

**IdahoSTARS RISE Crosswalk**

1. ***Register on RISE to access the trainings listed on this crosswalk*** https://rise.idahostars.org/#/signup (if you do not have a RISE account)
2. Once you are logged in you will be able to search using the # listed in the crosswalk below to find the training you’d like to complete. Please note the column *Format in RISE* (options: online, live, or TTA)



1. ***Track what you have done***
	1. If you printed the crosswalk place an “x” in the completed column on the right side of the document for each of the trainings you completed
	2. You can simply “click” in the [ ]  and it will mark it with an X for each completed training.
	3. Add the total hours completed on the crosswalk and enter where indicated the last page
2. ***Save or Scan your crosswalk***
	1. If you used the crosswalk as a fillable form you can then save it as a PDF to your computer for uploading in the next step
	2. If you printed the crosswalk to track your training you will need to scan it as a PDF before you can upload it to EASy
3. ***Add your crosswalk in EASy***
	1. Log into your EASy application
	2. Go to the Education tab and at the bottom of the page click on
	3. Select “Crosswalk”
	4. Select IdahoSTARS RISE
	5. Enter the date range you completed the trainings
	6. Upload your copy of the crosswalk (EASy will only accept .PDF or .JPG files so you will need to save your crosswalk in one of those formats before you upload it)
	7. Click on the GREEN save button when done and proceed to step #5

1. ***Click on the “Edit Competencies” button***
2. ***Click in the box under “met” for those marked on your crosswalk***
	1. When you click on the + sign it opens the competency, the – closes the competency

Make sure you click the GREEN save button!!

When you’ve saved your entry it will look something like this

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Completed (X)** | ***IdahoSTARS trainings*** RISE CROSSWALK | **Module** | **Hours** | **Format****In RISE** | ***Competencies covered*** |
|[ ]  Trauma-Informed Care & the Pyramid Module – Module 1 (305) | 1 | 2 | Online | attachment, separation, trauma, grief & lossself-awareness |
|[ ]  Trauma-Informed Care & the Pyramid Module – Module 2 (306) | 2 | 1.5 | Online | infant/young child development & behavior |
|[ ]  Trauma-Informed Care & the Pyramid Module – Module 3 (307) | 3 | 1.5 | Online | relationship-focused practice |
|[ ]  ePyramid Birth – 5, Module 1: Building Relationships and Creating Supportive Environments (367)(English/Spanish) | 1 | 6 | Online | maintaining perspectiveinfant/young child development & behaviorfamily relationships & dynamicsattachment, separation, trauma grief, & losssupporting otherscontemplation  |
|[ ]  ePyramid Birth – 5, Module 2: Social Emotional Teaching Strategies (368)(English/Spanish) | 2 | 6 | Online | maintaining perspectiverelationship-focused practiceinfant/young child development & behaviorinfant/young child & family-centered practiceobservation & listening self-awareness |
|[ ]  ePyramid Birth – 5, Module 3: Individualized Intervention (369)(English/Spanish) | 3 | 6 | Online | maintaining perspectiveinfant/young child development & behaviorbuilding & maintaining relationshipsplanning & organizinganalyzing informationcuriosity  |
|[ ]  Preschool ePyramid Package: Module 1, Building Relationships and Supportive Environments (659) | 1 | 6 | Online | maintaining perspectivebuilding & maintaining relationshipscontemplationplanning & organizingobservation & listeningfamily relationships & dynamics |
|[ ]  Preschool ePyramid Package: Module 2, Social Emotional Teaching Strategies (660)*\*additional training needed specific to birth to 36 months* | 2 | 6 | Online | observation & listeninginfant/young child development & behavior\*planning & organizingbuilding & maintaining relationshipsmaintaining perspectiveself-awareness |

