives

Participants will:

1. Define teamwork and understand its role within OST.
2. Understand common challenges of group dynamics.
3. Learn 2-3 norm-building techniques and list 2-3 facilitation skills that build group identity and trust among youth.

### Full STEAM Ahead with Teens Length: 2hrs

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

Learn how to strengthen teen collaboration and leadership skills through STEAM. Hands-on STEAM activities are an effective way to engage young people in learning as they discover, create and problem-solve together in OST spaces.

Full STEAM Ahead with Teens is an experiential learning session designed to equip you with resources and strategies that foster exploration, confidence and leadership with young people in your programs. Youth development strategies that encourage active participation and leadership will be modeled throughout the training and integrated in engaging STEAM activities that can be easily implemented with curious teens.

### Training Objectives:

Participants will:

1. Practitioners will develop a toolkit of strategies to encourage belonging and leadership in young people at their sites.
2. Practitioners will evaluate STEAM curriculum and resources that are appropriate for their program site.

### Global Graffiti Wall: Exploring and Embracing Our Uniqueness Length: 2hrs

Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
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EI	Identify, Apply	Interactive Environment ☼☼, Engagaging Environment ☼	.2
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This training complements concepts learned in *Expanding Horizons: Expanding Learning in Out-of-School Time*. This training is infused with Global Graffiti Wall activities to assist practitioners in presenting youth with fun and stimulating transitional activities that allows them to explore themselves and the world around them.

### **Training Objectives**

Participants will:

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

### **Ignite the Spark through Project-Based Learning** Length: 2hrs

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

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.

### **Training Objectives**

Participants will:

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

### **Inspire and Grow: Tools for Youth Development** Length: 2hrs

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

This dynamic training is designed to equip participants with the knowledge and tools needed to foster positive youth development in out-of-school time settings. You will gain an understanding of the core principles of youth development and how they apply to you work in the out-of-school time field. You will also learn how to effectively utilize a web-based



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resource to create plans that engage youth in developmentally appropriate activities that promote their growth and well-being. By the end of the training, you will leave with practical ways to actively support youth aligned to best practices in youth development that will enhance their engagement, learning, and personal development.

### **Training Objectives**

Participants will:

- 1) Explain the tenets of positive youth development as it relates to out-of-school time.
- 2) Utilize a web-based resource to develop a plan to actively engage youth in developmentally appropriate activities.
- 3) Discover research-based strategies to effectively facilitate learning experiences for youth.

### **Integrating Signature Practices in OST Activities**      Length: 2 hours

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

### **Introduction to the Active-Participatory Approach**      Length: 2hrs

Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
CYGD, LEC	Identify ,Apply	Supportive Environment ☒, Interactive Environment ☐☐, Engaging Environment ☐	.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.



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2. Recognize best practice behaviors.
3. Develop plans that effectively incorporate the active-participatory approach with youth at their sites.

### **Managing Emotions in OST** Length: 2hrs

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.

### **Navigating the Lesson Plan** Length: 2hrs

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.



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2. Define and explain the essential components of a lesson plan.
3. Write a sample lesson plan using the essential components.

### **Pathways to Professional Excellence In OST** Length: 2hrs

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

This training will guide you through professional development opportunities in the Out-of-School Time (OST) field. You will engage in a series of dynamic, experiential learning activities designed to foster growth and deepen your understanding of professionalism within OST. The focus is on empowering you to reflect on your current practices, identify opportunities for personal and professional development, and take actionable steps toward continuous improvement. By committing to your own growth, you'll enhance the quality of experiences you provide for youth, ultimately creating a stronger, more impactful OST environment. If you're passionate about becoming a better professional and serving youth in meaningful ways, this training is for you!

#### **Training Objectives**

Participants will:

1. Explore ways to heighten professionalism in the OST field.
2. Reflect on areas of personal and professional growth.
3. Develop individual, personal, or professional development goals.

### **Promoting Responsibility and Leadership in Youth** Length: 2hrs

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 to 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.



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## **Promoting Responsive Practices for Youth Voice and Leadership** Length: 2hrs

Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
LEC, RICY, YEVC	Identify, Apply	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 “whole child” framework and routines designed to help council members build critical life skills while cultivating positive, meaningful relationships with their peers and with adults.

