



*NC Center for Afterschool Programs
Increasing Access to Quality Afterschool*

Afterschool Professional Development Database Provider User's Guide

Visit <http://www.ncafterschooltraining.com> to access the Afterschool Professional Development Trainings Database.

Afterschool trainings are ordered by date, with the training occurring earliest appearing first. Scroll through the listings of trainings by using the page number buttons on the bottom of the screen.

Click on "show filters" at the top of the box listing trainings to access various sorting features. You may sort by:

- Provider
- Certification
- Competency (see page 2 of User's Guide for descriptions)
- Level (see page 3 of User's Guide for descriptions)
- Delivery Type (Training, Conference, Mentoring, Online Course, Site-Based Training, Workshop)
- Region (Mountains, Piedmont, Coastal Plain)

Make your sorting selections and click "apply filter" to show the search results. To remove filters, click "hide filters" at the top of the box listing trainings. The system will remove all sorting features.

For more information on a specific training, click "view" to the right of the listing in order to view a training's details.

Training Descriptions will include the following information:

Training Event Name
Training Provider
Trainer Name
Trainer Job Title
Agenda
Fees
County
Specific Location of the training

Start Date
End Date
Start Time
End Time
Number of Hours of Instruction,
(excluding any breaks or registration periods. Used for training credit purposes.)

The training description may also include:

- Detailed course description
- Details about meeting location
- Details on length of training
- Overview of the agenda
- Whether the training is open to the public or limited to a particular group (*e.g.*, limited to grant recipients of a particular funding stream)
- Background information on the trainer

Check the “Certifications” tab to see if the posted training qualifies for any of the following certifications:

- Division of Child Development Approved In-service Training
- Department of Public Instruction Certificate of Attendance
- Department of Juvenile Justice & Delinquency Prevention Certificate of Attendance

Check the “Competencies” tab to see which areas of instruction and professional development the training covers. The following competencies apply:

- Child/Adolescent Growth and Development - Children and youth develop in a systematic way and it is important to recognize the difference between stage development and individual development. Knowledge of the predictable stages of growth and development of children is essential. Additionally, understanding that differences in age, gender, race and ethnic background, socio-economic class, language and abilities, including special needs, impacts individual growth and development. Quality school-age professionals create learning environments that support all children/youth through respectful consideration of their individual differences. (Quinn, 1999)
- Learning Environment and Curriculum - Professionals have the responsibility of creating an environment that fosters growth and development in the youth they serve. The capacity to establish and maintain a safe, nurturing environment is essential for all youth development professionals to possess. Within each component of the learning environment and the curriculum content area, professionals should be able to create a program in which a developmentally appropriate curriculum can be developed, delivered, and sustained. ¹ For the purpose of this content area, academic support is defined as: . *The NC Afterschool Professional Development Group recommends that the Move More North Carolina: Recommended Standards for After-School Physical Activity be referenced for additional information concerning promoting physical development.*

- Child/Adolescent Observation and Assessment - Professionals consistently utilize communication, interaction, and observation to assist in the understanding of children and their behaviors. Good observational techniques will allow staff to know how a child is progressing socially, emotionally, cognitively, and physically. Quality professionals combine observation and assessment to develop strategies that produce positive youth outcomes for all children. (Rudolph & Epstein, 2000)
- Families and Communities - Professionals are a vital support to the youth and surrounding community they serve. The professional should have the capacity to include family and the community in the youth's learning experience. Each professional should be able to communicate the goals of the program to stakeholders involved, showing the parents and families how to get involved in their youth's growth process. By engaging the community in program efforts, additional resources and support will become available, creating a vested interest in the success of the youth and the program. (Kakli, Kreider, Little, Buck, & Coffey, 2005).
- Health, Safety and Nutrition - All youth need to feel safe and cared for. One of the primary responsibilities of the professional is to ensure the sense of security is instilled in the youth they serve. Quality professionals are expected to demonstrate competency in the area of program requirements and regulations, personal health, environmental safety and nutrition. Knowledge in these areas goes beyond serving a healthy snack, as it is more about keeping youth safe and promoting healthy lifestyles.
- Interactions with Children/Youth - Professionals are expected to engage in positive interactions with the children and youth they serve, but they should understand the long-term impacts of the relationships that grow from their actions. Professionals need to be prepared to help guide positive individual and group behaviors and engage youth in their programs.
- Program Planning and Development - Professionals should actively participate in the program planning, delivery and evaluation processes. These processes include a supportive infrastructure that maximizes youth interest and participation. Program development, implementation and management are essential elements in reaching targeted program outcomes.
- Professional Development and Leadership – Professionals working in the field of afterschool have a responsibility to commit to continued personal and professional growth. They demonstrate their commitment to the profession through their actions that lead to quality care and education for children and youth. Through modeling positive behaviors and growing their personal body of knowledge, professionals demonstrate best practices of afterschool while growing their careers as youth development professionals.

