

CalSAC Training Topics and Modules

Most modules are 2 hours unless denoted otherwise.

Trainings can be requested at www.calsac.org using our online training request system

Audience Level

B=Beginner
I=Intermediate
A=Advanced

eLearning Modules (Free Online Modules¹)

Free Onsite Modules

| | | Audience Level | eLearning Modules (Free Online Modules ¹) | Free Onsite Modules |
|--|--|----------------|--|---------------------|
| Working with Children and Youth | | | | |
| 1.1.1 | Developmental Trends 101 | B | x | x |
| 1.1.2 | Building Relationships With Children & Youth | B | x | x |
| 1.1.3 | Effective Communication with Children & Youth | B | x | x |
| 1.1.4 | Building Self-Esteem | B | | |
| 1.1.5 | Fostering Social Skills in Children & Youth | B | | |
| 1.1.6 | Professionalism | I | | x |
| 1.1.7 | How and What to Observe in Children and Youth | I | | |
| 1.1.8 | Meeting the Needs of Children and Youth | I | | |
| 1.1.9 | Developmental Trends 201 | I | | |
| Creating Program Environments | | | | |
| 1.2.1 | The Elements of the Environment | B | x | x |
| 1.2.2 | Shared Space 101 | B | x | x |
| 1.2.3 | Messages from the Environment | B | | |
| 1.2.4 | Shared Space 201 | I | | |
| Behavior Guidance | | | | |
| 1.3.1 | Understanding the Behavior of Children & Youth | B | x | x |
| 1.3.2 | Developing Problem Solving Skills | B | | |
| 1.3.3 | The Role of the Staff in Behavior Guidance | B | x | x |
| 1.3.4 | Effective Supervision of Children and Youth | B | | |
| 1.3.5 | Including Children and Youth with Disruptive Behaviors | I | x | x |
| 1.3.6 | 9 Temperament Traits | I | | |
| Delivering Quality Programs | | | | |
| 1.4.1 | Using Theme Webs for Curriculum Planning | B | | |
| 1.4.2 | Presentation Methods and Debriefing Activities | B | x | x |
| 1.4.3 | Daily Schedules | B | | |
| 1.4.5 | Introduction to Evaluation | I | x | x |
| 1.4.6 | Evaluation: A Self-Study | A | | |
| Academic and Enrichment Programming | | | | |
| 1.5.0 | Exploring Curriculum Activities | B | x | x |
| 1.5.1 | Integrating Academics and Enrichment | B | x | x |
| 1.5.2 | Homework Assistance | B | x | x |
| 1.5.3 | Focus on Language Arts | I | | |
| 1.5.4 | Focus on Math | I | | |
| 1.5.5 | Focus on Science | I | | |
| 1.5.6 | Focus on Social Studies/History | I | | |
| 1.5.7 | Focus on Healthy Living | I | | |
| 1.5.8 | Focus on Visual/Performing Arts | I | | |
| Job Readiness | | | | |
| 1.6.1 | New Youth Worker Competencies | B | | x |
| 1.6.2 | Building a Classroom Community | B | | |
| 1.6.3 | Beyond Behavior Guidance | B | | x |
| 1.6.4 | Classroom Management 101 | B | | |
| Supervising and Supporting Staff | | | | |
| 2.2.0 | The Role of the Site Leader | I | x | x |
| 2.2.1 | Incentives and Motivation | I | x | x |
| 2.2.2 | Coaching Staff to Success | I | | |
| 2.2.3 | Making Meetings Work | I | | |
| 2.2.4 | Delegations Skills | I | | |
| Serving Older Youth | | | | |
| 2.3.1 | Incorporating Older Youth Voices in Program Activities | I | | x |
| 2.3.2 | Service Learning | I | | x |



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| Including Children with Special Needs | | | | |
| 3.1.1 | Creating an Inclusive Program | I | X | X |
| Establishing Partnerships with Families, Schools and Communities | | | | |
| 3.2.1 | Communicating with Families | B | X | X |
| 3.2.2 | Understanding a Vision for Family Involvement | I | | |
| 3.2.3 | Listening and Responding To Families' Needs | I | | |
| 3.2.4 | Partnering with Schools | I | | |
| 3.2.5 | Partnering with Communities | I | | |
| Leading Afterschool Programs | | | | |
| 3.3.1 | Knowing Yourself as a Leader | B | X | X |
| 3.3.2 | Your Leadership Style | B | | |
| 3.3.3 | Building Leaders | I | | |
| Equity, Diversity, Inclusion and Anti-Oppression | | | | |
| 3.5.1 | Creating Respect and Safety | I | X | X |
| 3.5.2 | Going Deeper: Exploring Diversity | I | | X |
| 3.5.3 | Exploring Privilege | A | | |
| 3.5.4 | Privilege, Power and the Ladder of Oppression | A | | |
| 3.5.5 | Exploring Cliques in Your Program | I | | |
| 3.5.6 | Becoming Allies with Children Youth and Families | I | | |
| Creating Culturally Sensitive and Equitable Programs | | | | |
| 3.6.1 | Cultural Competence: Identity, Diversity and Engagement | A | X | X |
| 3.6.2 | Cultural Conflicts and Strategies | A | | |
| 3.6.3 | Promoting an Understanding of Cultural Sensitivity | A | | |
| Bullying Prevention Series | | | | |
| 4.1.1 | Understanding the Problem of Bullying | B | | |
| 4.1.2 | Understanding the Costs and Roles of Bullying | B | | |
| 4.1.3 | Bullying Prevention and Intervention Strategies for Adults | I | | |
| 4.1.4 | Bullying Prevention and Intervention Strategies for Children and Youth | I | | |
| English Learner Training² (in partnership with Development Without Limits West) | | | | |
| 4.2.1 | Knowing English Learners | B | | |
| 4.2.2 | English Language Development, Academic Support & Linkage to the School Day | I | | |
| 4.2.3 | Healthy Cultural Identities and Engaging Families and Communities | A | | |
| OST Energenius Series³ | | | | |
| 4.3.1 | Energy and You | B | | X |
| 4.3.2 | Energy and the Environment | B | | X |
| 4.3.3 | Water and Energy | B | | X |
| 4.3.4 | Becoming an Energenius | B | | X |
| Quality Summer Programming⁴ | | | | |
| 4.4.1 | Creating a Quality Summer Program | I | | X |
| 4.4.2 | Utilizing the Quick CASP Assessment Tool | I | | X |
| 4.4.3 | Engaging the Community in Quality Summer Programs | I | | X |
| Science, Technology, Engineering and Math (STEM) | | | | |
| NPASS Training Project ⁵ (in partnership with Education Development Center) | | B, I | | |
| Hands-On STEM training in a variety of activities | | B, I | | |

¹ eLearning Modules are available through the CalSAC Collaboration eLearning Environment and have been made possible through generous funding from the California Department of Education School-Age Training Project. Visit www.collaboration.net/login to access these modules.

² English Learner modules are 4 hours. Also available in a one year package that includes all materials, coaching and technical assistance. Call to schedule.

³ The OST Energenius Series is provided in partnership with the Pacific Gas and Electric Company. These trainings are available for free through generous funding from the Pacific Gas and Electric Company.

⁴ The Quality Summer Programming Series is provided in partnership with the David and Lucile Packard Foundation. These trainings were developed in partnership with the Summer Matters campaign.

⁵ NPASS modules are 3 hours and the project design includes training, coaching and material kits for a 5-month program cycle. Call to schedule.

