

STREAMin³ EXECUTIVE SUMMARY

Excerpted from the
STREAMin³ 2022-2023 Progress Report
by UVA-CASTL



Acknowledgments

This brief was prepared by the team at STREAMin³ within the [University of Virginia's Center for Advanced Study of Teaching and Learning \(CASTL\)](#) and through current funding and support from the [Virginia Department of Education \(VDOE\)](#). This brief was excerpted from the [STREAMin³ Progress Report \(2022-2023\)](#). The opinions expressed in this brief are those of the authors and do not represent the views of the VDOE or any other funders or advocates of STREAMin³. Correspondence concerning this brief should be addressed to Amanda Williford at williford@virginia.edu.

The STREAMin³ curriculum model was developed at CASTL in collaboration with and initial funding from [Elevate Early Education \(E3\)](#), to be used in their model school for children ages one to five, [The New E3 School](#), in Norfolk, VA with the intention to be widely scaled across a variety of early childhood education programs. E3 has continued to advocate for the development and scaling of STREAMin³. Additional prior funding and support was also provided by the [University of Virginia's School of Education and Human Development](#), the [Virginia Department of Social Services](#), the [Obici Healthcare Foundation](#), the [Alleghany Foundation](#), and [ReadyKids Charlottesville](#). We are grateful to the many individuals who worked with us on the design and development of STREAMin³. We wish to thank the generous program leaders, teachers, families, and children who have participated in the STREAMin³ initiative and provided us valuable feedback to improve our curriculum model.

The authors declare that they have no conflicts of interest.

EXECUTIVE SUMMARY

CURRICULUM OVERVIEW

STREAMin³ is a comprehensive birth-to-five curriculum model with embedded professional development and a key focus on Core Skills, STREAM skills, and integrated, intentional interactions.



In Spring 2022, the Virginia Department of Education (VDOE) selected STREAMin³ to become an open-access, low-to-no-cost early childhood curriculum option in Virginia.

GOALS OF VDOE PARTNERSHIP

- 1. ACCESS FOR ALL** publicly funded programs in Virginia.
- 2. PROFESSIONAL DEVELOPMENT SUPPORTS** to help programs adopt and implement.
- 3. SUSTAINABLE RESOURCES** to keep it going.

This brief summarizes the activities and progress of the CASTL STREAMin³ team during the 2022-2023 school year to provide the STREAMin³ curriculum model to publicly funded early childhood education programs who elected to adopt the curriculum model.

PROGRAMS ENROLLED

Through the VDOE partnership, we received funding to support the adoption of STREAMin³ within up to 2,000 classrooms for the 2022-2023 year. Our recruitment focused on Family Day Homes (FDH) and private programs who might need access to curriculum.

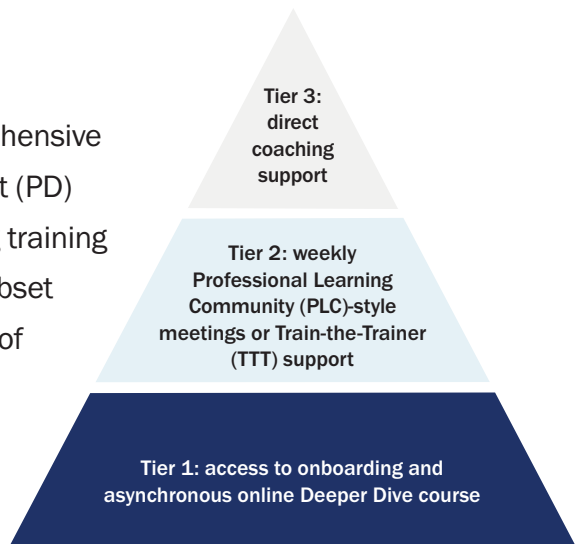
Approximately **2,016** classrooms from **478** programs chose to enroll in STREAMin³:

- **327** FDH, **1,277** private, and the remaining classrooms from a range of Early Childhood Special Education (ECSE), Head Start, Virginia Preschool Initiative (VPI), and other program types.
- Programs included a fairly even split between Infant/Toddler (**989**) and Preschool (**1,027**) classrooms from across Virginia.

