

II. FISCAL IMPACT ANALYSIS

A. Five Year Summary of Fiscal Impact:

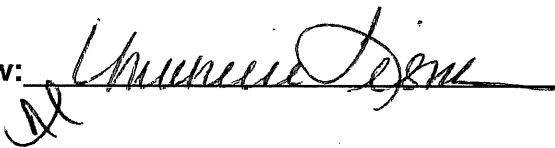
Fiscal Years	2019	2020	2021	2022	2023
Capital Expenditures					
Operating Costs		\$275,984			
External Revenue					
Program Income (County)					
In-Kind Match (County)					
NET FISCAL IMPACT		\$275,984			
No. ADDITIONAL FTE POSITIONS (Cumulative)					

Is Item Included in Proposed Budget? Yes X No
 Does this item include the use of federal funds? Yes No X

Budget Account **Exp No:**
 Fund 0001 **Dept** 154 **Unit** 2529 **Obj** 3401
 Rev No:
 Fund **Dept** **Unit** **Obj**

B. Recommended Sources of Funds/Summary of Fiscal Impact:

The fiscal impact associated with this Second Amendment shall be funded by proposed FY 2020 ad valorem funding.

Departmental Fiscal Review: 

III. REVIEW COMMENTS

A. OFMB Fiscal and/or Contract Dev. and Control Comments:

 OFMB ^{KP} _{8/17} BR 8/17	 Contract Development & Control 8/12/19 TW
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B. Legal Sufficiency:
 Helene C. Hvizd 8-13-19
 Assistant County Attorney

C. Other Department Review:

 Department Director

This summary is not to be used as a basis for payment.

**SECOND AMENDMENT
TO COMMUNITY BASED AGENCY CONTRACT**

THIS SECOND AMENDMENT is made as of the _____ day of _____ 2019, by and between Palm Beach County, a political subdivision of the State of Florida, by and through its Board of County Commissioners, hereinafter referred to as the COUNTY and Prime Time Palm Beach County, Inc., a not-for-profit corporation, authorized to do business in the State of Florida, hereinafter referred to as the AGENCY, whose Federal I.D. is 65-1071628.

WITNESSETH:

WHEREAS, the parties entered into a Community Based Agency Contract (Contract) dated September 26, 2017, (R2017-1394) in the amount of \$275,984, to fund out-of-school programs throughout Palm Beach County schools, from October 1, 2017, through September 30, 2018, with two (2) one-year renewal options; and

WHEREAS, the parties entered into a First Amendment to Contract dated September 18, 2018, (R2018-1433), increasing the Contract by \$275,984, and extending the term one (1) year, October 1, 2018, through September 30, 2019; and

WHEREAS, the parties desire to extend the original Contract for the remaining optional renewal period to September 30, 2020, and increase the Contract by \$275,984, for a new total not to exceed amount of \$827,952.

NOW THEREFORE, the parties mutually agree that the Contract is amended as follows:

1. The foregoing recitals are true and correct and incorporated herein by reference.
2. **ARTICLE 2 – SCHEDULE**, Paragraph A is hereby replaced in its entirety with the following:
 - A. The AGENCY shall commence services on October 1, 2017, and complete all services by September 30, 2020.
3. **ARTICLE 3 – PAYMENTS TO THE AGENCY**, the first sentence of Paragraph A is hereby replaced with the following:
 - A. The COUNTY shall pay to the AGENCY for services rendered under this Contract not to exceed a total amount of EIGHT HUNDRED TWENTY-SEVEN THOUSAND NINE HUNDRED AND FIFTY-TWO DOLLARS (\$827,952).
4. **ARTICLE 3 – PAYMENTS TO THE AGENCY**, Paragraphs E and F are hereby added as follows:
 - E. Final Invoice: In order for both parties herein to close their books and records, the AGENCY will clearly state "final invoice" on the AGENCY'S final/last billing to the COUNTY. This shall constitute the AGENCY'S certification that all services have been properly performed

and all charges and costs have been invoiced to Palm Beach County. Any other charges not properly included on this final invoice are waived by the AGENCY.

- F. In order to do business with Palm Beach County, the AGENCY is required to create a Vendor Registration Account OR activate an existing Vendor Registration Account through the Purchasing Department's Vendor Self Service (VSS) system, which can be accessed at <https://pbcvssp.co.palm-beach.fl.us/webapp/vssp/AltSelfService>. If the AGENCY intends to use sub-consultants, the AGENCY must also ensure that all sub-consultants are registered as consultants in VSS. All subcontractor agreements must include a contractual provision requiring that the sub-consultant register in VSS. The COUNTY will not finalize a contract award until the COUNTY has verified that the AGENCY and all of its sub-consultants are registered in VSS.

5. **ARTICLE 6 – INSURANCE**, is hereby replaced in its entirety with the following:

The AGENCY shall, at its sole expense maintain in full force and effect at all times during the term of this Contract, at least the insurance coverage and minimum limits (including endorsements), as described herein. The AGENCY shall agree to provide the COUNTY with at least ten (10) days' prior notice of any cancellation, non-renewal or material change to the insurance coverage. Failure to maintain the required insurance shall be a basis for termination of this Contract. The requirements contained herein, as well as the COUNTY'S review or acceptance of insurance maintained by the AGENCY are not intended to and shall not in any manner limit or qualify the liabilities and obligations assumed by the AGENCY under this Contract. Where applicable, coverage shall apply on a primary basis.

- A. **Commercial General Liability** – The AGENCY shall maintain, on a primary basis, Commercial General Liability insurance at a limit of not less than **\$500,000** each occurrence. Policy shall not contain any endorsement(s) limiting or excluding coverage for Contractual Liability, or Cross Liability. Should policy limit or exclude coverage for Sexual Abuse/Molestation to less than **\$250,000** per occurrence, a separate policy for such coverage shall be obtained so that a minimum of **\$250,000** coverage per occurrence is provided.
- B. **Business Automobile Liability** – The AGENCY shall maintain Business Automobile Liability at a limit of liability not less than **\$500,000** each accident for all owned, non-owned and hired automobiles. In the event the AGENCY does not own any automobiles, the Business Auto Liability requirement shall be amended allowing the AGENCY to agree to maintain only Hired & Non-Owned Auto Liability. This amended requirement may be satisfied by way of endorsement to the Commercial General Liability, or separate Business Auto coverage form.
- C. **Worker's Compensation Insurance & Employers Liability** – The AGENCY shall maintain Worker's Compensation & Employers Liability in accordance with Chapter 440, Florida Statutes.
- D. **Additional Insured** – The AGENCY shall endorse the COUNTY as an Additional Insured with a CG 2026 Additional Insured - Designated Person or Organization endorsement, or

its equivalent, to the Commercial General Liability. The Additional Insured endorsement shall read "Palm Beach County Board of County Commissioners, a Political Subdivision of the State of Florida, its Officers, Employees and Agents."

- E. **Waiver of Subrogation** – The AGENCY hereby waives any and all rights of Subrogation against the COUNTY, its officers, employees and agents for each required policy. When required by the insurer, or should a policy condition not permit an insured to enter into a pre-loss agreement to waive subrogation without an endorsement to the policy, then the AGENCY shall agree to notify the insurer and request the policy be endorsed with a Waiver of Transfer of rights of Recovery Against Others, or its equivalent. This Waiver of Subrogation requirement shall not apply to any policy, which specifically prohibits such an endorsement, or which voids coverage should the AGENCY enter into such an agreement on a pre-loss basis.
- F. **Certificates of Insurance** – Prior to execution of this Contract or within forty-eight (48) hours of a request by the COUNTY, and at least five (5) days prior to the expiration of any required coverage, the AGENCY shall provide to the below address a signed Certificate(s) of Insurance evidencing that all of the insurance coverage required by this Contract are in full force and effect. Said Certificate(s) of Insurance shall include a project description, and, to the extent allowable by the insurer, include a minimum thirty (30) day endeavor to notify due to cancellation ten (10) days for non-payment of premium) or non-renewal of coverage. The **Certificate Holder** shall read:

Palm Beach County Board of County Commissioners
c/o Youth Services Department
50 S. Military Trail, Suite 203
West Palm Beach, FL 33415

- G. **Umbrella or Excess Liability** – If necessary, the AGENCY may satisfy the minimum limits required above for Commercial General Liability, Business Auto Liability, and Employer's Liability coverage under Umbrella or Excess Liability. The Umbrella or Excess Liability shall have an Aggregate limit not less than the highest "each occurrence" limit for either Commercial General Liability, Business Auto Liability, or Employer's Liability. The COUNTY shall be specifically endorsed as an "Additional Insured" on the Umbrella or Excess Liability, unless the Certificate of Insurance notes the Umbrella or Excess Liability provides coverage on a "Follow-Form" basis.
- H. **Right to Review** – The COUNTY, by and through its Risk Management Department, in cooperation with the contracting/monitoring department, reserves the right to review, modify, reject or accept any required policies of insurance, including limits, coverage, or endorsements, herein from time to time throughout the term of this Contract. The COUNTY reserves the right, but not the obligation, to review and reject any insurer providing coverage because of its poor financial condition or failure to operate legally.

