

STREAMin³ Progress Report Brief 2023-2024

Acknowledgements

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The STREAMin³ curriculum model was developed at CASTL with initial funding from Elevate Early Education (E3). It was intended for children ages one to five at The New E3 School in Norfolk, VA, with plans for wider implementation in early childhood education programs. E3 continues to support the growth of STREAMin³. Previous funding and assistance were 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 appreciate the collaboration of individuals involved in the design and development of STREAMin³. Special thanks to program leaders, teachers, families, and children who have participated in the initiative and provided valuable feedback to enhance our curriculum model.

Overview & Access

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.

The STREAMin³ model:

- Supports skills and interactions that align with the Classroom Assessment Scoring System (CLASS) and the Virginia Kindergarten Readiness Program (VKRP).
- Aligns with Virginia's Early Learning and Development Standards (ELDS).



To ensure that all publicly funded birth-to-five programs in Virginia have access to a high-quality, comprehensive curriculum, the Virginia Department of Education (VDOE) selected STREAMin³ through a competitive process as a low-to-no-cost curriculum option. Since 2022, the VDOE has provided funding for access to the curriculum and a suite of professional development tools to support educators to adopt and use the curriculum.



As of June 2024, approximately **4,886** classrooms from **1,148** early childhood programs in Virginia enrolled to use STREAMin³ with **25%** of all state-funded early childhood education (ECE) programs reporting to the VDOE in 2022-2023 that they are using STREAMin³ as their primary curriculum. Classroom counts were calculated based on the information provided by educators during enrollment and the curriculum kits requested and sent.

Our recruitment focused on Family Day Homes (FDH) and childcare centers that might need access to a curriculum. Of the 1,148 programs that have enrolled, there were:

559
Childcare Centers

406
Family Day Homes

The remaining 183 programs received Virginia Preschool Initiative (VPI), Early Childhood Special Education (ECSE), or Head Start funding, or a combination of multiple funding sources. STREAMin³ is designed for use in infant, toddler, and preschool classrooms. Enrolled classrooms represent a fairly even split between infant/toddler (**2,370**) and preschool (**2,516**).

Programs that enrolled between the spring of 2022 and the summer of 2023 were offered physical copies of the curriculum in English or Spanish and provided a collection of high-quality children's books to aid implementation of the curriculum's literacy activities. Programs that joined after the enrollment windows, through Spring 2024, were given digital access to the curriculum PDFs to view, download or print on their own.

This brief summarizes the 2023-2024 activities and progress of the University of Virginia's STREAMin³ project supporting the publicly funded programs that elected to adopt the curriculum model.

A Suite of Professional Development Tools

In response to feedback and engagement in 2022-2023, this year, enrolled educators were provided an extended menu of professional development (PD) opportunities and given the choice to select the options that work best for them.

The menu of flexible PD offerings included a mix of live online (virtual) and in-person sessions, on-demand learning courses, and a Trainer Support Series for local leaders and coaches working with educators.

Onboarding

Welcome Center, kick-off meetings, and onboarding sessions introduced new programs and staff to STREAMin³.

Ongoing Group PD

Ongoing in-person and virtual group sessions covered curriculum topics for educators, leaders, and trainers.

On-Demand Offerings

Asynchronous courses available through Canvas designed to support educators and leaders at their own pace, on their own time.



"I have learned so much about this curriculum through the completion of live online and in-person trainings. Also, the on demand courses through Canvas are wonderful refreshers."

Outreach strategies to inform programs of available PD opportunities and encourage participation included:



Events Page

A public web page designed to showcase offerings and prompt educators to register



Targeted Outreach

Marketing emails, newsletters, and phone calls to enrolled staff



Physical Mailers

Flyers and postcards mailed to enrolled programs



Collaboration

Distributing flyers and media graphics to Ready Region Leads to share to their networks

Overall, engagement in PD sessions was mixed with regional in-person events showing the lowest attendance. Given the number of potential participants, attendance ideally would have been higher, but many educators engaged as indicated in the attendance counts in Table 1 on the following page. Lower engagement may be a result of the many demands on educators' time, limited staffing and funding for PD coverage, and a low awareness of the opportunities available.

Many programs reported barriers to attending PD offerings and requested on-site group trainings at their programs. In response, the STREAMin³ team adapted to promote on-site trainings later in the year, resulting in higher attendance.

A Suite of Professional Development Tools

Table 1. Total Attendance at Group Professional Development Sessions and Kick-Off Meetings

PD Support	Attendance (totals)
Kick-off Meetings with a Coach (English & Spanish)	503
Live Online and In-Person Onboarding Sessions (English & Spanish)	771
Monthly Regional In-Person Group Training Events (English & Spanish)	195
Monthly Live Online Trainings for Educators and Leaders (English & Spanish)	661
Monthly Webinars	777
Group Trainings Provided On-site at Programs' Request (English & Spanish)	583
Trainer Support Series	321

"I feel more confident using STREAMin³ after each training. I increased my skills in working with and applying the STREAMin³ curriculum, related specifically for managing behaviors. I started to share with parents materials and techniques for managing behaviors that they can use at home to continue what I am working on at school with their children."