2,016 CLASSROOMS **478** PROGRAMS
ACROSS VA

A TIERED SYSTEM OF PROFESSIONAL DEVELOPMENT SUPPORTS

Educators from enrolled programs had access to a comprehensive and responsive offering of tiered Professional Development (PD) supports. All educators had access to a 6-hour onboarding training and an asynchronous Deeper Dive course on Canvas. A subset of classrooms were also offered access to 10-week cycles of virtual Professional Learning Community (PLC)-style meetings. An additional subset of classrooms were invited to participate in direct coaching. Separately, the LLE Education Group, which includes 360 classrooms, requested and was offered support through a Train-the-Trainer model.



To increase accessibility and encourage attendance, PD supports were offered in-person and virtually, and on a variety of days at responsive timeslots such as nap time, evenings, and Saturdays. PD supports are shown below, with attendance numbers.

PD Support	Attendance (totals)
Onboarding	1,497
Deeper Dive Course	226
Snack & Chat Professional Learning Communities	113 (at least one session)
Deeper Dive Live In-Person Trainings	222
Train-the-Trainer Support for Leaders	100
Direct Coaching	417

Direct Coaching Supports

A selection of educators, with an emphasis on educators in FDH and private programs without prior curriculum use, received invitations to participate in more intensive direct coaching supports. Since there were more private programs that met the coaching criteria than available spots, enrollment was staggered through a randomized process. Invitations to participate in coaching occurred through mass emails with surveys, follow-up emails, cold calls, promotional videos, and postcards.

- **417** educators from **305** classrooms from **130** FDH and private programs signed up.

LEARNING ABOUT ENGAGEMENT

Educators and leaders in enrolled programs were asked to complete surveys to share their experience as they adopted the STREAMin³ curriculum. Most respondents indicated positive attitudes toward the curriculum and professional development. Educators reported actively using the curriculum in their classrooms. Reported curriculum component usage was consistent across age levels, with infant, toddler, and preschool educators reporting high levels of implementation.



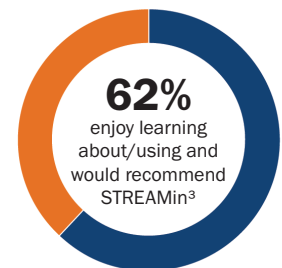
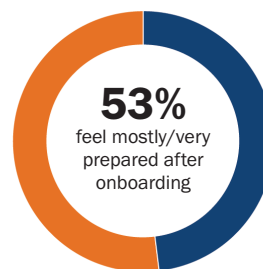
Uptake and Implementation

Uptake of PD activities varied and was generally lower than expected. This may be due to educators not knowing the opportunities that were open to them. When educators did engage in a PD activity, general satisfaction with PD activities varied.

- Less than half (**47%**) of onboarding attendees reported the training was “very” or “extremely” helpful.

- **53%** reported feeling “mostly” or “very” prepared to implement STREAMin³ after attending the onboarding session.
- Educators saw value in STREAMin³ trainings they participated in, and especially appreciated individual and group trainings with STREAMin³ coaches.
- **73%** of educators found phone or video meetings or classroom visits to be “very” or “extremely” helpful.
- Educators reported high implementation of curriculum activities in their classrooms.
- Overall, **62%** of educators reported that they enjoy learning about and using the curriculum, and would recommend it to a colleague.

Educator and Leader Survey Responses



“The support and training we have received is unparalleled by any external agency with whom we have worked!”