6. **ARTICLE 10 – NON-DISCRIMINATION**, is hereby replaced in its entirety with the following:

The COUNTY is committed to assuring equal opportunity in the award of contracts and complies with all laws prohibiting discrimination. Pursuant to Palm Beach County Resolution R2017-1770, as may be amended, the AGENCY warrants and represents that throughout the term of the Contract, including any renewals thereof, if applicable, all of its employees are treated equally during employment without regard to race, color, religion, disability, sex, age, national origin, ancestry, marital status, familial status, sexual orientation, gender identity or expression, or genetic information. Failure to meet this requirement shall be considered default of the Contract.

As a condition of entering into this Contract, the AGENCY represents and warrants that it will comply with the COUNTY'S Commercial Nondiscrimination Policy as described in Resolution 2017-1770, as amended. As part of such compliance, the AGENCY shall not discriminate on the basis of race, color, national origin, religion, ancestry, sex, age, marital status, familial status, sexual orientation, gender identity or expression, disability, or genetic information in the solicitation, selection, hiring or commercial treatment of subcontractors, vendors, suppliers, or commercial customers, nor shall the AGENCY retaliate against any person for reporting instances of such discrimination. The AGENCY shall provide equal opportunity for subcontractors, vendors and suppliers to participate in all of its public sector and private sector subcontracting and supply opportunities, provided that nothing contained in this clause shall prohibit or limit otherwise lawful efforts to remedy the effects of marketplace discrimination that have occurred or are occurring in the County's relevant marketplace in Palm Beach County. The AGENCY understands and agrees that a material violation of this clause shall be considered a material breach of this Contract and may result in termination of this Contract, disqualification or debarment of the company from participating in County contracts, or other sanctions. This clause is not enforceable by or for the benefit of, and creates no obligation to, any third party. The AGENCY shall include this language in its subcontracts.

7. **ARTICLE 12 – AGENCY'S PROGRAMMATIC REQUIREMENTS**, Paragraph B is hereby replaced in its entirety with the following:

B. The AGENCY shall promptly reimburse the COUNTY for any funds that are misused, misspent, or are for any reason deemed to have been spent on ineligible expenses.

8. **ARTICLE 24 – TERMINATION**, is hereby replaced in its entirety with the following:

This Contract may be terminated by the AGENCY upon sixty (60) days' prior written notice to the COUNTY in the event of substantial failure by the COUNTY to perform in accordance with the terms of this Contract through no fault of the AGENCY. It may also be terminated, in whole or in part, by the COUNTY, with cause upon five (5) business days' written notice to the AGENCY or without cause upon ten (10) business days' written notice to the AGENCY. Unless the AGENCY is in breach of this Contract, the AGENCY shall be paid for services rendered to the COUNTY'S satisfaction through the date of termination. After receipt of a Termination Notice, except as otherwise directed by the COUNTY, in writing, the AGENCY shall:

A. Stop work on the date and to the extent specified.

- B. Terminate and settle all orders and subcontracts relating to the performance of the terminated work.
 - C. Transfer all work in process, completed work, and other materials related to the terminated work to the COUNTY. Transfer pertinent client records and refer clients receiving services to another agency funded by the COUNTY, as approved by the COUNTY, in order to ensure continuity of care.
 - D. Continue and complete all parts of the work that have not been terminated.
 - E. Submit an invoice for final payment on the terminated portion of the Contract within thirty (30) days of the termination date.
9. **Exhibit A-1 with Attachments A.1, A.2 and A.3**, are hereby replaced with **Exhibit A-2; Exhibit A-2, Attachment A.1; Exhibit A-2, Attachment A.2; Exhibit A-2, Attachment A.3**.
10. **Exhibit B-1** is hereby replaced in its entirety with **Exhibit B-2**.
11. All other provisions of the Contract, and prior amendments thereto, not modified in this Second Amendment remain in full force and effect.

{Remainder of page left blank intentionally}

IN WITNESS WHEREOF, the Board of County Commissioners of Palm Beach County, Florida has made and executed this Second Amendment on behalf of the COUNTY and AGENCY has hereunto set its hand the day and year above written.

ATTEST:

COUNTY:

SHARON R. BOCK
CLERK AND COMPTROLLER

PALM BEACH COUNTY
BOARD OF COUNTY COMMISSIONERS

By: _____
Deputy Clerk

By: _____
Mack Bernard, Mayor

APPROVED AS TO FORM
AND LEGAL SUFFICIENCY

APPROVED AS TO TERMS
AND CONDITIONS

By: _____
County Attorney

By: *[Signature]*
Youth Services Department

WITNESS:

AGENCY:

[Signature]
Signature

Prime Time Palm Beach County, Inc.
Company Name

Kimberly Terranova
Name (type or print)

[Signature]
Signature

Suzette L. Harvey
Typed Name

President/Chief Executive Officer
Title

(corp. seal)

EXHIBIT A-2

SCOPE OF WORK **PROJECT DESIGN**

Contract Period: October 1, 2019 – September 30, 2020

Quality Improvement

The PBC-PQA measures how well out-of-school time programs adhere to the Palm Beach County Quality Standards for Afterschool (Exhibit A-2, Attachment A.1). Developed more than a decade ago by Prime Time and local community stakeholders, the standards address essential elements found in high quality programs. A high quality out-of-school time program:

- 1) has a solid organizational framework;
- 2) fosters supportive ongoing relationships for youth;
- 3) creates positive and inclusive environments;
- 4) offers challenging learning experiences; and
- 5) conducts outreach to families.

The Palm Beach County Quality Standards for Afterschool have been the leading catalyst for the QIS for afterschool. The QIS is recognized as one of the most established quality improvement systems across the country with 148 afterschool programs enrolled and has well-developed services and incentives to support program staff in their efforts to deliver best practice strategies. (Middle school QIS sites Exhibit A-2, Attachment A.2)

Middle school programs participating in this initiative are encouraged to be active participants in the Palm Beach County's Quality Improvement System. Based on the Palm Beach County Quality Standards for Afterschool, Prime Time's QIS uses the PBC-PQA tool; one-on-one consultation, coaching and technical assistance; and specialized trainings to help programs effectively develop and deliver high-quality OST experiences for children, youth and their families.

Active participation in the QIS is defined by: signing a Memorandum of Agreement to participate in QIS, completion of annual external assessments; quarterly progress checks documented by a Prime Time quality advisor; participation in the self-assessment process and completion of a Program Improvement Plan within 90 days of external assessments.

Programs assessed using the PBC-PQA receive their results, then meet with their assigned Prime Time quality advisor to review the data and create a plan to address areas where they scored the lowest on the tool. The quality advisors will conduct progress checks at least once per quarter with each participating program to review the process toward goals in their improvement plan. During the progress checks, the quality advisors meet with staff to discuss challenges, model youth development strategies and/or conduct independent and joint observation sessions with the program director. The implementation of the QIS process and coaching for both elementary and middle school afterschool programs in the QIS is a responsibility shared across the Quality Improvement team members as they strive to support programs to achieve maintenance-level status, the highest quality level in the QIS.