**Please note:** Only afterschool practitioners working with teens should register for this training. Completion of “Expanding Youth-Adult Partnerships” 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.

## **Quality Coaching** Length: 2hrs

Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
PPD,PDL	Identify, Amplify	Safe Environment ☐	N/A

This highly interactive workshop explores effective strategies and techniques used to coach others on improving their efforts to work with young people.

You will practice three central concepts: establishing the foundation of trust and respect that is key to effectively coach staff; understanding the components of an effective observation and how to support staff in reflecting upon their own practices with young people; and creating a specific plan of action to grow your practice.

This workshop will give you the opportunity to experience and practice these concepts with your peers by taking turns coaching others under observation and receiving coaching in return. You will leave with communication tools and practical strategies to create a healthy environment that encourages staff to aspire to reflect on and improve their practices.

**Please note:** Only directors, managers and those who are tasked with providing coaching supports/observations to frontline practitioners should register for this management level training.



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## Training Objectives

Participants will:

1. Identify true coaching and discuss various coaching strategies.
2. Review the observation-reflection methodology.
3. Recognize the impact of power dynamics on coaching.
4. Practice effective communication with staff.
5. Conduct observation-reflection roleplays.
6. Create a plan to begin implementation of practices.

## Raising the Cultural Vibration in OST Length: 2hrs

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

## Structure and Clear Limits Length: 2hrs

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

How do you prevent chaos in an afterschool environment without stifling the positive energy of youth? Youth need structure and clear limits in order to feel safe. This training will help you to analyze the level of structure in your program and practice identifying and maintaining clear limits.

## Training Objectives



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Participants will:

1. Explain how Structure and Clear Limits meet the developmental needs of youth.
2. Explore ways to improve their programs' structure.
3. Establish limits for their programs.

### **Supporting Children with Distinctive Needs in OST**

Length: 2hrs

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

Out-of-school time spaces are an important setting for young people with a range of needs and abilities to build community and a culture of acceptance. This introductory training will help you to create an environment in your out-of-school time program that better meets the needs of children with different abilities. Through practical activities, reflective conversation and hands-on practice, you will learn how to adapt and fine-tune program experiences to appropriately involve and support children with diverse needs in a spirit of compassion and acceptance.

### **Training Objectives**

Participants will:

1. Identify the general characteristics of common developmental disabilities.
2. Practice using Person-First Language.
3. Recognize the impact of living with a sensory processing disorder.
4. Demonstrate how to adapt OST activities to strengthen belonging.

### **The Magic of Inquiry-Based Learning**

Length: 2hrs

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

Fost

er 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

### **The Power of Circles in OST**

Length: 2hrs



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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

### **Walking in Purpose**      Length: 2hrs

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

### **Well-Being + STEAM, Perfect Together**      Length: 2hrs



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

Relating in a skillful way within human interactions and to the world around us is a common thread in both well-being and STEAM activities. This training is geared for afterschool programs that are interested in bringing STEAM, well-being and life skill-building to the next level during out-of-school time. Participants will explore different strategies that empower adults and youth to deepen their resiliency skills and foster an understanding of the natural world. Tools will be provided to build reflective and critical thinking processes into lesson plans so that youth in afterschool cultivate a strong practice of inquiry in navigating their inner and outer worlds.

### **Training Objectives**

Participants will:

1. Learn the art of inquiry and reflective dialogue with adults and youth
2. Connect understanding of natural world experiences to intrapersonal and interpersonal skill-building and growth
3. Plan lessons that integrate Well-being and Life Skills and STEAM activities

**Next Level STEAM: Connecting Hands-On to Minds-On**      Length: 3hrs

Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
LEC	Identify, Apply	Supportive Environment ⌘, Engaging Environment ⊕	.3

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.

## **Training Descriptions for Training Progressions**

### ***Cooperative Learning Progression***



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.



**Cooperative Learning: Basics**

Length: 2hrs

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**

Length: 2hrs

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**

Length: 2hrs



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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 areas. 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.