**ENTER THE TOTAL THE NUMBER OF TRAINING HOURS for this PAGE:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Complete (X)** | ***IdahoSTARS trainings***  | **Module** | **Hours** | **Format****In RISE** | ***Competencies covered*** |
|[ ]  Preschool ePyramid Package: Module 3, Individualized Intervention (661)*\*additional training needed specific to birth to 36 months* | 3 | 6 | Online | maintaining perspectivecollaboratinginfant/young child development & behavior\*analyzing informationobservation & listeningplanning & organizing |
|[ ]  ePyramid Infant Toddler – Module 1: Social Emotional Development in the Context of Relationships (408) | 1 | 6 | Online | maintaining perspectiveinfant/young child development & behaviorfamily relationships & dynamicsattachment, separation, trauma grief, & losssupporting otherscontemplation |
|[ ]  ePyramid Infant Toddler – Module 2: Responsive Routines, Environments, and Targeted Strategies (409) | 2 | 6 | Online | relationship-focused practiceinfant/young child development & behaviorinfant/young child & family-centered practicefamily relationships & dynamicsobservation & listening self-awareness |
|[ ]  ePyramid Infant Toddler – Module 3: Individualized Intervention (410) | 3 | 6 | Online | maintaining perspectiveinfant/young child development & behaviorbuilding & maintaining relationshipsplanning & organizinganalyzing informationcuriosity |
|[ ]  Addressing Challenging Behaviors, Module 1: Promoting Social and Emotional Health in Young Children (509) | 1 | 3 | Online | infant/young child development & behaviorattachment, separation, trauma & losssupporting others |
|[ ]  Addressing Challenging Behaviors, Module 2: Promoting Social and Emotional Health in Young Children (510) | 2 | 3 | Online | observation & listeningbuilding & maintaining relationshipsanalyzing information |
|[ ]  Addressing Challenging Behaviors, Module 3: Promoting Social and Emotional Health in Young Children (511) | 3 | 2 | Online | self-awarenessfamily relationships & dynamics |
|[ ]  Addressing Challenging Behaviors, Module 4: Promoting Social and Emotional Health in Young Children (512) | 4 | 3 | Online | planning & organizingexercising sound judgmentresolving conflict |

**ENTER THE TOTAL THE NUMBER OF TRAINING HOURS for this PAGE:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Complete (X)** | ***IdahoSTARS trainings***  | **Module** | **Hours** | **Format****In RISE** | ***Competencies covered*** |
|[ ]  The Heart of Infant & Toddler Care, Lesson One: Everything Begins with Relationships (392) | 1 | 1 | online | infant/young child & family-centered practice |
|[ ]  The Heart of Infant & Toddler Care, Lesson Two: Personal Care Routines - Infants (393) | 2 | 1 | online | exercising sound judgement |
|[ ]  The Heart of Infant & Toddler Care, Lesson Three: Personal Care Routines - Toddlers (396) | 3 | 1 | online | exercising sound judgement |
|[ ]  The Heart of Infant & Toddler Care, Lesson Four: The Developing Infant (399) | 4 | 1 | online | observation & listening |
|[ ]  The Heart of Infant & Toddler Care, Lesson Five: The Developing Toddler (400) | 5 | 1 | online | observation & listening |
|[ ]  Reducing Implicit Bias (370) |  | 2 | online | cultural humilitymaintaining perspective |
|[ ]  ET: Preventing Children from Getting Hurt & Responding to Suspected Child Abuse or Neglect (345)(English/Spanish) |  | 2 | online/ live | government law & regulationsafety |
|[ ]  ET: Infant Development: Physical, Cognitive, Language & Communication, Social & Emotional (550)(English/Spanish) |  | 1.5 | online | infant/young child development & behavior |
|[ ]  ET: Toddler Development: Physical, Cognitive, Language & Communication, Social & Emotional (549)(English/Spanish) |  | 1.5 | online | infant/young child development & behavior |
|[ ]  ET: Preschool Age Child Development: Physical, Cognitive, Language & Communication, Social & Emotional (628)(English/Spanish) \**does not fully meet infant/young child development & behavior* |  | 2  | online | infant/young child development & behavior\* |
|[ ]  ET: Safe, Appropriate, and Engaging Outdoor Environments (552)(English/Spanish) |  | 2 | online/ live | government, law & regulation safety |
|[ ]  ET: Safe & Healthy Sleep (609)(English/Spanish) |  | 2 | online/ live | agency policysafety |
|[ ]  ET: Supporting Early Brain Development (406)(English/Spanish) \**does not fully meet Pregnancy & Early Parenthood* |  | 1 | online/ live | pregnancy & early parenthood\* |
|[ ]  WIC: Beyond the Grocery Store (476) \**does not fully meet Pregnancy & Early Parenthood* |  | 1 | online | community resourcespregnancy & early parenthood\* |
|[ ]  ACEs 1.0: Trauma, Violence and ACEs (478)(English/Spanish) |  | 3 | live | attachment, separation, trauma, grief & lossprofessional/personal developmentmaintaining perspective |