Professional Development

Complementary professional development and trainings have been and continue to be tailored to meet the needs of the middle school OST programs by a Prime Time professional development specialist. This individual serves as a link to the other components of Prime Time's Professional Development system. These components include

scholarships to encourage continuation and/or completion of education, guidance from a career advisor for those interested in completing individual career plans, including trainings and coursework, monetary incentives for completion of educational milestones and access to the Out-of-School Time Registry, which is a depository for the practitioners' professional and educational achievements.

The new trainings address the core competencies for afterschool practitioners and are focused on specific topic areas that are relevant to the middle school community. Based on data that has been collected through focus groups with middle school practitioners, these trainings include or will include the following topic areas:

- Career readiness;
- Social and emotional learning and well-being;
- STEM (science, technology, engineering and math) programming;
- Families/family involvement;
- Youth leadership programming and youth advisory councils;
- Creation of positive social-emotional environments for staff;
- Teen engagement.

Practitioners will also have access to other professional development training opportunities available on Prime Time's training calendar (Exhibit A-2, Attachment A.3). From time to time Exhibit A-2, Attachment A.3 may be revised and provided to the County's representative without a formal contract amendment.

All Prime Time trainings are created in an outcomes-driven approach and are directly linked to the Palm Beach County Core Competencies for Afterschool Practitioners. The approach is hands-on to give the practitioners the opportunity to practice implementation of key concepts in real time and in a supportive environment. As a result, they become more comfortable with implementing activities with youth when they return to their sites. Curricula are also being suggested but not prescribed. Rather, practitioners are encouraged to adopt concepts and create their own lesson plans based on their knowledge of the youth they supervise. In this way, the professional development specialist assists in developing the skills and competencies of the practitioner so that change may be sustained over time.

Trainings are being offered in a variety of modalities and locations to accommodate as many learning styles and schedules as possible. The trainings are held in group settings as well as delivered on-site at the programs. Prime Time is also developing a new online training platform to broaden our reach to practitioners. A STEM-specific blended learning course will be offered with an online and in-person component and will incorporate a community of practice model in order to keep practitioners engaged long after they have participated in the training. Prime Time is also working on a system of micro-credentialing (which entails a point system and electronic badging) for completion of these online and blended learning opportunities. Micro-credentialing will be used to engage and excite practitioners and encourage them to continue along their professional development journeys.

In addition to the informal education offered through these trainings, Prime Time has worked with Palm Beach State College to develop both credit and non-credit educational pathways for out-of-school time professionals. The School Age Professional Certificate, which is part of the non-credit educational pathway, provides students with an option to articulate three college credits toward the Youth Development College Credit Certificate, which can then lead to an Associate's degree in Human Services from the college. If practitioners wish to continue their education, the Associate's degree in Human Services leads directly into the Bachelor of Applied Science degree in Supervision and Management. Prime Time has invested substantial time and resources in developing these educational pathways as research has shown that the professional development of out-of-school time staff has a substantial impact on program quality.

As part of the professional development system of supports, Prime Time will continue to collect practitioner education data – housed in the Registry – to determine and support formal education needs of the middle school practitioners.

Professional development training hours and achievements will also be connected to monetary awards in the ACHIEVE Out-of-School Time Project. ACHIEVE OST is a tiered incentive award program that rewards practitioners for participating in trainings and earning certificates and degrees, with an emphasis on best practices in youth development. ACHIEVE OST is designed to increase afterschool program stability and improve program quality by reducing staff turnover and encouraging afterschool practitioners to continue their training and education. Children and youth benefit from continuous care from practitioners who are specialists in the out-of-school-time field, understand best practices in youth development and are sensitive to their needs. Funding would be available for scholarships opportunities for practitioners pursuing degrees or certificate programs relevant to their work in the OST field with a middle school population.

Expanded Learning Opportunities

Another significant component of the Middle School Out-of-School Time Initiative is program enrichment offered to the participating sites free-of-charge. Referred to as “expanded learning opportunities” (ELOs), these enrichment activities are delivered by content experts from partnering community organizations already contracted through Prime Time. ELOs will be offered in the following areas: Supporting school-day academic learning; Exploring technology; Caring for the whole child; Discovering arts and culture; and Leadership and career pathways.

Additional Services

Services and support to middle school out-of-school time providers will be supplemented by information shared through Prime Time’s website, e-newsletter, and through an online learning platform/ community of practice that has been developed through Facebook.

OUTCOMES

To determine the impact on the quality of the out-of-school programs and to measure the engagement of youth in programming related to Prime Time’s services, success will be gauged according to the following anticipated outcomes at both the program and youth levels.

Program Level

- Programs participating in the Quality Improvement System (Exhibit A-2, Attachment A.3) will achieve and/or maintain satisfactory program quality. At least 85 percent of programs served will attain an average score of 3.4 or above (on a scale of 1 to 5) on Form A of the current Palm Beach County Program Quality Assessment (PBC-PQA) at the point of annual assessment. From time-to-time Exhibit A-2, Attachment A.3 may be revised and provided to the County’s representative without a formal amendment.
- At least 85 percent of practitioners served will report satisfaction (defined as a rating of 8 or higher on a scale of 1 to 10) with the services and supports provided by Prime Time.

Youth Level

- Youth will develop their social and emotional skills. Social and emotional learning (SEL) will be measured with a valid, reliable and standardized assessment tool at the beginning and end of the academic year.
- Providers of ELOs will serve at least 550 duplicated youth annually in middle out-of-school time programs.
- Youth will be cognitively, behaviorally and socially/emotionally engaged in sessions with the ELO providers. On average, youth in randomly selected, sufficiently large samples participating in each ELO, will report experiencing the following, between some and most of the time:
 - 1) learning and problem solving;
 - 2) opportunities for collaboration, leadership, and choice;
 - 3) interest and enjoyment; and
 - 4) a socially supportive environment.

Reports Submission: The AGENCY shall provide quarterly data for programs funding in the Contract. The reports shall be presented in a form acceptable to the COUNTY.

Quarterly Report format (Logic Model), Exhibit A, Attachment A.4



Palm Beach County Quality Standards for Afterschool

STANDARD ONE: Solid Organizational Framework

The afterschool program is structured and organized to ensure the health and safety of children and youth in the program. The administration utilizes sound business practices and promotes the development, training, and retention of qualified staff.

Program Administration/Management

- The administration utilizes sound business practices
- Organizational logistics are effective
- The organization promotes staff development
- The organization promotes supportive social norms
- Staff education and field specific training meet county standards
- Youth have influence on structure and policy in the organization

Physical Program Environment

- The physical environment is safe and free of health hazards
- Program space and furniture/materials accommodate activities

Safety, Health and Nutrition

- Emergency and safety procedures are in place to protect youth
- Healthy Food and drink are provided



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.



STANDARD TWO: Supportive Ongoing Relationships

The afterschool program staff involves youth as partners in the program and encourages children and youth to work together.

- Session flow is planned, presented and paced for youth
- Staff effectively maintain clear limits
- Staff support youth in building new skills
- Staff support all youth with encouragement
- Youth have opportunities to participate in small groups
- Youth have opportunities to act as group facilitators and mentors
- Youth have opportunities to partner with adults

STANDARD THREE: Positive and Inclusive Environment

The afterschool program promotes psychological and emotional safety. The afterschool program staff creates a welcoming environment that fosters a sense of belonging for children and youth, families and staff.

- Psychological and emotional safety are promoted
- Staff provide a welcoming atmosphere
- Staff encourage youth to manage feelings and resolve conflicts appropriately
- Youth have opportunities to develop a sense of belonging
- Youth have opportunities to develop positive peer relationships

STANDARD FOUR: Challenging Learning Experiences

The afterschool program provides positive learning experiences for children and youth which build upon youth interest and supports active engagement in enrichment activities.

