

Trainings Attendance Expectations

For After-school and Summer Camp Programs (Youth Development K-5)



The Children's Trust is committed to strengthening agencies' ability to effectively deliver needed services and manage their operations, therefore providing positive impact to the children and families in the communities being served. To that end, The Trust's program and professional development providers offer high quality, relevant trainings specific to initiative and audience needs. Providers must ensure appropriate staff and subcontractors attend various initiative-specific trainings administered by The Trust's program and professional development providers or in partnership with The Trust.

Trainings offered through Project RISE, ACT, Injury Free Coalition, and various specialized and evidenced-based programs (EBP) are listed in the attached chart. Each training specifies if the training is required, recommended or optional, and for which intended audience and at what frequency, and in what format the training is offered.

In addition, please note and abide by the following:

New hires must begin this training within three months of work start date; required training must be completed within first year of employment.

All youth development K-5 providers required to be licensed by the Florida Department of Children and Families must abide by regulations pertaining to the license, including Introductory Child Care Training (40 hours), Early Literacy and Development (5 hours), participation in 10 hours of in-service training per year and the staff credentialing requirement for specified staff. Trust-provided trainings are accepted as in-service trainings. Please keep and file all certificates obtained upon training completion.

All provider staff members must participate in at least two All Children Together (ACT) Resource Network-provided trainings. Each staff member may choose from the ten (10) listed offerings: Administrator Overview of the ADA, Navigating Community Resources, Discovering Inclusion Part 1, Discovering Inclusion 2: Beyond Awareness (note prerequisite), Count Me In: Teaching Children to Embrace Diversity, Successful Inclusion of Children with Autism Spectrum Disorders Part 1, Successful Inclusion of Children with Autism Spectrum Disorders Part 2, Let's Play Together: Practical Solutions for Adapting Recreational Activities, Structure for Success, and Inclusion Institute.

Cardiopulmonary Resuscitation (CPR) training from other organizations, i.e., the American Red Cross, is accepted if it meets CPR certification. The Children's Trust may offer a limited number of CPR trainings as first come, first served. Providers are responsible for this training requirement regardless of Trust-sponsored availability.

Based upon results of program metrics, additional trainings for specific staff and/or entire provider agencies will be required. Providers are encouraged to access trainings and opportunities from other quality professional development organizations.

Training Title and Provider	Required	Description	Format	Staff	Frequency
	Recommended				
	Optional				
Introduction to Effective Behavior Management Project RISE		Youth Development Program staff attend this online training to learn effective, research-based strategies for preventing challenging behaviors such as implementing a clear discipline policy, re-engineering the environment, giving clear instruction, and praising good behavior in Youth Development Program settings. This online course is a prerequisite to the other Behavior Management courses.	Online	Program Coordinator/Site Coordinator and direct service staff	At least once every 24 months; upon hire
Effective Behavior Management Project RISE		Youth Development Program direct services staff engage in a series of activities designed to encourage the practice of the skills learned in the online Introduction to Effective Behavior Management course. These activities include reengineering the environment, giving clear instructions, creating effective rules, and giving specific praise. PRE-REQUISITE: INTRODUCTION TO EFFECTIVE BEHAVIOR MANAGEMENT (ONLINE)	In-person 2 sessions offered per year	Program Coordinator/Site Coordinator and direct service staff	At least once every 24 months; after pre-requisite
Effective Behavior Management: Challenging Behaviors Project RISE		Youth Development Program direct services staff learn behavior management techniques that build upon the content in the online Introduction to Effective Behavior Management course. This training offers strategies to manage disruptive behaviors in Youth Development Programs. Participants learn and practice effective behavioral approaches such as active ignoring, reprimands, response cost, time-out, and overcorrection. PREREQUISITE: INTRODUCTION TO EFFECTIVE BEHAVIOR MANAGEMENT (ONLINE)MANAGEMENT (ONLINE)	In-person 2 sessions offered per year	Program Coordinator/Site Coordinator and direct service staff	At least once every 24 months; after pre-requisite
Fitness Outcome Assessment: PACER Projects RISE		Youth Development Program direct services staff responsible for administering the fitness assessment tool must attend a face-to-face training to learn how to administer the required fitness outcome measure: the Progressive Aerobic Cardiovascular Endurance Run (PACER). The PACER is a standardized assessment tool used by contracted providers to assess physical fitness. Participants must demonstrate that they are able to administer the PACER correctly. Participants attending the training must pass a practical test in order to be certified to administer the assessment tool at their programs. Note on Recertification: Participants who have passed the required PACER practical test within the prior 12 months are eligible to participate in the online recertification training.	In-person 6 sessions offered per year	Administrative and direct service staff administering tool	Once a year; upon certification date; upon hire
Recertification: Fitness Outcome Assessment: PACER Project RISE		Youth Development Program direct services staff responsible for fitness outcome assessments tool who passed the required PACER practical test within the prior 12 months are eligible to participate in this recertification training. Participants must pass an online practical test. Participants who fail the practical online test must attend a face-to-face training to be recertified to administer PACER assessment tool.	Online	Administrative and direct service staff administering tool	Based on certification date (12 months)