Given the high demands on educators' time and limited staffing for PD coverage, the five on-demand courses were designed to be completed asynchronously at the learners' own pace and convenience. Video and written guidance was provided for using Google Translate to view the content in another language. All videos included closed captions and subtitles in English, Spanish, and Arabic.

The completion rates ranged from **48%** to **73%**, which are well above the industry standards for self-paced courses without an instructor. The number of participants enrolled, and the number of courses completed, are below in Table 2.

Table 2. Participants Enrolled and Courses Completed for On-Demand Courses

On Demand Course	Enrolled	Course Completed
Onboarding course	2,301	1,479
Four additional short courses	1,329	747

Direct Coaching

A more intensive one-on-one direct coaching pathway was offered to programs that indicated that they had minimal experience with a curriculum or those identified by the VDOE as a priority. Invitations to participate in coaching occurred through mass emails, follow-up emails, calls, texts, promotional videos, and postcards.

To maximize reach, coaching was offered in three cohorts, with each lasting for approximately eight weeks. Programs and educators could choose to enroll in multiple cohorts. The number of classrooms enrolled in each cohort is provided in Table 3. Educators were offered "coaching pathways" based on the age they taught and their interests or needs.

A total of 722 participants enrolled in direct coaching with 186 enrolling in more than one cohort. They were offered weekly one-on-one virtual or in-person sessions with a coach.

Table 3. Classrooms Enrolled in Each Coaching Cohort

Cohort	# of Classrooms Enrolled
Cohort 1	195
Cohort 2	212
Cohort 3	220

Of the 722 enrolled participants:

- **182** had zero sessions with a coach.
- **540** has at least one coaching session and an average engagement of 5.29 sessions. Engagement of these participants by program type is provided in Table 4.
- The majority of participants in direct coaching were from **childcare centers** or **family day home settings**.

Table 4. Engagement of Participants with at Least One Session with a Coach by Program Type

	All	FDH	Private	ECSE	VPI
Number of participants with at least one coaching session	540	71	431	16	22
Average number of sessions per participants with at least one session	5.29	5.39	5.33	4.06	5.32
Median number of sessions per participants with at least one session	5	5	5	2.5	5

Overall, 25% of enrolled coaching participants did not engage in any coaching sessions. The majority (75%) of coaching participants attended at least one session and engaged in an average of 5.29 sessions, with 6 being the ideal amount.

Coaches reported the most common barriers to programs engaging in direct coaching included staff turnover, limited time and resources for staff to attend, overwhelm, and not understanding the role of the coach.

Coaches found the most successful techniques for engaging programs were:



A focus on relationship building



Consistent outreach



Flexible and modified support

Learning About Engagement

Educators and leaders from enrolled programs were asked to complete surveys to share their experiences with their use of the STREAMin³ curriculum and satisfaction with professional development opportunities. This included fall, winter, and spring surveys as well as satisfaction surveys at the conclusion of each PD offering.

Overall, satisfaction and usage were reported at high levels, while awareness of opportunities was lower.

Survey data indicated:

- The majority of teachers and leaders reported they enjoy the curriculum, they understand and are comfortable using it, and would recommend it to a colleague. On a scale of 1-10, averages ranged from **7.1** to **8.0**.
- Satisfaction was consistently rated highly for educators and leaders that attended PD events. On a scale of 1-5 where 1 is not satisfied and 5 is very satisfied, the average satisfaction was **4.5**.
- Teachers rated the usefulness of the curriculum uniformly positively.
- **70-90%** of participants reported using the curriculum at least one day a week.
- **70%** agreed STREAMin³ helped them support key school readiness skills (social skills, self-regulation, language, literacy, math, and science).
- **70%** reported STREAMin³ kept children engaged in the classrooms.
- **61%** agreed that STREAMin³ adequately prepared children for kindergarten.



"I have been in the early childhood business for 32 years and I have always done things my way. When STREAMin³ was introduced to me I was scared because it was so much that I needed to do and know. However, with the training and the coaching and especially my coach, I gained more confidence and knowledge about the curriculum. You have no idea what you have done for me. I have gained insight and understanding on how to expand on the children's learning. I believe that in the future I will be so into the STREAMin³ curriculum that it will be like second nature to me. It will become a part of my every day interaction with the children that I care for."

Teachers and leaders reported relatively **low levels of awareness of the PD activities available to them** (average awareness of PD offerings was 24%), which indicates a need for further outreach.

It is also possible that PD communications sent exclusively to leaders may not have been passed on to educators. Targeted communications sent directly to educators could help to inform them of offerings and support them and busy leaders.