- Activities support active engagement
- Youth have opportunities to set goals and make plans
- Youth have opportunities to make choices based on their interests
- Youth have opportunities to reflect
- Program offerings tap youth's interests to build multiple skills
- The organization supports academic enrichment

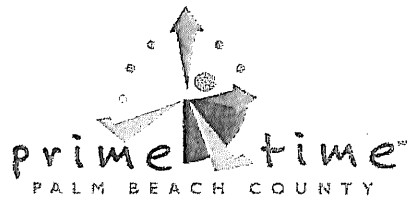
STANDARD FIVE: Family Outreach and Involvement

The afterschool program promotes positive communication with families and supports parental involvement in the educational experiences of children and youth.

- The organization supports positive communication with families
- The organization supports family involvement

Middle School Afterschool Programs Participating in Prime Time Palm Beach County's
Quality Improvement System
(as of July 1, 2019)

- Achievement Centers for Children and Families Village Academy Middle School
- Bak Middle School of the Arts
- Boys & Girl Club - Naoma Donnelley Haggin Teen Center
- Boys & Girls Club - Belle Glade Teen Center
- Boys & Girls Club - Neil S. Hirsch Teen Center
- City of Greenacres Youth Programs - Cool Zone
- City of Pahokee Parks & Recreation Afterschool Program Middle School
- City of West Palm Beach - Gaines Park Teen Center
- City of West Palm Beach Parks & Recreation - Vedado Park Middle School
- Faith's Place Middle School
- For the Children Teen Center
- Pahokee Middle School
- The Salvation Army Northwest Community Center Middle School
- The Virginia & Harvey Kimmel Milagro Junior Teen Center
- Urban Youth Impact - Youth
- Western Academy Charter Middle School



Dedicated to Quality Out-of-School Time

Professional Development Training Calendar

How to select the most relevant trainings: Training topics are grouped so that practitioners can clearly see which trainings may be most beneficial for them based on the core knowledge area that is addressed. We recommend that a practitioner start his/her professional development journey with *The Progressive Afterschool Practitioner*. This training helps practitioners to navigate the *Core Competencies for Afterschool Practitioners* to create a personalized training plan. Training descriptions and their relation to core knowledge areas and competencies are on the following pages.

Register at www.primetimepbcc.org: For Afterschool Providers – Professional Development Training. Training dates are subject to change. Please check the Prime Time website for the most current information.

All trainings are held at the Children’s Services Council of Palm Beach County in Boynton Beach from 9:00 a.m. – 12:00 p.m. If you do not sign-in by 9:00 a.m., you cannot participate in the training.
NOTE: Series-based trainings are color coded.

Date	Training Name	Core Knowledge Area
8/20/2019	Ask-Listen-Encourage	PPD
8/21/2019	Active Learning	CYGD
8/23/2019	Planning and Reflection	CYGD, LEC
8/28/2019	Reframing Behavior Management – Part 1 (SERIES)	CYGD, ICY
8/29/2019	Building Community	CYGD, LEC, ICY
8/30/2019	Cooperative Learning	CYGD, LEC, ICY
9/3/2019	Navigating the Lesson Plan	PPD, LEC
9/4/2019	Magic of Learning in Out-of-School Time: Science and Reading	LEC
9/5/2019	Structure and Clear Limits	CYGD, LEC
9/10/2019	Reframing Conflict	ICY
9/11/2019	Reframing Behavior Management – Part 2 (SERIES)	CYGD, ICY
9/12/2019	The Progressive Afterschool Practitioner	PDL
9/13/2019	Homework Help	LEC
9/18/2019	Inspired to Empower Teens	PDL
9/27/2019	STEAM Initiative Training – STEAM 1 (Fall Cohort Only)	CYGD, PDL
10/04/2019	Quality Coaching	PPD, PPL
10/11/2019	STEAM Initiative Training – STEAM 2 (Fall Cohort Only)	CYGD, PDL
10/16/2019	Engaging Teens	PDL

10/24/2019	PBC.PQA Basics	PPD
10/25/2019	STEAM Initiative Training – STEAM 3 (Fall Cohort Only)	CYGD, PDL
11/08/2019	STEAM Initiative Training – STEAM 4 (Fall Cohort Only)	CYGD, PDL
11/22/2019	STEAM Initiative Training – STEAM 5 (Fall Cohort Only)	CYGD, PDL
11/26/2019	Teen Advisory Councils (Part 1)	CYGD, ICY
12/06/2019	STEAM Initiative Training – STEAM 6 (Fall Cohort Only)	CYGD, PDL
12/10/2019	Teen Advisory Councils (Part 2)	CYGD, ICY

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

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Training Descriptions

Active Learning

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.

Core Competencies Addressed

Core Knowledge Area – Child/Youth Growth and Development:

- 1.B: Demonstrate knowledge and understanding of the multiple influences on development and learning – Entry Level and Level 1.
- 1.C: Use developmental knowledge to create healthy, respectful, supportive and challenging environments – Entry Level, Level 1 and 2.

Primary QIS Scales Addressed

Supportive Environment:

- II-I: Activities support active engagement.
- II-J: Staff support youth to build new skills.

Training Objectives:

Participants will:

- a. Have opportunities to experience active learning first hand.
- b. Gain experience building the six principles of active learning into their programs.

Ask-Listen-Encourage

Do you communicate with youth in a way that makes them feel supported and heard? This training will provide communication techniques that help you to build more supportive, youth-centered relationships. You will learn how to ask effective questions, to listen actively to youth and offer youth encouragement rather than praise.

Core Competencies Addressed

Core Knowledge Area – Learning Environment and Curriculum:

- 4.B: Design and implement a curriculum to enhance cognitive development – Entry Level and Level 1.
- 4.C: Design and implement a curriculum to support social and emotional development – Entry Level and Level 1.

Primary QIS Scales Addressed

Supportive Environment:

- II-K: Staff support youth with encouragement.

Training Objectives:

Participants will:

- a. Understand the concept of positive, purposeful interaction with youth.
- b. Learn the characteristics of effective questions.
- c. Understand the concept of active listening.
- d. Learn the characteristics of effective positive responses to youth and their work.

Building Community

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.

Core Competencies Addressed

Core Knowledge Area – Child/Youth Growth and Development:

1.C: Use developmental knowledge to create healthy, respectful, supportive and challenging environments – Entry Level and Level 1.

Core Knowledge Area – Learning Environment and Curriculum:

4.C: Design and implement a curriculum to support social and emotional development – Entry Level and Level 1.

Core Knowledge Area – Interaction with Children/Youth:

5. C: Promote positive expression, interaction and group experiences between adults and children/youth – Entry Level and Level 1.

Primary QIS Scales Addressed

Interaction:

III-M: Youth have opportunities to develop a sense of belonging.

Training Objectives:

Participants will:

- a. Explore the ways in which they can build community with youth.
- b. Explore ways to provide youth with opportunities to develop a sense of belonging.
- c. Understand the difference between icebreakers, energizers, name games and bonding games.
- d. Understand the stages of group development.

Cooperative Learning

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.

Core Competencies Addressed

Core Knowledge Area – Child/Youth Growth and Development:

1.B: Demonstrate knowledge and understanding of the multiple influences on development and learning – Entry Level and Level 1.

1.C: Use developmental knowledge to create healthy, respectful, supportive and challenging environments – Entry Level and Level 1.

Core Knowledge Area – Learning Environment and Curriculum:

4.B: Design and implement a curriculum to enhance cognitive development – Entry Level and Level 1.

4.C: Design and implement a curriculum to support social and emotional development – Entry Level and Level 1.

Core Knowledge Area – Interaction with Children/Youth:

5.C: Promote positive expression, interaction and group experiences between adults and children/youth – Entry Level and Level 1.

Primary QIS Scales Addressed

Interaction:

III-N: Youth have opportunities to participate in small groups.

III-O: Youth have opportunities to act as group facilitators and mentors.

Training Objectives:

Participants will:

- a. Be able to define Cooperative Learning.
- b. Gain experience using a variety of group forming strategies (Group Formers) and group work structures (Group Structures).
- c. Understand how Cooperative Learning helps to meet the social and intellectual needs of youth.
- d. Learn how to apply four complementary strategies to engineer successful Cooperative Learning structures.

Engaging Teens

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! Learn how to attract and engage middle school youth in a way that empowers and motivates them. This training examines the thought processes of the adolescent brain and provides specific strategies for developing and offering effective and engaging programs and activities that keep teens coming back.