<p>An Administrator's Introduction to the Americans with Disabilities Act (ADA) ACT</p>	<p>This training is specifically designed for administrators of Trust-funded programs including but not limited to agency, program and site directors. It provides an introductory working knowledge of an agency's legal requirements under the ADA. Topics include eligibility for enrollment, reasonable accommodations, and policies and procedures. Opportunities for peer learning occurs through sharing experiences, raising questions, and problem-solving real life situations.</p>	<p>In-person 4 sessions offered per year</p>	<p>Administrative Staff</p>	<p>At least once every 24 months; upon hire</p>
<p>Discovering Inclusion Part 1 ACT</p>	<p>This introductory on-line training is appropriate for new program staff, and/or program staff with little or no previous knowledge about youth with disabilities and their inclusion into programs with typically developing peers. The workshop content introduces various types of disabilities, identifies the benefits of inclusion for all, provides information on using People First Language and respectful etiquette, and explores the characteristics of an inclusive program. There is also an opportunity to examine personal beliefs and values.</p>	<p>Online</p>	<p>Program Coordinator/Site Coordinator and direct service staff</p>	<p>At least once every 24 months; upon hire</p>
<p>Discovering Inclusion Part 2: Beyond Awareness ACT</p>	<p>Training content includes in-depth information about specific disabilities, and strategies for developing and implementing accommodations and adaptations for each. This targets direct services staff and supervisors working in Youth Development programs serving children in Grades K-5 and 6-12. PRE-REQUISITE: DISCOVERING INCLUSION Part 1</p>	<p>In-person</p>	<p>Program Coordinator/Site Coordinator and direct service staff</p>	<p>At least once every 24 months; after pre-requisite</p>
<p>Inclusion Kick-Off ACT</p>	<p>The Inclusion Kick-Off is a one time outreach event delivered during the first quarter of the contract year. Trust funded youth development providers have the opportunity to learn about the ACT Resource Network and the services it provides; meet their program's Inclusion Specialist; receive a copy of the Pathways to Inclusion; learn about how The Advocacy Network on Disabilities helps families; and experience activities that simulate different disabilities. The interaction between peers may serve as the incubator for future peer learning groups.</p>	<p>In-person offered once per year</p>	<p>Program Coordinator/Site Coordinator and direct service staff</p>	<p>At least once every 24 months</p>
<p>Navigating Community Resources ACT</p>	<p>This training introduces participants to the most commonly needed resources for children and youth with disabilities and the agencies and systems in which they reside. Upon successful completion, those attending will have the tools necessary to direct families to helpful resources, and to advise them on how to navigate the systems of care in which these resources are found. The target audience includes Youth Development program staff, Service Partnership Care Coordinators, and Parent Educators.</p>	<p>In-person 3 sessions offered per year</p>	<p>Program Staff</p>	<p>At least once every 24 months (unless updates as announced); upon hire</p>