## Planning Progression

### Youth Planning: Basics      Length: 90mins

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 Planning: Level Up      Length: 2hrs

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

## **Reflection Progression**

**Youth Reflection: Basics**      Length: 90mins

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.

**Youth Reflection: Level Up**      Length: 2hrs

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

### ***Planning and Reflection Progression*** (refer to descriptions above)

- Youth Planning Basics
- Youth Planning Level Up
- Youth Reflection Basics
- Youth Reflection Level Up

## **Training Descriptions for Series-Based Trainings**

### **Elevating OST Leadership Initiative**

- Session 1 - Answering the Call: Leading with Purpose
- Session 2 - Preparing for the Journey: Part 1
- Session 3 - Preparing for the Journey: Part 2
- Session 4 - Preparing for the Journey: Part 3
- Session 5 - Gathering the Troops: Part 1
- Session 6 - Gathering the Troops: Part 2
- Session 7 - Navigating the Course: Part 1
- Session 8 - Navigating the Course: Part 2

Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
PDL	Identify, Apply	Supportive Environment ⌘	2.3



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Prime Time's Elevating OST Leadership program is a special initiative focused on building skills that create transformational leaders who can foster dynamic cultures, where staff feel motivated and inspired to innovate. This program is a journey through leadership skill development and practice, self-awareness, harnessing one's passions, learning to communicate with fierce compassion, visioning and creating actionable goals for the future.

### **Session 1 - Answering the Call: Leading with Purpose**

#### **Training Objectives**

Participants will:

1. Develop a purpose statement for your journey as a leader.
2. Evaluate your level of emotional intelligence and self-care.
3. Identify the importance of self-awareness and impact on the organization's climate.

### **Session 2 - Preparing for the Journey: Part 1**

#### **Training Objectives**

Participants will:

1. Identify the key principles of systems thinking and apply them to planning and vision creation.
2. Implement components of proactive feedback loops to support strategic planning for your program.

### **Session 3 - Preparing for the Journey: Part 2**

#### **Training Objectives**

Participants will:

1. Implement components of proactive feedback loops to support strategic planning for your program.
2. Utilize SMART goals to create measurable outcomes for your program.

### **Session 4 - Preparing for the Journey: Part 3**

#### **Training Objectives**

Participants will:

1. Identify the importance of self-management and impact on the organization's climate.
2. Utilize SMART goals to create measurable outcomes for your program.
3. Create a plan to apply principles of emotionally intelligent leadership to address authentic, significant changes in your organization's setting.

### **Session 5 - Gathering the Troops: Part 1**

#### **Training Objectives**

Participants will:

1. Directors will reflect on leadership themes and identify key areas of growth to create a leadership plan.
2. Utilize the leadership plan template to identify an action plan and focused goals for program.

### **Session 6 - Gathering the Troops: Part 2**

#### **Training Objectives**

Participants will:

1. Create a plan to apply principles of emotionally intelligent leadership to address authentic, significant changes in your organization's setting.
2. Analyze data from feedback loops and integrate into the action plan to tell your program's story.



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- Utilize SMART goals to create measurable outcomes for your program.

## Session 7 - Navigating the Course: Part 1

### Training Objectives

Participants will:

- Implement strategies for effective corrective feedback to program staff.
- Apply key principles for building a healthy team environment into program operations.

## Session 8 - Navigating the Course: Part 2

### Training Objectives

Participants will:

- Formulate and present a Leadership Action Plan to address a shift or change in your program.
- Reflect on your journey and chart your path forward.

### Excelling in OST Series Length: 2hr sessions

- Excelling in OST: The Power of OST (Part 1)
- Excelling in OST: Striving for Excellence (Part 2)

Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
LEC, PDL	Apply, Identify	Supportive Environment ⌘, Safe Environment △, Engaging Environment ⊕	.6

Are you new to Out-of-School Time? If so, this training is for you! *Excelling in OST* is a training designed for new Out-of-School Time (OST) professionals in their first to second year of service. *Excelling in OST* is an introduction into the profession, explores the impact of OST professionals on youth development and the critical role they play in the community. Participants will investigate how to excel in the OST profession and develop personal commitments to ethical conduct as they carry out their responsibilities. Participants will leave with resources to grow professionally and take the next step to truly excel in OST.