Please note: only afterschool practitioners working with middle school youth should register for this training.

Core Competencies Addressed

Core Knowledge Area - Interaction with Children/Youth

5.A: Promote meaningful engagement, leadership and guidance of the children/youth – Entry Level and Level 2.

Training Objectives:

Participants will:

- a. Explain the thought processes of the adolescent brain.
- b. Identify the four pillars of effective teen engagement.
- c. Create a project charter to help guide the process of improving teen engagement.

Expanding Horizons: Global Learning in Out-of-School-Time

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. This training was formerly a three-part series and is now offered as one unified offering.

Core Competencies Addressed

Core Knowledge Area – Interaction with Children/Youth:

1.B: Demonstrate knowledge and understanding of the multiple influences on development and learning – Level 2, 3 and 4.

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

Training Objectives:

Participants will:

- a. Define and understand the importance of key concepts, global learning and global competence
- b. Identify how to create an environment where global learning can happen effectively
- c. Explore current resources and global connections

Global Graffiti Wall: Exploring and Embracing Our Uniqueness

This training infuses 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.

Core Competencies Addressed

Core Knowledge Area - Interaction with Children/Youth:

5.B: Respect and honor cultural and human diversity-Entry Level, Level 1, and Level 2.

Training Objectives:

Participants will:

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

Homework Help

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.

Core Competencies Addressed

Core Knowledge Area – Learning Environment and Curriculum:

4.B: Design and implement a curriculum to enhance cognitive development – Entry Level and Level 1.

Primary QIS Scales Addressed

Supportive Environment:

II-J: Staff support youth to build new skills.

II-K: Staff support youth with encouragement.

Training Objectives:

Participants will:

- a. Understand the homework cycle and potential supports.
- b. Have opportunities to develop strategies to make homework help time productive.
- c. Gain experience using a variety of ways to track students work and design the homework space.

Inspired to Empower Teens

How can you empower teens? That's the driving question behind this engaging foundational training that focuses on your powerful role as a middle school practitioner and addresses factors influencing teen feelings of empowerment. By considering the purpose and motive behind your work as a Youth Development Professional, you will be encouraged to embrace your role as a leader while learning how to set goals that can help you develop your potential to strengthen, inspire and empower the youth you work with each day.

Please note: only afterschool practitioners working with middle school youth should register for this training.

Core Competencies Addressed

Core Knowledge Area - Professional Development and Leadership:

7.A: Demonstrate professionalism and uphold ethical standards and other professional guidelines in the field - Entry Level and Level 1.

7.B: Integrate reflective practices and critical perspectives on personal performance, including goal setting - Entry Level and Level 1.

Training Objectives:

Participants will:

- a. Understand the powerful role of a Youth Development Professional
- b. Identify the factors that influence teen feelings of empowerment
- c. Learn how to use SMART goals to improve their potential to empower youth

Introduction to the Active-Participatory Approach

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.

Core Competencies Addressed

Core Knowledge Area – Child/Youth Growth and Development:

- 1.B: Demonstrate knowledge and understanding of the multiple influences on development and learning – Entry Level and Level 2.
- 1.C: Use developmental knowledge to create healthy, respectful, supportive and challenging environments – Entry Level and Level 2.

Core Knowledge Area – Learning Environment and Curriculum:

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

Core Knowledge Area – Interaction with Children/Youth:

- 5.A: Promote meaningful engagement, leadership and guidance of the children/youth – Entry Level and Level 2.

Training Objectives:

Participants will:

- a. Identify the four guiding principles of the approach.
- b. Recognize best practice behaviors.
- c. Incorporate aspects of the Approach into their planning.

Leadership Track

OST Leadership Four-Part Series (Blended Training- Online and In Person)

Are you a director or assistant director who wants to learn about your unique leadership style and create professional development plans to improve your coaching and leadership skills? In this training series, you will learn and practice how to effectively support your staff in their professional growth and development, which will strengthen your team and facilitate more meaningful opportunities for youth in your program.

Participants are **REQUIRED TO ATTEND ALL FOUR MODULES** and complete assignments in between trainings.

Please note the dates for each module: By registering for this training, you are committing to all four dates.

After the first training, you will be sent the link to RSVP for each module separately.

- **OST Leadership Part 1 - Introduction - A one-hour self-paced online session**
- **OST Leadership Part 2- Progressive Afterschool Director 1**
- **OST Leadership Part 3- Progressive Afterschool Director 2**
- **OST Leadership Part 4- Wrap Up – a follow-up live online session**

Core Competencies Addressed

Core Knowledge Area – Professional Development and Leadership:

- 7.B: Integrate reflective practices and critical perspectives on personal performance, including goal setting – Level 3 and 4.
- 7.C: Engage in continuous learning and improvement through involvement in professional development, advocacy and leadership opportunities – Level 3 and 4.

Training Objectives:

Participants will:

- a. Refresh knowledge of the Myers-Briggs Type Instrument (MBTI) and the 8 psychological preferences.
- b. Analyze the results of the MBTI Assessment as relate them to workstyle, leadership style, communication, and the core competencies of afterschool professionals.
- c. Examine and implement a suite of tools and strategies through an individual OST Leadership Plan.

Navigating the Lesson Plan

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.

Core Competencies Addressed

Core Knowledge Area – Program Planning and Development:

3.A: Communicate and Support Program Mission and Purpose – Level 2 and 3.

Core Knowledge Area – Learning Environment and Curriculum:

4.B: Design and Implement a Curriculum to Enhance Cognitive Development – Level 2 and 3.

Training Objectives:

Participants will:

- a. Identify the essential components of a lesson plan.
- b. Define and explain the essential components of a lesson plan.
- c. Write a sample lesson plan using the essential components.

Planning and Reflection

Are you engaging youth in the critical life skills of planning and reflection? Are you ready to be more intentional about including planning and reflection strategies into your daily activities but not sure where to start? This training will introduce you to powerful and easy to use methods that promote youth engagement in planning, implementing and evaluating activities and projects

Core Competencies Addressed

Core Knowledge Area – Child/Youth Growth and Development:

1.A: Demonstrate knowledge and understanding of the multiple influences on development and learning – Entry Level and Level 1.

1.C: Use developmental knowledge to create healthy, respectful, supportive and challenging environments – Entry Level and Level 1.

Core Knowledge Area – Learning Environment and Curriculum:

4.B: Design and implement a curriculum to enhance cognitive development – Entry Level and Level 1.

4.C: Design and implement a curriculum to support social and emotional development – Entry Level and Level 1.

Primary QIS Scales Addressed

Engagement:

IV-R: Youth have opportunities to set goals and make plans.

IV-T: Youth have opportunities to reflect.

Training Objectives:

Participants will:

- a. Explore the ways in which planning and reflection are done in their programs.
- b. Utilize planning and reflection strategies.
- c. Describe the role that planning and reflection play in the experimental learning cycle.

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.

Program Self-Assessment (PBC-PQA Basics)

Assessment and evaluation can supply a wealth of valuable information about the quality of your program. Program self-assessment is a best practice designed for continuous improvement. Prime Time's Program Self-Assessment Training is a two-part training, which prepares you to assess the quality of your own program. Commitment is required for both training dates. In the first part of the training participants will explore the Palm Beach County-Program Quality Assessment tool (PBC-PQA) "quality construct" to help participants develop keen observation and note-taking skills to generate objective and precise anecdotal evidence, and learn how to use and score the PBC-PQA. To get the most out of the training, participants will be required to complete a program self-assessment following this session.

Core Competencies Addressed

Core Knowledge Area – Program Planning and Development:

3.B: Promote program improvement and sustainability through strategic planning, goal setting, needs assessments and evaluations Entry Level, Level 1, 2, 3 and 4.

Primary QIS Scales Addressed

All QIS scales are addressed.

Program Self-Assessment (Planning with Data)

In the second part of Prime Time's Program Self-Assessment training, participants will consider the aspects of change, read and interpret data, and discuss how to take a plan for change back to their program. The self-assessment and evaluation data that the participants previously compiled will be used to effectively implement and stimulate positive change in the quality of their programs.