<p>Navigating Community Resources ACT</p>	<p>Provided via a live webinar, Navigating Community Resources introduces participants to the most commonly needed resources for children and youth with disabilities and the agencies and systems in which they reside. Upon successful completion, those attending will have the tools necessary to direct families to helpful resources, and to advise them on how to navigate the systems of care in which these resources are found. The target audience includes Youth Development program staff, Service Partnership Care Coordinators, and Parent Educators. The training provides peer learning opportunities as participants share resources they know about, and what works for them.</p>	<p>Live Webinar 2 webinars offered per year</p>	<p>Program Staff</p>	<p>At least once every 24 months (unless updates as announced); upon hire</p>
<p>Successful Inclusion of Children with Autism Spectrum Disorders Part 1 ACT</p>	<p>This course provides program staff with introductory information about Autism Spectrum Disorders including definitions and various ways in which these conditions may manifest. The content also includes information about helping youth meet behavioral expectations, recognizing and accommodating those with sensory sensitivities, assisting youth with fostering social competence, addressing bullying, and ensuring a safe environment. The target audience for this training is direct service program staff and their supervisors. This course is a pre-requisite for Successful Inclusion of Children with Autism Spectrum Disorders Part 2.</p>	<p>Online</p>	<p>Program Coordinator/Site Coordinator and direct service staff</p>	<p>At least once every 24 months; upon hire</p>
<p>Successful Inclusion of Children with Autism Spectrum Disorders Part 2 ACT</p>	<p>Program staff who took Successful Inclusion of Children with Autism Spectrum Disorders Part 1 learn how to develop visual schedules, commonly used American Sign Language words, and how to create a sensory friendly environment. Additionally, participants learn about keeping children safe, using Social Stories to prepare students for new social environments and experiences, and how literature can be used to foster acceptance and understanding. PRE-REQUISITE: Successful Inclusion of Children with Autism Spectrum Disorders Part 1</p>	<p>In-person 4 sessions offered per year</p>	<p>Program Coordinator/Site Coordinator and direct service staff</p>	<p>At least once every 24 months; upon hire; after pre-requisite</p>
<p>Count Me In: Teaching Children to Embrace Diversity ACT *Supplemental Inclusion Training</p>	<p>Teaches staff, through the use of hands-on activities, how to build disability awareness and encourage children to appreciate differences.</p>	<p>In-person 2 sessions offered per year</p>	<p>Program Coordinator/Site Coordinator and direct service staff</p>	<p>At least once every 24 months</p>
<p>Count Me In: Teaching Children to Embrace Diversity ACT *Supplemental Inclusion Training</p>	<p>Teaches staff, through the use of hands-on activities, how to build disability awareness and encourage children to appreciate differences.</p>	<p>Live Webinar 1 webinar offered per year</p>	<p>Program Coordinator/Site Coordinator and direct service staff</p>	<p>At least once every 24 months</p>