**ENTER THE TOTAL THE NUMBER OF TRAINING HOURS for this PAGE:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Complete (X)** | ***IdahoSTARS trainings***  | **Module** | **Hours** | **Format****In RISE** | ***Competencies covered*** |
|[ ]  ACEs 2.0: Hope in Caring for and Educating Children Affected by Trauma (480)(English/Spanish) |  | 3 | live | attachment, separation, trauma, grief & lossfamily relationships & dynamicsadvocacy |
|[ ]  Introduction to Responsive Relationships, Supportive Environments, and Behavior Guidance for Young Children (334) |  | 2 | live | infant/young child & family-centered practiceplanning & organizing |
|[ ]  Introduction to the ASQ-3 (348) |  | 3 | live | screening & assessmentanalyzing informationmaintaining perspective |
|[ ]  An Introduction to Strengthening Families: A Protective Factors Framework (405)(English/Spanish) |  | 2 | online | responding with empathylife skills |
|[ ]  Strengthening Families (567)(English/Spanish) |  | 3 | live | infant/young child & family centered practiceresponding with empathybuilding & maintaining relationships |
|[ ]  Sharing Leadership, Partnering with Parents (528)(English/Spanish) |  | 3 | live | infant/young child & family-centered practicecollaboratingadvocacy |
|[ ]  Responsible Adults, Safe Children (513)(English/Spanish) |  | 3 | live | safetylife skillsethical practice |
|[ ]  Committing to Strengthening Families (526)(English/Spanish) |  | 3 | live | self-awarenessplanning & organizingpersonal/professional development |
|[ ]  Do No Harm (620)(English/Spanish) |  | 2 | online/ live | agency policygovernment, law, & regulation |
|[ ]  Sharing is Caring: How to share your knowledge of ACEs, brain development and the power of positive experiences (503) |  | 2 | live | relationship-focused practicesupporting others |
|[ ]  Lunch Box Mealtime Basics: Healthy and Safe Lunch Contents and Quality Lunch Box Policies (593) |  | 2 | live | government, law & regulation agency policy |
|[ ]  Professionalism 1.0 (572) |  | 2 | live | ethical practicelife skills |
|[ ]  Professionalism and Ethics in Child Care (571)(English/Spanish) |  | 1 | online | ethical practice |
|[ ]  Environment Rating Scales: A Tool for Quality Improvement (546)(English/Spanish) \**does not fully meet Screening & Assessment* |  | 1 | online | screening & assessment\* |