Core Competencies Addressed

Core Knowledge Area – Program Planning and Development:

3.B: Promote program improvement and sustainability through strategic planning, goal setting, needs assessments and evaluations Entry Level, Level 1, 2, 3 and 4.

Primary QIS Scales Addressed

All QIS scales are addressed.

Progressive Too: A Deeper Look

As the second installment of the Progressive Afterschool Practitioner, *Progressive Too* will take a deeper look into professional development planning by examining different aspects of professionalism in out-of-school time (OST). You will be lead through a variety of experiential learning activities that will explore how you, as a professional, can continue to develop in this field. If you are dedicated to bettering yourself, which in turn provides a better experience for youth in OST, this training is for you!

Core Competencies Addressed

Core Knowledge Area – Program Planning and Development:

7.B: Integrate Reflective Practices and Critical Perspectives on Personal Performance, Including Goal Setting - Level 2, 3 and 4.

Training Objectives:

Participants will:

- a. Explore ways to heighten professionalism in the OST field.
- b. Reflect on areas of personal and professional growth.
- c. Develop individual, personal, or professional development goals.

Quality Coaching

Through this highly interactive management level workshop, you will explore effective strategies and techniques used to coach others on how to improve the way they work with children/youth. You will utilize reflective practice skills to enhance your supervision and consultative strategies to empower your staff to reach higher levels of performance. You will experience this training's three central concepts of respect, observe and support. The idea is to maximize productivity in your coaching-staff relationships by starting with a foundation of respect, taking time for you to observe staff at the point-of-service, and then to support staff to develop a specific plan of action.

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.

Core Competencies Addressed

Core Knowledge Area – Program Planning and Development:

3.B: Promote program improvement and sustainability through strategic planning, goal setting, needs assessments and evaluations – Level 3 and 4.

Core Knowledge Area – Professional Development and Leadership:

7.B: Integrate reflective practices and critical perspectives on personal performance, including goal setting Level 2, 3 and 4.

Raising the Cultural Vibration in OST

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!

Core Competencies Addressed

Core Knowledge Area - Interaction with Children/Youth:

5.B: Respect and Honor Cultural and Human Diversity – Level 1, 2, 3 and 4.

Training Objectives:

Participants will:

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

Reframing Behavior Management Part 1

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? This interactive and fun training expands on strategies in the Reframing Conflict training to show you how to approach ALL youth behavior as opportunities for youth to learn responsibility, emotion management and problem-solving skills. Walk away with practical strategies you can use immediately!

Participants are **REQUIRED TO ATTEND BOTH PARTS 1 and 2** and complete assignments in between trainings. Please note the dates for each module: By registering for this training, you are committing to **BOTH** dates. After the first training, you will be sent the link to RSVP for each module separately.

Core Competencies Addressed

Core Knowledge Area – Child/Youth Growth and Development:

1.C: Use developmental knowledge to create healthy, respectful, supportive and challenging environments – Entry Level, Level 1, Level II.

Core Knowledge Area – Interaction with Children/Youth:

5.A: Promote meaningful engagement, leadership and guidance of the children/youth - Entry Level and Level 1.

Primary QIS Scales Addressed

Supportive Environment:

II-K: Staff support youth with encouragement.

II-L: Staff encourages youth to manage feelings and resolve conflicts appropriately.

Training Objectives:

Participants will:

- a. Identify how youths' challenging behaviors relate to skills they need to learn.
- b. Relate to youths' needs for belonging and significance.
- c. Determine the "mistaken belief" underneath youths' negative behavior.
- d. Practice the authoritative/encouraging style of behavior management through role-play.

Reframing Behavior Management Part 2

As the second installment of Reframing Behavior Management, this training 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.

Core Competencies Addressed

Core Knowledge Area – Child/Youth Growth and Development:

1.C: Use developmental knowledge to create healthy, respectful, supportive and challenging environments – Entry Level, Level 1, Level II.

Core Knowledge Area – Interaction with Children/Youth:

5.A: Promote meaningful engagement, leadership and guidance of the children/youth - Entry Level and Level 1.

Primary QIS Scales Addressed

Supportive Environment:

II-K: Staff support youth with encouragement.

II-L: Staff encourages youth to manage feelings and resolve conflicts appropriately.

Training Objectives:

Participants will:

- a. Compare natural/logical consequences to punishment.
- b. Apply the authoritative/encouraging style of discipline through role-play.
- c. Identify which "mistaken belief" youth may have based on their behavior.
- d. Employ strategies for responding to behavior that will increase youth responsibility and teach important life skills.

Reframing Conflict

What role do you play in conflict situations in your program? Do you know how to turn a conflict situation into an opportunity for growth? This interactive training will introduce you to a step-by-step model for reframing conflict as well as general principles of conflict resolution.

Core Competencies Addressed

Core Knowledge Area – Interaction with Children/Youth:

5.A: Promote meaningful engagement, leadership and guidance of the children/youth – Entry Level, Level 1, and Partial Level 2.

5.C: Promote positive expression, interaction and group experiences between adults and children/youth – Entry Level and Level 1.

Primary QIS Scales Addressed

Supportive Environment:

II-L: Staff encourage youth to manage feelings and resolve conflicts appropriately.

Training Objectives:

Participants will:

- a. Explore the roles they play in conflict situations in their programs.
- b. Demonstrate examples of Reframing Conflict using the High/Scope step-by-step model and the general principles for conflict resolution.
- c. Explain how reframing conflict can turn conflict resolutions into opportunities for growth.

Structure and Clear Limits

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.

Core Competencies Addressed

Core Knowledge Area – Interaction with Children/Youth:

5.A: Promote meaningful engagement, leadership and guidance of the children/youth – Entry Level, Level 1, and Partial Level 2.

5.B: Respect and honor cultural and human diversity – Entry Level, Level 1 and Partial Level 2.

Primary QIS Scales Addressed

Safe Environment:

I-A: Cultural competency.

Supportive Environment:

II-F: Staff provide a welcoming atmosphere.

II-H: Staff effectively maintain clear limits.

Training Objectives:

Participants will:

- a. Explain how Structure and Clear Limits meet the developmental needs of youth.
- b. Explore ways to improve their programs' structure.
- c. Establish limits for their programs.

Super Kids! A Guideline for Empowering Youth to be Heroes of Health

This training explores the ways in which afterschool practitioners can empower youth to cultivate a positive attitude and perception about food, foster the love of movement and exercise and help them to build a positive self-image.

Core Competencies Addressed

Core Knowledge Area – Learning Environment and Curriculum:

4.A: Design and implement a curriculum to support physical development – Entry Level, Level 1 and 2.

Core Knowledge Area – Health, Safety and Nutrition:

8.C: Ensure for the health and nutritional needs of children/youth – Entry Level, Level 1 and 2.

Training Objectives:

Participants will:

- a. Explore how to present relevant, fun activities to youth that bring awareness and assist them to make healthier choices.
- b. Learn how to infuse inquiry based learning in activities to build critical thinking skills as well as spark curiosity and the love of learning.
- c. Learn ways to become a positive role model by demonstrating positive language, attitude and actions.

Teen Advisory Councils (Part 1 and 2)

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

Please note: Only afterschool practitioners working with middle school youth should register for this training.

Core Competencies Addressed

Core Knowledge Area - Program Planning and Development:

3. B15: Work effectively with advisory groups.

Core Knowledge Area - Interaction with Children/Youth:

5. C: Promote positive expression, interaction and group experiences between adults and youth - Level 3.

Training Objectives:

Participants will:

- a. Explore the processes involved in developing a teen advisory council
- b. Identify the three core components of a teen advisory council

Teens and the Family Connection

Today's families are busier than ever before. The demands of modern life can make it difficult for parents to stay fully involved in their children's education. Yet, studies have shown that parent involvement is one of the biggest predictors of student success. Family engagement has a life-long impact on the lives of youth and is a critical part of any effort to engage and empower teens. So how can you increase connection with families and involve them more fully in their children's efforts in your out-of-school time program? This lively training provides the answer, along with key principles and strategies to help you actively build strong engagement with the families of the teens with whom you work.