<p>Creating a Welcoming Environment for All Students ACT *Supplemental Inclusion Training</p>	<p>Problem solving based learning workshop focusing on the application of specific accommodation and adaptation strategies. Through individual case studies, participants learn to successfully adapt activities and materials to include all learners. Additionally, staff will leave the workshop with an application level knowledge of peer support activities.</p>	<p>In-person 2 sessions offered per year</p>	<p>Program Coordinator/Site Coordinator and direct service staff</p>	<p>At least once every 24 months</p>
<p>Creating a Welcoming Environment for All Students ACT *Supplemental Inclusion Training</p>	<p>Problem solving based learning workshop focusing on the application of specific accommodation and adaptation strategies. Through individual case studies, participants learn to successfully adapt activities and materials to include all learners. Additionally, staff will leave the workshop with an application level knowledge of peer support activities.</p>	<p>Live Webinar 1 webinar offered per year</p>	<p>Program Coordinator/Site Coordinator and direct service staff</p>	<p>At least once every 24 months</p>
<p>Let's Play Together: Practical Solutions for Adapting Recreational Activities ACT *Supplemental Inclusion Training</p>	<p>Provides participants a hands-on experience learning to adapt indoor and outdoor activities for children and youth with disabilities. Each participant is assigned a specific disability to simulate, and by working together with team members, is challenged to devise accommodations and adaptations that make it possible for everyone to participate.</p>	<p>In-person 2 sessions offered per year</p>	<p>Program Coordinator/Site Coordinator and direct service staff</p>	<p>At least once every 24 months</p>
<p>Structure for Success ACT *Supplemental Inclusion Training</p>	<p>Provides participants with a toolbox of preventative strategies for working with teens with and without disabilities who are experiencing behavioral challenges. Incorporate the seven needs that teens exhibit (attention-seeking, avoiding failure, expressing anger, boredom, etc.) and methods of meeting their needs though positive, preventative approaches.</p>	<p>In-person</p>	<p>Program Coordinator/Site Coordinator and direct service staff</p>	<p>At least once every 24 months</p>
<p>Structure for Success ACT *Supplemental Inclusion Training</p>	<p>Provides participants with a toolbox of preventative strategies for working with teens with and without disabilities who are experiencing behavioral challenges. Incorporate the seven needs that teens exhibit (attention-seeking, avoiding failure, expressing anger, boredom, etc.) and methods of meeting their needs though positive, preventative approaches.</p>	<p>Live Webinar 1 webinar offered per year</p>	<p>Program Coordinator/Site Coordinator and direct service staff</p>	<p>At least once every 24 months</p>
<p>Differentiated Literacy Instruction Project RISE</p>	<p>Certified teachers learn how to create a plan of action to differentiate reading instruction. Participants learn how to use data to identify struggling readers, and develop and implement appropriate interventions. Participants will complete an online follow-up component to demonstrate the ability to apply these skills, after attendance at a face-to-face training every 24 months.</p>	<p>In-person 3 sessions offered per year</p>	<p>Certified Teachers; direct service staff providing instruction</p>	<p>At least once every 24 months; upon hire</p>
<p>Recertification: Differentiated Literacy Instruction Project RISE</p>	<p>Youth Development Programs Certified Teachers who have passed the face to face Differentiated Literacy Instruction (DLI) training within the prior 24 months are eligible to participate in the online recertification course. Participants must complete an assignment to show proficiency in the course. Those who do not pass the assignment must attend a face-to-face DLI training.</p>	<p>Online</p>	<p>Administrative and direct service staff administering tool</p>	<p>Based on certification date (24 months)</p>

<p>Introduction to Effective Literacy Instruction Project RISE</p>	<p>Youth Development Programs direct services staff responsible for delivering literacy activities (other than certified teachers or reading specialists) learn best practices in effective instruction with an emphasis on student engagement, oral reading fluency, reading comprehension, and differentiated instruction strategies. This online course is a prerequisite for the in face-to-face Effective Literacy Instruction.</p>	<p>Online</p>	<p>All staff delivering literacy activities</p>	<p>At least once every 24 months; upon hire</p>
<p>Effective Literacy Instruction Project RISE</p>	<p>Youth Development Programs direct services staff delivering literacy activities (other than certified teachers or reading specialists) attend this training to practice the skills learned in online Introduction to Effective Literacy Instruction. This training offers peer-learning opportunities as it focuses on how to integrate literacy practices into their program activities and the use of evidence-based strategies to improve reading skills (e.g., scaffolding, nuclear reading), instructional techniques, and ways to increase youth engagement. The participants are grouped by their literacy curricula (LitArt Readers Theater, and KidzLit) and discuss ways that they can integrate fluency, comprehension, and engagement strategies into their literacy curricula throughout the session. PREREQUISITE: Introduction to Effective Literacy Instruction</p>	<p>In-person 2 sessions offered per year</p>	<p>All staff delivering literacy activities</p>	<p>At least once every 24 months; after pre-requisite</p>
<p>Literacy Outcome Assessment: MAZE Project RISE</p>	<p>Youth Development Program direct services staff responsible for administering literacy outcome assessments attends online fidelity training to learn how to administer the required reading comprehension (iSTEOP Reading Maze Assessment) tool. This online course is a prerequisite to attend the Oral Reading Fluency (ORF) face-to-face training or ORF recertification training. Participants must take and pass a test at the end of this online training in order to be certified to administer this assessment.</p>	<p>Online</p>	<p>Administrative and direct service staff administering tool</p>	<p>Once a year; upon certification date; upon hire</p>
<p>Literacy Outcome Assessment: ORF Project RISE</p>	<p>Youth Development Programs direct services staff responsible for administering literacy outcome assessments attend the ORF fidelity face-to-face training to learn how to administer the tool. Participants must complete the Maze online training prior to enrolling in ORF training. Participants must pass a practical test at the end of the face-to-face training in order to be certified to administer this assessment tool. PREREQUISITE: Literacy Outcome Assessment: MAZE</p>	<p>In-person 6 sessions offered per year</p>	<p>Administrative and direct service staff administering tool</p>	<p>Once a year; upon certification date; upon hire</p>
<p>Recertification: Literacy Outcome: ORF Project RISE</p>	<p>Youth Development Programs direct services staff responsible for administering literacy assessments tools who have passed the required oral reading fluency (ORF) practical test within the prior 12 months are eligible to participate in the online ORF recertification training. Participants must pass an online practical test to obtain their recertification. Those who fail the practical test must attend a face-to-face ORF assessment tool training in order to be recertified to administer this test.</p>	<p>Online</p>	<p>Administrative and direct service staff administering tool</p>	<p>Based on certification date (12 months)</p>