**ENTER THE TOTAL THE NUMBER OF TRAINING HOURS for this PAGE:      ENTER THE TOTAL THE NUMBER OF TRAINING HOURS for this PAGE:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Complete (X)** | ***IdahoSTARS trainings***  | **Module** | **Hours** | **Format****In RISE** | ***Competencies covered*** |
|[ ]  More About the Environment Rating Scale (ERS) ECERS-3 & ITERS-3 (589)(English/Spanish) \**does not fully meet Screening & Assessment* |  | 1 | online | screening & assessment\* |
|[ ]  Tools for Screening and Developmental Monitoring in Child Care (663)(English/Spanish) |  | 2 | online/live | agency policyservice delivery systems |
|[ ]  Introduction to High Quality Early Childhood Inclusion (372)(English/Spanish) |  | 2 | online | government, law & regulation agency policy |
|[ ]  Children Who Are Dual Language Learners (451)(English/Spanish)  |  | 1 | online | cultural humility |
|[ ]  Choose Safe Places and Drinking Water Testing for Child Care (309)(English/Spanish) |  | 1 | online | community resources |
|[ ]  I got my ERS results… now what?!? Using ERS results as a tool in Continuous Quality Improvement (381) |  | 2 | live | screening & assessmentsolving problems |
|[ ]  Understanding Trauma and its impact on Early Learning (308) |  | 2 | live | attachment, separation, trauma, grief & lossempathy and compassion |
|[ ]  The Role of Child Care Providers in Idaho’s Early Intervention Services (441) (English/Spanish) |  | 1.5 | online | service delivery systemsagency policy |
|[ ]  Incorporating Activities into Child Care Routines to Promote Children’s Oral Health (440) (English/Spanish) |  |  1 | online | community resources |
|[ ]  Building Positive Relationship with Children Through Therapeutic Encounters/Engaging Interactions TTA |  | 3 | TTA | analyzing informationrelationship-focused practicebuilding & maintaining relationships |
|[ ]  Self-Care and Self-Reflection in the Workplace TTA |  | 2 | TTA | self-awarenessmaintaining perspective |
|[ ]  Using ASQ-3 with Families in your Program TTA |  | 3 | TTA | screening & assessmentanalyzing informationsolving problems |
|[ ]  Supporting Dual Language Learners (DLLs) and Promoting English Learning TTA |  | 2 | TTA | ethical practicecultural humility |
|[ ]  Active Supervision TTA |  | 3 | TTA | observation & listeninganalyzing informationexercising sound judgement |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Complete (X)** | ***IdahoSTARS trainings***  | **Module** | **Hours** | **Format****In RISE** | ***Competencies covered*** |
|[ ]  Brain Research and Its Implications for Early Childhood Programs TTA |  | 2 | TTA | infant/young child development & behaviorsolving problems |
|[ ]  Building Spaces, Finding Words to Support Positive Guidance TTA |  | 2 | TTA | relationship-focused practiceresponding with empathy |
|[ ]  Classroom Design and the Physical Environment TTA |  | 4 | TTA | infant/young child development & behaviorplanning & organizingobservation & listeningcontemplation |
|[ ]  Emotional Literacy TTA  |  | 4 | TTA | infant/young child development & behavioremotional responseethical practiceself-awareness |
|[ ]  Nurturing and Responsive Relationships TTA |  | 3 | TTA | relationship-focused practicebuilding & maintaining relationshipsempathy & compassion  |
|[ ]  Supporting Social Emotional Skills in the Classroom: Self-Awareness and Emotional Regulation TTA |  | 3 | TTA | supporting othersself-awarenessresponding with empathy |
|[ ]  Schedules and Routines TTA |  | 3 | TTA | infant/young child development & behaviorfamily relationships and dynamics life skills |
|[ ]  Transitions TTA |  | 3 | TTA | infant/young child development & behaviorsupporting othersmaintaining perspective  |
|[ ]  Pyramid Module 1, Part 1- Promoting Children’s Success: Building Relationships (442) |  |  2 | live | building & maintaining relationshipsfamily relationships & dynamics |
|[ ]  Pyramid Module 1, Part 2- Promoting Children’s Success: Creating Supportive Environments (444) |  | 1 | live | planning & organizing |
|[ ]  Pyramid Module 1, Part 3- Promoting Children’s Success: Schedules, Routines, & Transitions (455) |  | 2 | live | maintaining perspectivecontemplation |
|[ ]  Pyramid Module 1, Part 4- Promoting Children’s Success: Giving Directions and Teaching Classroom Rules (471) |  | 1 | live | supporting others |
|[ ]  Pyramid Module 2, Part 1- Teaching Social Emotional and Friendship Skills (482) |  | 2 | live | relationship-focused practicebuilding & maintaining relationships |
|[ ]  Pyramid Module 2, Part 2- Teaching Emotional Literacy, Self-Regulation, and Problem-Solving Skills (497) |  | 2 | live | infant/young child development & behaviorplanning & organizing |