Please note: Only afterschool practitioners working with middle school youth should register for this training.

Core Competencies Addressed

Core Knowledge Area - Community and Family Relationships

- 2. B1: Establish frequent contact with parents through a variety of communication strategies - Level 2.
- 2. C: Engage families and communities in child/youth development and learning - Level 2.

Training Objectives:

Participants will:

- a. Recognize the social factors and family demands that make maintaining contact with parents a challenge.
- b. Identify the five building blocks of strong family involvement.

The Magic of Learning in Out-of-School Time: Science and Reading

Fostering the love of science and reading begins with fun and engaging learning opportunities in out-of-school-time (OST). This training delivers best practice strategies for conducting STEAM (Science, Technology, Arts, Engineering and Math) activities and read-aloud strategies in the OST setting. You will also be provided with information on expanded learning opportunities, as well as ways to provide youth with fun extension activities that enhance literacy skills. Come and explore the magic!

Core Competencies Addressed

Core Knowledge Area – Learning Environment and Curriculum:

- 4.B: Design and implement a curriculum to enhance cognitive development – Entry Level, Level 1,2 and 3.

Training Objectives:

Participants will:

- a. Explore science and reading in the OST space.
- b. Utilize the 5Es instructional method to facilitate science activities in OST.
- c. Identify key components of a read aloud in the OST setting.

The Progressive Afterschool Practitioner

The Progressive Afterschool Practitioner is a training designed to heighten a practitioner's insight into their own professional development. It infuses facets of job satisfaction with professional development planning. By reflecting on individual strengths and areas of growth, an afterschool practitioner is challenged to create a plan for professional development by using the *Core Competencies for Afterschool Practitioners* as a guide.

Core Competencies Addressed

Core Knowledge Area – Professional Development and Leadership:

- 7.A: Demonstrate professionalism and uphold ethical standards and other professional guidelines in the field – Entry Level, Level 1 and 2.
- 7.B: Integrate reflective practices and critical perspectives on personal performance, including goal setting – Entry Level, Level 1 and 2.
- 7.C: Engage in continuous learning and improvement through involvement in professional development, advocacy and leadership opportunities – Entry Level, Level 1 and 2.

Training Objectives:

Participants will:

- a. Name the specific facts of job satisfaction, and how the application of facets to your current practice can provide leverage to improve reflective practice.
- b. Identify the **Core Competencies for Afterschool Practitioners** and how to use this tool for self-assessment, identifying growth opportunities and setting meaningful goals.
- c. Include the knowledge of the facets of job satisfaction and the **Core Competencies for Afterschool Practitioners** to create relevant and meaningful foals for your professional development.

Well-being Tools for Practitioners and Youth-Three Part Series

Participants are **REQUIRED TO ATTEND ALL THREE MODULES** and complete assignments in between trainings. **Please note the dates for each module: By registering for this training, you are committing to all three dates. After the first training, you will be sent the link to RSVP for each module separately.**

- Well-being Tools for Practitioners - Part 1- Introduction
- Well-being Tools for Practitioners - Part 2- Modeling
- Well-being Tools for Practitioners – Part 3- Life Skills for Youth

Well-Being Tools for Practitioners- Part 1- Introduction

Do you sometimes feel stressed at work, frustrated with co-workers or burnt out? In this training you will practice self-care and resilience skills, and create a well-being plan to better navigate stress, improve work relationships and model well-being skills for co-workers and the youth in your OST program.

Core Competencies Addressed

Core Knowledge Area – Interaction with Children/Youth:

5.A: Promote meaningful engagement, leadership and guidance of the children/youth – Entry Level and Level 1.

Core Knowledge Area – Professional Development and Leadership:

7.B: Integrate reflective practices and critical perspectives on personal performance, including goal setting – Entry Level and Level 1.

Primary QIS Scales Addressed

Supportive Environment:

- II-F: Staff provides a welcoming atmosphere.
- II-K: Staff support youth with encouragement

Training Objectives

Participants will:

- a. Discuss and explore meaning of Well-being and key concepts: self-awareness, resilience, mindfulness, compassion, empathy
- b. Understand the obstacles to well-being and evaluate the impact of stress on interactions with co-workers, youth and families served in OST
- c. Practice and implement exercises and tools that promote self-care using a personalized well-being action plan

Well-being Tools for Practitioners - Part 2- Modeling

In Part 2 of this series, we will focus on strategies to model well-being skills and positive interaction with co-workers, youth and their families in your OST program. After registering for this training, please go back to Prime Time's website and register for the other training dates in this series.

Core Competencies Addressed

Core Knowledge Area – Interaction with Children/Youth:

- 5.A: Promote meaningful engagement, leadership and guidance of the children/youth – Entry Level and Level 1.
- 5.C: Promote Positive Expression, Interaction and Group Experiences Between Adults and Children/Youth – Levels 1-3

Core Knowledge Area – Family and Community Relationships:

- 2.C. Model appropriate interactions with children, youth, families, providers and other community members – Levels 1-3

Primary QIS Scales Addressed

Supportive Environment:

- II-F: Staff provides a welcoming atmosphere.
- II-K: Staff support youth with encouragement

Training Objectives

Participants will:

- a. Identify and analyze challenges and successes in implementing well-being plan
- b. Examine the brain science behind well-being and model empathy, kindness and compassion building skills
- c. Devise OST well-being plan to include modeling strategies to transfer resiliency skills to peers and youth

Well-being Tools for Practitioners – Part 3- Life Skills for Youth

In Part 3 of this series we will focus on ways to empower youth with well-being and resilience skills through age-appropriate stress management and problem-solving strategies. This training will provide basic youth-focused tips, activities, and practices you can facilitate with youth in your OST program.

Core Competencies Addressed

Core Knowledge Area – Interaction with Children/Youth:

- 5.A: Model developmentally appropriate guidance approaches that promote positive behaviors, problem solving and self-control – Entry Level, Levels 1-2
- 5.C: Use strategies to assist children and youth in learning to express emotions in positive ways including problem solving and decision – making - Levels 1-3

Core Knowledge Area – Health, Safety and Nutrition:

- 8.C: Plan activities that teach children or youth techniques to deal with stress and develop resiliency – Entry Level, Levels 1-3

Primary QIS Scales Addressed

Supportive Environment:

- II-J: Staff supports youth in building new skills.

Training Objectives

Participants will:

- a. Analyze online resources that teach youth practical life and coping skills, including age appropriate versions of tools learned in Practitioner Well-being Part 1 and 2
- b. Examine strategies to assist youth in learning to express emotions in positive ways
- c. Plan activities that teach youth techniques to deal with stress and develop resiliency

Youth Voice

Are you providing young people with authentic, meaningful choices throughout your program? Does your program reflect the input of the youth involved? Research shows that quality programs incorporate youth input at both activity and organizational levels. This training will emphasize the importance of offering real choices and meaningful participation of youth and nurture youth leadership. This training is focused on providing meaningful choice within activities and opportunities for youth input within the youth program itself.

Core Competencies Addressed

Core Knowledge Area – Child/Youth Growth and Development:

1.B: Demonstrate knowledge and understanding of the multiple influences on development and learning – Entry Level and Level 1.

1.C: Use developmental knowledge to create healthy, respectful, supportive and challenging environments – Entry Level and Level 1.

Core Knowledge Area – Learning Environment and Curriculum:

4.A: Design and implement a curriculum to support physical development – Entry Level and Level 1.

4.B: Design and implement a curriculum to enhance cognitive development – Entry Level and Level 1.

Primary QIS Scales Addressed

Interaction:

III-O: Youth have opportunities to act as group facilitators and mentors.

Engagement:

IV-S: Youth have opportunities to make choices based on interests.

Training Objectives:

Participants will:

- a. Explore the ways they offer Youth Voice in their programs.
- b. Demonstrate Youth Voice strategies.
- c. Identify the benefits of giving Youth Voice and how to offer meaningful opportunities for participation.