Check the “Levels” tab to determine the knowledge and skills level of the training.

Levels include:

- **Level 1:** Includes the knowledge and skills expected of a professional new to the field with minimal specialized training/education. A level 1 professional can be considered a new staff with limited to no background in the youth development field. Possible positions may be volunteers (adult or teen), episodic volunteers or staff.
- **Level 2:** Includes level 1 plus the knowledge and skills commensurate with a Youth Development Credential, a certificate in youth development or equivalent training/education.

Possible positions may be the bottom level frontline worker who has attended minimal training, however has interaction with the youth on a regular basis.

- **Level 3:** Includes levels 1 and 2 plus knowledge and skills commensurate with an associate's degree in child, adolescent, or youth development or related fields. Level 3 positions can often be equated with the site coordinator, as a staff member who has slightly more responsibility than the average frontline worker.
- **Level 4:** Includes levels 1, 2, and 3 plus knowledge and skills commensurate with a bachelor's degree in child, adolescent, or youth development or related fields. Level 4 positions are often the Program director or Coordinator.
- **Level 5:** Includes levels 1, 2, 3, and 4 plus knowledge and skills commensurate with an advanced degree in child, adolescent, or youth development or related fields. Level 5 positions are often the supporting agencies Executive Director, State/Regional specialists, or funding agency representative familiar with youth development best practices.

Helpful Hints

Check back soon for even more trainings, which are updated continuously. NC CAP will also be updating community college system school-age coursework, afterschool conferences, and other events!

The trainings database will include afterschool professional development opportunities such as:

- Workshop - training session where participants actively learn about a particular topic
- Online Course – webinar; curriculum credit course from a regionally accredited college or a course where in-service, CEU's, or training hours are issued
- Conference – off-site training sessions sponsored by a professional agency
- Mentoring - professional observation and follow-up with a fellow co-worker or identified mentor
- Site-based Training - an in-house training session not designed for in-service credit but for program knowledge and improvement

Questions?

Email Jamie Knowles at jknowles@ncforum.org or call 919-781-6833 ext. 115.

History & Background of Trainings Database:

The NC Center for Afterschool Programs (NC CAP), in partnership with NCSU 4-H Youth Development and the NC Afterschool Coalition (NC ASC), has been leading a statewide collaboration over the past year to create a professional development system that will motivate afterschool staff to increase their level of education, and in turn, the level of quality care they provide. Over 22 state and local organizations serve on the Afterschool Professional Development work group, including representation from the major public and private afterschool

providers, state agencies, afterschool member associations, community college system, and the early childhood movement.

Membership: Members of the NC CAP Afterschool Professional Development Work Group include representatives from: NC CAP, NC Community College System, Boys & Girls Clubs, NC Afterschool Coalition (state NAA Affiliate), Durham Public Schools, NC Department of Health & Human Services (including representatives from the Child Care Workforce Standards Section, Regulatory, Child Care Training, Division of Social Services), Lead Child Care Resource & Referral Agency (Southwestern Child Development Commission, Inc.), NC Child Care Commission, Chapel Hill-Carrboro City Schools, Public School Forum of NC, NC Department of Juvenile Justice & Delinquency Prevention, NCSU 4-H Youth Development, NC Ready Schools Initiative, NC Institute for Early Childhood Professional Development, 21st Century Community Learning Centers, NC Department of Public Instruction, Communities in Schools of NC and YMCA of Western North Carolina.

The Co-Chairs of the Professional Development Work Group represent NCSU 4-H Youth Development and the NC Afterschool Coalition.

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