

STAR Professional Development Activities Standards

Training Standards will be implemented so that training and unit-based courses that meet the participation requirements meet quality standards and emphasize First 5 priority areas. All professional development trainings/activities must be focused on working with children birth to five. **Participants must meet with an official STAR Advisor and complete a plan before counting these activities beginning January 2006.**

Participants must submit an official dated certificate copy signed by the instructor or a signed letter from the sponsoring agency showing the number of professional development hours for each workshop/training attended.

Quality Sponsors/Trainers:

Class/training needs to meet the following standards:

1. Units: Provider must be accredited (WASC in California and regionally for other states)
2. Trainings sponsored through First 5 California or local First 5 contracts including School Readiness, Special Needs, and KCET/KCED "A Place of Our Own"/"Los Ninos en Su Casa;"
3. State agency sponsored (Family Child Care at Its Best, The Program for Infant/Toddler Caregivers, Child Care Initiative Project, Foster Care Training Programs, CalPin)
4. First 5 STAR program, Local Child Care Planning Councils, Resource and Referral Agencies, Head Start and Foster Care Training Programs
5. National and State early learning associations (e.g. NAEYC, CAEYC, NAFCC, Zero to Three)

Activities That Count

The content of professional development training must be directly related to creating quality environments that encourage healthy development and learning; and to teaching strategies that support children's ability to be successful in school; or to enhance the leadership/advising/mentoring skills of the participant.

Unit Based for Permit/Degree

Units in any of the following categories with a grade C or better:

1. Early Childhood Education (ECE)
2. Child Development (CD)
3. General Education (GE) that qualifies for graduation requirements, transfer to a four-year institution of higher education, or the Permit requirements (English, Math/Science, Social Science, Humanities)
4. English as a Second Language (ESL)
5. English or Math prerequisites for GE-level courses
6. Courses related to education (e.g., Educational Psychology, Special Education)

Activities that WILL NOT meet STAR eligibility requirements

1. Work related activities such as:
 - a. Time spent developing curriculum and lesson plans,
 - b. Attending or conducting parent meetings, attending or conducting case management or case consultation meetings for the children in your center or FCC,
 - c. Attending or conducting transition meetings for the children in your center or family child care,
 - d. Attending or conducting holiday or social activities for the children and families in your center or family child care (e.g., open house, winter holiday celebration, field trips),
 - e. Required Staff meetings
 - f. Trainings, workshops, meetings, and activities *required* by your employer
 - g. Training *required* for your job such as Desired Results or Program specific training
2. Classes that do not focus on early childhood education/child development or a degree in early childhood education/ child development
3. Non-completed unit-bearing classes or classes with less than a grade C.
4. Workshops or assistance with completing the STAR application.
5. Required CPR/First Aid or 15 hour Health certificate
6. Volunteer work, community service including community/committee meetings (such as advisory or board meetings) not related to early learning for children birth to five.

Approved Content Areas for Unit Based Classes and Non-Unit Trainings

1. Core class on the Child Development Permit Matrix or classes for the GE requirement
2. Working with children with disabilities and other special needs (including what constitutes an IEP/IFSP)
3. Diversity/cultural competence and Anti-Bias Curriculum
4. Fostering early literacy and dual language acquisition
5. Development and Caregiving: Infant and Toddler, Preschoolers, Individual Child Learning Plans for Transition to Kindergarten, Working with Multi-Aged Groups of Children, Social and Emotional, Cognitive, Physical, Positive Discipline of Children
6. Programs: Curriculum (e.g. Math and Science, or Arts and Music), Assessment and Observation of Children, Early Childhood Environmental Rating Scales (Harms/Clifford), Communication Methods (Children, Staff, Parents / Caregivers), Accreditation
7. California Department of Education Pre-K Guidelines, standards, and Desired Results (when not required for participant's job);
8. Children's Health, Nutrition and Physical Activity
9. Children's Safety: Child Abuse Prevention and Family Violence
10. Administrative/Teaching Skills: business courses (e.g., computer skills, budgeting, small business practices) for Administrators and Family Child Care owners, developing skills as a teacher/ provider/supervisor/director
11. Others to be specified.