## The Power of OST (Part 1)

### Training Objectives

Participants will:

- Identify benefits to young people through participation in OST programs.
- Recognize the role of an OST youth development professional.
- Develop individual, personal, or professional development goals.

## Striving for Excellence (Part 2)

### Training Objectives

Participants will:

- Discuss how to maintain ethically sound conduct in the OST field.
- Develop individual, personal, or professional development goals.



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## **Reframing Behavior Management Series** Length: 2hr sessions

- Reframing Behavior Management: Mistaken Beliefs (Part 1)
- Reframing Behavior Management: Youth Responsibility (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.

## **Resilient Leadership Series** Length: 2hr sessions

- Resilient Leadership: Leading from Within (Part 1)
- Resilient Leadership: Leading with Compassion (Part 2)

Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
LEC,PDL	Identify, Apply	Safe Environment △, Supportive Environment ⌘, Interactive Environment ⌘⌘	0.6



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*Resilient Leadership* is a 2-part series and ongoing community of practice for OST directors, assistant directors, activity leaders and other designated site leaders whose programs are implementing Well-being and Life Skills programs and practices. Participants, both previous and incoming Well-being and Life Skills cohort leaders, learn transformational leadership practices, emotional intelligence tools, and data-informed coaching and mentoring strategies to sustain meaningful implementation and long-term impact on the socio-emotional well-being of staff and youth.

In Part one of this series, participants will review the pillars of effective implementation and create a strategic vision and plan based on a guided Well-being Implementation and Needs Support (WINS) analysis to support their teams in working towards resiliency goals for adults and youth. Participants will focus on embedding key staff practices, program structures and routines, and youth engagement strategies that lay the foundation for a positive and inclusive climate and culture in OST.

### Training Objectives:

1. Identify Well-being and Life Skills cohort goals, intended outcomes, evidence-based strategies, program commitments and Prime Time supports.
2. Experience well-being, resiliency and life skills instruction in a real-time Morning/Afternoon Meeting.
3. Problem-solve potential challenges and share best practices with peers across OST communities and plan for implementation and / or continuous improvement.

### Restorative Practices in OST Series Length: 2hr sessions

- 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 ☺☺	1.2

During this four-part training series, you will learn how to create and sustain an out-of-school 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



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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.

### **STEAM Series** Length: 2hr sessions

- 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	Engaging Environment ⊕, Supportive Environment △	1.8



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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**



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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

### STEAM for Leaders:

**Supporting Quality Informal Science in your OST Program** Length: One - 2hr session, Two – 1hr sessions

- STEAM for Leaders: The 5Es Instructional Method (Part 1)
- STEAM for Leaders: Dimensions of Success (DoS) for Leaders (Part 2)
- STEAM for Leaders: Moving Forward and Supporting Staff Post-Cohort (Part 3)

Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
LEC	Identify, Apply	Engaging Environment ⊕, Supportive Environment △	.5

Science, Technology, Engineering, Art and Math (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 also increase youths' interest and knowledge where they can imagine themselves as scientists or professionals in a STEAM career.

STEAM for Leaders training series provides directors with the knowledge and tools necessary to effectively guide their staff when planning, implementing, and engaging youth in informal STEAM experiences. This new leadership training is focused on building an inquiry-based, hands-on STEAM enrichment program within the OST weekly schedule with cohort trained staff members and impacting positive youth development. Directors will become familiar with the 5Es Instructional Model, a framework for science-based lesson planning that allows youth to learn through questions, investigation, experiences, and collaborative sharing of knowledge. With the Dimensions of Success (DoS) assessment tool and customized coaching and feedback, directors will be better equipped to support staff, provide opportunities for continuous improvement, and create a successful, high quality STEAM program that is specific to the interest and needs of their youth.

### Part 1: The 5E's Instructional Method

#### Training Objectives:

Participants will:

1. Identify the stages of the 5E's Instructional Method.
2. Utilize purposeful, open-ended questions when implementing STEAM activities.