~ Example of positive feedback, TTT participant

“Engaging with my coach gave me the courage to dive into this vast curriculum. She provided relentless support and encouragement. Her tips and tricks made it easier to organize and navigate all of the resources that came with the curriculum... (STREAMin³) has brought such a positive impact on my program. Today I am a better teacher because of this outstanding curriculum and my outstanding coach.”

~ Family Day Home Owner/Educator

DIRECT COACHING ENGAGEMENT

Overall, direct coaching engagement was low across the **417** participating educators from FDH and private programs. STREAMin³ defines “coaching engagements” as coaching meetings, in-person regional group PD, and site-specific, in-person group PD. Though they occurred regularly, engagements do not include activities such as emails, quick check-ins or logistical calls, texting, voicemails, or leaving messages.

- **31%** had zero “coaching engagements.”
- **53%** had zero or one “coaching engagements.”
- Of the **287** educators that had at least one coaching engagement, the average number of engagements was **4.6**, with a median of **3**.

Coaching was offered for approximately seven months, so ideally, educators would have had

seven to fourteen engagements. Barriers shared with coaches included:

- limited time and staffing for meetings,
- staff turnover,
- and fatigue from engaging with multiple initiatives.

Teachers from FDHs participated at a higher rate than those from private programs. It is possible that these barriers are lessened when coaching can occur outside of normal business hours. Or, given the dual leader/teacher role in most FDHs, it could indicate an increased interest due to choosing to participate, whereas in private programs, that choice may have been made solely by a director on behalf of the teachers. We began coaching with the plan for the majority of activities to be done virtually. Based on feedback from the field, we began to offer in-person coaching and visits when possible and preferred.

	All (417)	FDH (105)	Private (312)
Number of teachers with at least one engagement	287	91	196
Average engagements per teachers with at least one engagement	4.61	7.04	3.47
Median engagements per teachers with at least one engagement	3	7	2

LOOKING AHEAD

In the 2023-24 academic year, our team is looking ahead to:

Another round of recruitment

An additional **2,022** classrooms from **448** programs enrolled for the 2023-2024 school year.

Continued support of enrolled programs

Ongoing, responsive support and PD opportunities are being provided to ensure successful uptake and usage of STREAMin³ for all new and existing programs and program staff. This includes:

- Monthly newsletters with teaching tips and strategies.
- Ongoing advertisements of upcoming PD supports to encourage registration and engagement.
- A responsive menu of PD options for programs to choose from including monthly in-person, live-online, on-demand, and site-specific trainings and webinars.
- Support from a regional coaching team.
- Access to more intensive support through direct coaching cycles for priority programs.
- Access to a growing library of new resources and trainings.



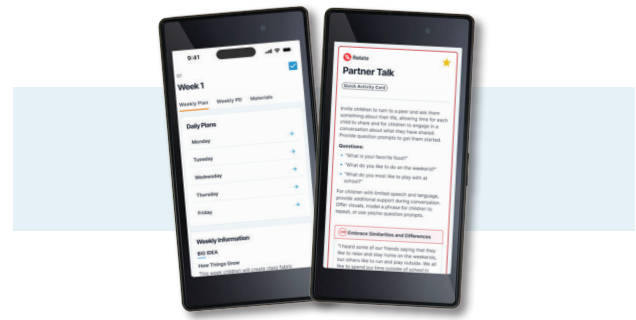
Enhanced access

Translation to Spanish

The full curriculum (infant, toddler, and preschool) was translated and made available to programs in the Spring of 2023.

New mobile-optimized website

A mobile-optimized website is being developed to provide digital access to the curriculum in a user-friendly format that allows educators to plan and interact with the activities and resources on their phones, tablets, and computers without needing to download or print the curriculum.



Learning and growing

Iterative development of curriculum

STREAMin³ will continue to update and improve the curriculum based on feedback from internal reviews, external reviews, and focus groups.

Ongoing evaluation activities

As STREAMin³ is being scaled in Virginia, we will continue to engage in a range of activities to understand how STREAMin³ is adopted and implemented. ♦