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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SCHEDULE OF PAYMENTS

The Scope of Work to be completed by AGENCY as defined in Exhibit "A-2" consists of specific completion phases which shall be clearly identified on a phase-by-phase basis upon submission to the COUNTY of certain "deliverables"* as expressly indicated below. Compensation for the work tasks stated herein shall be in accordance with the following Schedule of Payments:

PHASE 1

Tasks to be completed:

- Continue Prime Time's Quality Improvement System (QIS)
 - Baseline or external reassessments of QIS middle school programs using PBC-PQA.
 - Reviewing letter of recommendation for program's improvement
 - Develop program improvement plans based on baseline assessment or reassessment scores for each participating out-of-school time program.
 - Encourage staff to attend self-assessment and professional development training as outlined in their improvement plans. Conduct progress checks to track program's implementation of improvement plan goals
 - Provide ongoing support and coaching by quality advisors.
- Visit programs to determine eligibility. Programs must meet the following minimum requirements to be eligible to participate in the Quality Improvement System:
 - Current license or license exempt from the Florida Department of Health with no
 - Class I violations within the past 24 months
 - A daily attendance of at least 20 youth
 - Dedicated program staff
 - Dedicated program space
- Facilitate kick-off meeting for any new programs participating in the Quality Improvement System. (No meeting will be held, if no new programs join the QIS)
- Access current ELO programming /services for targeted middle school out-of-school time providers for entering programs or promote and offer ELO programming to middle school out-of-school time sites.
- Attend middle school youth-focused trainings or conferences to ensure project staff remains abreast of current age-appropriate curricula and coaching and training strategies for working with middle school youth in out-of-school time settings.
- Facilitate a community of practice model for training participants.
- Recruit practitioners to join Prime Time's Out-of-School Time Registry.
- Develop and deliver trainings focused on establishing youth advisory councils.
- Maintain social media supports (e.g., blog, Pinterest page, community of practice, etc.).
- Provide coaching and follow-up to practitioners implementing youth advisory councils.
- Assess the social and emotional skills of youth.

Completion Time: October 1, 2019 – December 31, 2019

Compensation for Phase 1: \$77,256

Deliverables Required:

- Quality Improvement System status report to include the baseline assessment or reassessment dates, dates that the letters of recommendations were issued, improvement plan dates, improvement plan focus areas, self-assessment dates, and quality advisor progress check dates.
- List of new programs evaluated and selected for participation in the Quality Improvement System, if applicable.
- Provide dates and agenda for relevant trainings and conferences and name of Prime Time staff who attended.
- List of proposed trainings that will be offered to the middle school practitioner population
- Dates, agendas and list of participants from kick-off meeting
- Report on the number of ELO providers, out-of-school-time programs and youth served
- List of trainings offered and attendance rosters
- Number of middle school practitioners in Registry
- Status of the community of practice
- Links to social media supports (e.g., blog, Pinterest page, community of practice, etc.)
- Report on formation of youth advisory councils and an outline of operation

PHASE 2

Tasks to be completed:

- Continue Prime Time's Quality Improvement System (QIS)
 - Baseline or external reassessments of QIS middle school programs using PBC-PQA.
 - Reviewing letter of recommendation for program's improvement
 - Develop program improvement plans based on baseline assessment or reassessment scores for each participating out-of-school time program.
 - Encourage staff to attend self-assessment and professional development training as outlined in their improvement plans.
 - Continue progress checks to track program's implementation of improvement plan goals
 - Provide ongoing support and coaching by quality advisors.
- Practitioners will have access to a series of STEAM trainings offered in a variety of modalities - hybrid or in-person - and will also receive support from Prime Time's STEM Professional Development Specialist as learning gains and implementation are monitored.
- Provide ongoing support and coaching by quality advisor.
- Encourage practitioner attendance at self-assessment and professional development training as outlined in their improvement plans.
- Deliver trainings on appropriate middle school program offerings and other content based on assessment results.
- Maintain social media supports (e.g., blog, Pinterest page, community of practice, etc.).
- Promote and offer ELO programming to middle school out-of-school time sites.

- Provide incentives for practitioners to continue implementing youth advisory councils at their sites.
- Award scholarships and ACHIEVE incentives awarded on an ongoing rolling basis throughout the year.

Completion Time: January 1, 2020 – March 31, 2020

Compensation for Phase 2: \$68,376

Deliverables Required:

- Quality Improvement System status report to include the baseline assessment or reassessment dates, dates that the letters of recommendations were issued, improvement plan dates, improvement plan focus areas, self-assessment dates, and quality advisor progress check dates.
- List of trainings and professional development offered and attendance rosters
- Links to social media supports (e.g., blog, Pinterest page, community of practice, etc.)
- List of ELOs and the number of youth served at the participating programs
- Regular practitioner-held Youth Advisory Council meetings at participating middle school programs
- Provide information on the number of award scholarships and ACHIEVE incentives awarded

PHASE 3

Tasks to be completed:

- Continue Prime Time's Quality Improvement System (QIS)
 - Baseline or external reassessments of QIS middle school programs using PBC-PQA.
 - Reviewing letter of recommendation for program's improvement
 - Develop program improvement plans based on baseline assessment or reassessment scores for each participating out-of-school time program.
 - Encourage staff to attend self-assessment and professional development training as outlined in their improvement plans.
 - Continue progress checks to track program's implementation of improvement plan goals
 - Provide ongoing support and coaching by quality advisors.
- Provide trainings on appropriate middle school program offerings and other content based on assessment results.
- Maintain social media supports (e.g., blog, Pinterest page, community of practice, etc.).
- Promote and offer ELO programming to middle school out-of-school time sites.
- Administer youth surveys to measure cognitive, social, emotional, and behavioral engagement during sessions with ELO providers.
- Begin analyzing Quality Improvement System data and prepare annual summary report.
- Ongoing coaching and follow-up to practitioners implementing youth advisory councils
- Provide congratulatory/achievement-based incentives for program sites that have

implemented and maintained successful youth advisory councils.

- Reassess the social and emotional skills of youth.

Completion Time: April 1, 2020 – June 30, 2020

Compensation for Phase 3: \$64,926

Deliverables Required:

- Quality Improvement System status report to include the baseline assessment or reassessment dates, dates that the letters of recommendations were issued, improvement plan dates, improvement plan focus areas, self-assessment dates, and quality advisor progress check dates.
- List of trainings and professional development offered and attendance rosters
- Links to social media supports (e.g., blog, Pinterest page, community of practice, etc.)
- List of ELOs provided and the number of youth served at participating programs
- Regular practitioner-held youth advisory council meetings at participating middle school out-of-school time programs
- Provide information on the number of award scholarships and ACHIEVE incentives awarded

PHASE 4

Tasks to be completed:

- Promote and offer ELO programming to middle school out-of-school time sites
- Begin conducting PBC-PQA reassessments of middle school afterschool programs that are operational
- Continue Prime Time's Quality Improvement System (QIS)
 - Baseline or external reassessments of QIS middle school programs using PBC-PQA.
 - Reviewing letter of recommendation for program's improvement
 - Develop program improvement plans based on baseline assessment or reassessment scores for each participating out-of-school time program.
 - Encourage staff to attend self-assessment and professional development training as outlined in their improvement plans.
 - Continue progress checks to track program's implementation of improvement plan goals
 - Provide ongoing support and coaching by quality advisors.
- Provide ongoing coaching and follow-up to practitioners implementing youth advisory councils
- Review of QIS middle school programs eligible for maintenance level status

Completion Time: July 1, 2020 – September 30, 2020

Compensation for Phase 4: \$65,426

Deliverables Required:

- Quality Improvement System status report to include the baseline assessment or reassessment dates, dates that the letters of recommendations were issued, improvement plan dates, improvement plan focus areas, self-assessment dates and quality advisor progress check dates.
- Results of youth engagement survey
- List of QIS middle school programs achieving maintenance status
- List of ELOs provided and the number of youth served at participating programs
- List of active youth advisory councils
- Results of social and emotional learning assessments
- Provide information on the number of award scholarships and ACHIEVE incentives awarded

** "Deliverables" shall be defined as progress reports, prepared maps, bid documents, completed drawings, specific reports, work plans, documentation of meetings attended, assessment study reports, analysis reports, summary reports, recommendation reports and related draft reports and verifiable deliverables.*