### Part 2: Dimensions of Success (DoS) for Leaders

#### Training Objectives

Participants will:

1. Identify the 12 dimensions of the DoS assessment tool.
2. Discuss comparisons between the DoS and the PQA assessment tools.

### Part 3: Moving Forward and Supporting Staff Post-Cohort



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## Training Objectives

Participants will:

1. Identify opportunities for continuous improvement in staff STEAM lesson planning and implementation.
2. Develop a supportive and ongoing STEAM program plan for youth engagement.

## Well-Being and Life Skills Initiative Length: 2hr sessions

- Well-Being and Life Skills: Introduction to Well-being (Part 1)
- Well-Being and Life Skills: Growing into My Best Self (Part 2)
- Well-Being and Life Skills: The Art of Social Connection (Part 3)
- Well-Being and Life Skills: Responding to Stress, Trauma and Uncertainty (Part 4)
- Well-Being and Life Skills: Making Resiliency and Habit (Part 5)
- Well-Being and Life Skills: Empathetic Communication, Strong Relationships (Part 6)
- Well-Being and Life Skills: Building a Culture of Compassion and Inclusion (Part 7)
- Well-Being and Life Skills: 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 Ⓢ	2.4

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:



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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.

**Engaging Teens Series** Length: 90min sessions

- 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	Engaging Environment ⊕	.4

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 teens 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** Length: 90min sessions

- 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 △	.4



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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 teens should register for this training.

### First Steps (Part 1)

#### Training Objectives

Participants will:

Core Knowledge Area(s)	Skills and Competencies	Program Quality Domain(s) (QIS)	CEUs
LEC, RICY, YEVC	Apply, Identify	Supportive Environment ✕, Interactive Environment ☹☹	1.8

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.

### Expanding Youth-Adult Partnerships Series Length: 2hr sessions

- Expanding Youth-Adult Partnerships: Know Your Why (Part 1)
- Expanding Youth-Adult Partnerships: Getting Started (Part 2)
- Expanding Youth-Adult Partnerships: Core Components (Part 3)
- Expanding Youth-Adult Partnerships: Finding Clarity (Part 4)
- Expanding Youth-Adult Partnerships: Focus for Success (Part 5)
- Expanding Youth-Adult Partnerships: Looking Forward (Part 6)

The goal of the Expanding Youth-Adult Partnerships (EYAP) Training series is to equip Out-of-School Time practitioners working with teens in Palm Beach County with the skills and knowledge they need to create an environment that fosters positive relationships, leadership and belonging with young people. Practitioners will learn how to work effectively alongside teens while helping them to develop the confidence and agency to positively impact their communities. By using a cohort model, learners in the training series will foster a community of practice where they will glean insight from each other and build connections with other educators in the field.

As a means of strengthening their partnerships with young people and empowering teens to create change, practitioners will begin to integrate Teen Advisory Councils (TAC) in their middle school programs.



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**Please note:** Only afterschool practitioners working with teens should register for this training.

### **Know Your Why (Part 1)**

#### **Training Objectives**

Participants will:

1. Explain the importance of healthy youth-adult partnerships.
2. Describe the expectations and requirements for successful completion of this training series.

### **Getting Started (Part 2)**

#### **Training Objectives**

Participants will:

1. Name the step-by-step process of developing a teen advisory council.

### **Core Components (Part 3)**

#### **Training Objectives**

Participants will:

1. Identify the three core components of an effective teen advisory council.

### **Finding Clarity (Part 4)**

#### **Training Objectives**

Participants will:

1. Practice developing a teen advisory council mission statement.

### **Focus for Success (Part 5)**

#### **Training Objectives**

Participants will:

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

### **Looking Forward (Part 6)**

#### **Training Objectives**

Participants will:

1. Review their cohort journey and demonstrate best practices with fellow cohort members.

### **Building a Positive Community with Teens Series**      Length: 2hr sessions

- 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



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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.

**Please note:** Only afterschool practitioners working with teens should register for this training.

## 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 2)

### 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 Length: 2hr sessions

- 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 teens should register for this training.

## Building Blocks (Part 1)



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## 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.

## **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 ∴	N/A

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.

### 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**



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



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