<p>Active Learning Project RISE</p>	<p>Older youth are often difficult to engage and staff need a variety of ways to engage them. Based on the Youth Program Quality Assessment (YPQA) and the Weikart model, this interactive, skill-building workshop introduces Youth Development Programs direct service staff to strategies for incorporating active learning and engagement in the program, and teaches participants how to create learning opportunities for youth.</p>	<p>In-person 2 sessions offered per year</p>	<p>Program Coordinator and direct service staff</p>	<p>At least once every 24 months; upon hire</p>
<p>Ask-Listen-Encourage Project RISE</p>	<p>Based on the Youth Program Quality Assessment (YPQA) and the Weikart model, this interactive, skill-building workshop introduces Youth Development Programs direct service staff to communication techniques that will help participants build supportive, youth-centered relationships. Participants learn how to ask effective questions, to listen actively to youth, and offer encouragement to youth.</p>	<p>In-person 2 sessions offered per year</p>	<p>Program Coordinator and direct service staff</p>	<p>At least once every 24 months; upon hire</p>
<p>Cooperative Learning Project RISE</p>	<p>Based on the Youth Program Quality Assessment (YPQA) and the Weikart model, this interactive, skill-building workshop introduces Youth Development Programs direct service staff to grouping strategies and ways to incorporate cooperative learning into any program offering.</p>	<p>In-person 2 sessions offered per year</p>	<p>Program Coordinator and direct service staff</p>	<p>At least once every 24 months; upon hire</p>
<p>Introduction to Homework Assistance Project RISE</p>	<p>Participants learn and practice strategies in the areas of preparation, skill-building, motivation, and communication designed to increase homework completion. Youth Development Programs direct services staff learn evidence-based homework strategies in the areas of optimizing the environment, preparation, skill-building, motivation, and communication designed to increase homework completion during program hours.</p>	<p>Online</p>	<p>Program Coordinator/Site Coordinator and direct service staff</p>	<p>At least once every 24 months; upon hire</p>
<p>Homework Assistance Project RISE</p>	<p>Youth Development Programs direct services staff engage in a series of online activities designed to encourage the practice of skills learned in the Introduction of Homework Assistance training. Participants in this course will interact with an instructor and peers in collaborative activities that practice how to apply evidence-based strategies to solve common issues, such as participants struggling with homework assignments, participants with low motivation to complete homework, and staff managing homework time effectively. PREREQUISITE: Introduction to Homework Assistance</p>	<p>Online Interactive</p>	<p>Program Coordinator/Site Coordinator and direct service staff</p>	<p>At least once every 24 months; upon hire</p>
<p>Social Emotional Learning Outcome Assessment Tools Project RISE</p>	<p>Youth Development Program direct services staff responsible for administering Social Emotional Learning (SEL) assessments tools learn to administer required SEL assessment tools (K to 5th: The Child Trends Teacher Survey and Child Survey and 6th to 12th: The Positive Youth Development Inventory Retrospective and the Youth and Program Strengths Survey (YAPS)). Participants must pass a practical test at the end of the training in order to be certified to administer these assessment tools.</p>	<p>Online</p>	<p>Administrative and direct service staff administering tool</p>	<p>Once every year; upon hire; upon implementation of a new tool</p>