**ENTER THE TOTAL THE NUMBER OF TRAINING HOURS for this PAGE:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Complete (X)** | ***IdahoSTARS trainings***  | **Module** | **Hours** | **Format****In RISE** | ***Competencies covered*** |
|[ ]  Pyramid Module 2, Part 3- Focusing on Individualized Supports and Partnering with Families (502) |  | 2 | live | infant/young child & family-centered practicefamily relationships & dynamics |
|[ ]  Pyramid Module 3, Part 1- Intensive Intervention: What is Challenging Behavior? (613) |  | 3 | live | infant/young child development & behavioranalyzing informationmaintaining perspective |
|[ ]  Pyramid Module 3, Part 2- Intensive Intervention: Developing a Behavior Support Plan (619) |  | 3 | live | planning & organizingobservation & listeningcollaborating |
|[ ]  Caring for the Caregiver (472) |  | 2 | online/ live | emotional responseself-awareness |
|[ ]  The *ZERO TO THREE Critical Competencies for Infant-Toddler Educators*™ Area 1 Micro-Course: Supporting Social-Emotional Development – SE-1 Building Warm, Positive, and Nurturing Relationships |  | 3 | live | relationship-focused practicecultural competenceattachment, separation, trauma, grief & loss |
|[ ]  The *ZERO TO THREE Critical Competencies for Infant-Toddler Educators*™ Area 1 Micro-Course: Supporting Social-Emotional Development – SE-2 Providing Consistent and Responsive Caregiving |  | 3 | live | relationship-focused practiceresponding with empathyadvocacy |
|[ ]  The *ZERO TO THREE Critical Competencies for Infant-Toddler Educators*™ Area 1 Micro-Course: Supporting Social-Emotional Development – SE-3 Supporting Emotional Expression and Regulation |  | 3 | live | infant/young child development & behaviormaintaining perspectivelife skills |
|[ ]  The *ZERO TO THREE Critical Competencies for Infant-Toddler Educators*™ Area 1 Micro-Course: Supporting Social-Emotional Development – SE-4 Promoting Socialization |  | 3 | live | infant/young child development & behaviorself-awarenessanalyzing information  |
|[ ]  The *ZERO TO THREE Critical Competencies for Infant-Toddler Educators*™ Area 1 Micro-Course: Supporting Social-Emotional Development – SE-5 Guiding Behavior |  |  3 | live | infant/young child development & behaviorsolving problemsplanning & organizing |
|[ ]  The *ZERO TO THREE Critical Competencies for Infant-Toddler Educators*™ Area 1 Micro-Course: Supporting Social-Emotional Development – SE-6 Promoting Children’s Sense of Identity and Belonging |  | 3 | live | exercises sound judgementlisteningcuriosity |
|[ ]  The *ZERO TO THREE Critical Competencies for Infant-Toddler Educators*™ Area 2 Micro-Course: Supporting Cognitive Development – C-1 Facilitating Exploration and Concept Development  |  | 3 | live | maintaining perspectiveanalyzing informationcuriosity |
|[ ]  The *ZERO TO THREE Critical Competencies for Infant-Toddler Educators*™ Area 2 Micro-Course: Supporting Cognitive Development – C-2 Building Meaningful Curriculum |  | 3 | live | screening and assessmentobservation & listening planning & organizing |

**ENTER THE TOTAL THE NUMBER OF TRAINING HOURS for this PAGE:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Complete (X)** | ***IdahoSTARS trainings***  | **Module** | **Hours** | **Format****In RISE** | ***Competencies covered*** |
|[ ]  The *ZERO TO THREE Critical Competencies for Infant-Toddler Educators*™ Area 2 Micro-Course: Supporting Cognitive Development – C-3 Promoting Imitation, Symbolic Representation, and Play |  | 3 | live | relationship-focused practiceinfant/young child development & behaviorcultural humility  |
|[ ]  The *ZERO TO THREE Critical Competencies for Infant-Toddler Educators*™ Area 2 Micro-Course: Supporting Cognitive Development – C-4 Supporting Reasoning and Problem Solving  |  | 3 | live | solving problemsanalyzing informationexercises sound judgement |
|[ ]  The *ZERO TO THREE Critical Competencies for Infant-Toddler Educators*™ Area 3 Micro-Course: Supporting Language and Literacy Development – L&L-1 Promoting Communication Exchange |  | 3 | live | infant/young child development & behaviorresponding with empathy life skills |
|[ ]  The *ZERO TO THREE Critical Competencies for Infant-Toddler Educators*™ Area 3 Micro-Course: Supporting Language and Literacy Development – L&L-2 Expanding Expressive and Receptive Language and Vocabulary  |  | 3 | live | speakingcultural humility attachment, separation, trauma, grief & loss |
|[ ]  The *ZERO TO THREE Critical Competencies for Infant-Toddler Educators*™ Area 3 Micro-Course: Supporting Language and Literacy Development – L&L-3 Promoting Early Literacy |  | 3 | live | relationship-focused practicemaintaining perspective analyzing information |
|[ ]  Spreading HOPE: Healthy Outcomes from Positive Experiences, the Role of Child Care Providers |  | 1 | online/ live | advocacy |
|[ ]  Basics of Food, Nutrition, and Mealtimes (397) |  | 2 | live | safetyobservation and listening |
|[ ]  Basics of Active Physical Play (398) |  | 2 | live | government, law & regulation safety |
|[ ]  Childhood Food Insecurity (470) |  |  1 | online | cultural humility  |

**ENTER THE TOTAL THE NUMBER OF TRAINING HOURS for this PAGE:       and then TOTAL ALL PAGES:**