<p>Playbooks Reader's Theater EBP - Playbooks, Inc.</p>	<p>Webinars for learning how to implement a variety of Reader's Theater materials and for implementing academic reading activities that meet reading and literacy requirements. Providers access Subscription service for Training Certificates.</p>	<p>Online webinar</p>	<p>Staff who deliver reading activities using Reader Theatre Play books</p>	<p>At least once every 24 months; upon hire</p>
<p>Cardiopulmonary Resuscitation (CPR)</p>	<p>First Aid/CPR/AED is a 4 hour training that teaches providers how to recognize and respond appropriately to cardiac, breathing and first aid emergencies. Provider will have the knowledge and skills needed to give immediate care to an injured or ill person and to decide whether advanced medical care is needed. Training from other organizations, i.e. The American Red Cross, is accepted if it meets CPR certification.</p>	<p>In-person</p>	<p>Program Coordinator and at least one direct care staff at each site</p>	<p>Based on certification expiration date; upon hire</p>
<p>Identifying and Reporting Child Abuse and Neglect</p>	<p>1-hour continuing education activity to learn ways to recognize various forms of child abuse and neglect, reasons for and results of child abuse and neglect, typical traits of abusive or neglectful parents, the caregiver's responsibility in reporting it, and ways caregivers can help children who are the victims of child abuse and neglect. Also learn specific strategies to strengthen families and reduce the risk. http://www.myflfamilies.com/service-programs/abuse-hotline/training This is not correlated to Staff Credential Part 1 with DCF Licensing for YAS or Early Childhood Providers. This could be one topic as needed within yearly license renewal requirements.</p>	<p>Online</p>	<p>Program Coordinator and all direct care staff</p>	<p>Annually</p>
<p>Customized Safety Injury Free</p>	<p>Customized Trainings targets prevention for young children or older children and teens. Customized Safety Trainings are based on the provider's interest/request and may last 1-2 hours per session.</p>	<p>In-person</p>	<p>Direct service staff</p>	<p>At least once every 24 months; upon hire</p>
<p>Home Safety Training Injury Free</p>	<p>Parents/caregivers and service providers participate in a 45 to 60-minute interactive guided training on home safety onboard the Injury Free Mobile Unit. Topics covered include identification of the following risks and action steps for prevention: poison, choking, suffocation, burns, strangulation, falls, supervision, and gun violence</p>	<p>In-person</p>	<p>Direct service staff</p>	<p>At least once every 24 months; upon hire</p>
<p>Passenger Safety Education Training Injury Free</p>	<p>This two-hour training focuses primarily on restraint and passenger safety, these trainings and materials are offered to community providers to increase their capacity in passenger safety (appropriate use of car seats and booster seats, safe transport of children in motor vehicles, the importance of a safe ride for every moving vehicle, and how to implement new parent awareness/safe pick up and drop off policies).</p>	<p>In-person</p>	<p>Direct service staff</p>	<p>At least once every 24 months; upon hire</p>

<p>Nutrition Education Training</p> <p>Partner Agency: Florida Introduces Physical Activity and Nutrition to Youth, Inc (FLIPANY)</p>	<p>Workshops and cooking demonstrations based on evidence-based nutrition information from United State Department of Agriculture (USDA) and Cooking Matters in your Community Curriculum.</p> <p>The workshops provide specific information about basic nutrition principles, the importance of a good nutrition as well as information about a well balace nutritius diet and appropriate portions. The workshops also provide information about how to read and understand food labels, understanding and identifying whole grain, the importance of reading the ingredient list, and options for snacks.</p> <p>Interactive healthy food demonstartion is provided during the workshops that incorporate three (3) or more food groups based on the USDA current standards.</p>	<p>In-person</p>	<p>Program Coordinator/Site Coordinator and direct service staff</p>	<p>At least once every 24 months</p>
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