Looking Ahead

In the 2024-2025 academic year, our team is looking ahead to:



Increasing Access and Usability Through the New Digital Portal

Educators can access the most up-to-date activities and resources through their phone, tablet, or desktop to:

- View the scope and sequence of daily and weekly activities.
- Customize plans by adding Quick Activities, Core Skill Routines, or STREAM Games to use during different parts of the day.
- Search for lessons, games, and activities by skill or age.
- Mark Activities as favorites.
- Complete and track formative assessment data and view child and classroom reports.
- View and share family letters and family activity cards.



Providing Professional Development

We will continue to help programs fully adopt and implement the curriculum by providing:

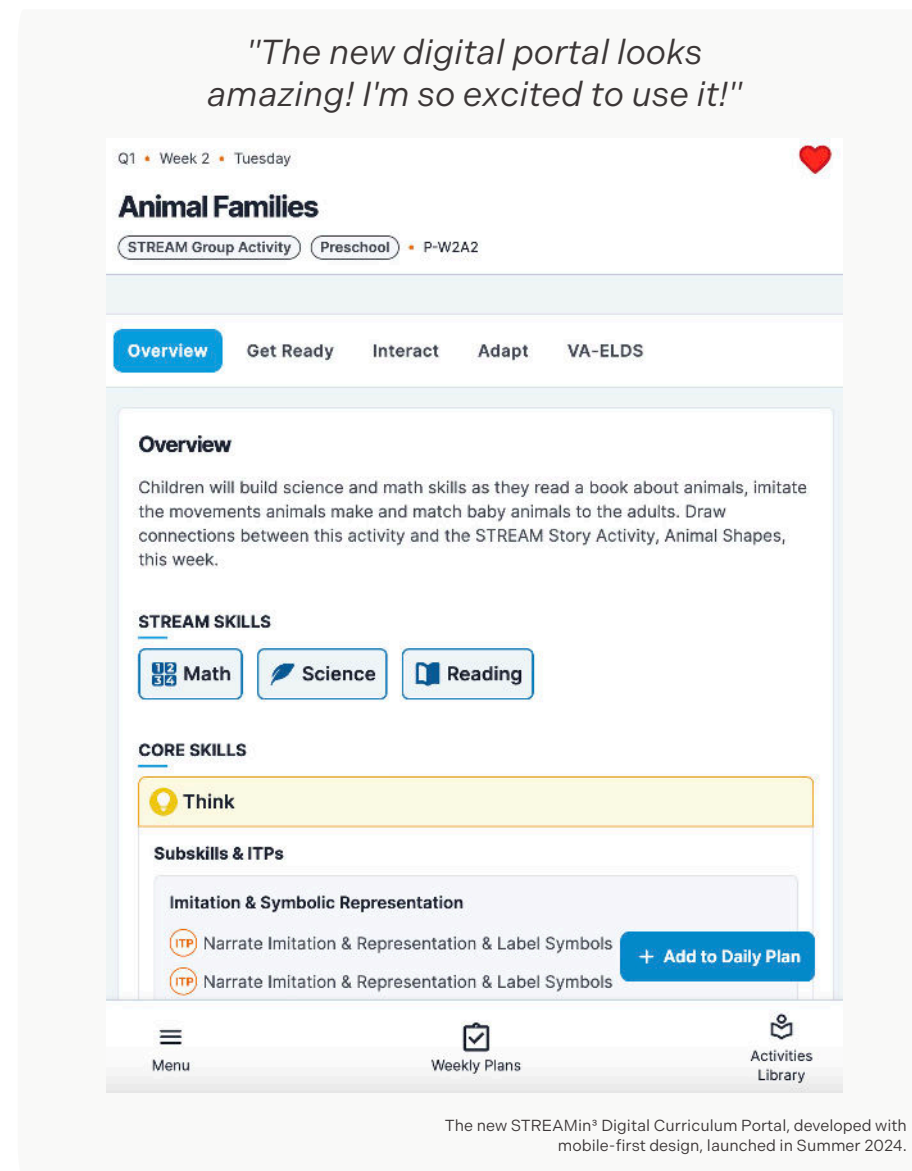
- Monthly webinars.
- Monthly live online (virtual) sessions.
- A growing library of on-demand courses.
- Consultation and office hours with coaches.
- A hotline to support questions.
- A monthly gazette (newsletter) with implementation tips and PD reminders.

Additionally, direct coaching will be provided to a subset of programs identified by the VDOE.



Ongoing Research to Assess Impact

The University of Virginia recently received funding from the Institute of Education Sciences (IES) to conduct an efficacy trial starting in the fall of 2024. The trial will test the impact of the STREAMin³ model to improve the quality of children's early learning experiences and their school readiness skills over the next 5 years. The data collected will be used to continuously improve the model.



Continuing to Listen and Grow

Based on feedback from the field and expert reviews, in 2023-2024, we added:

- Resources for infant educators.
- Activities and support for explicit and systematic instruction in literacy.
- Additional resources for supporting math.
- Guidance for implementation in mixed-age classrooms.

All new and updated resources are available to enrolled programs through the new portal. Revisions and updates to the curriculum will continue based on ongoing feedback from educators, leaders, and the latest ECE research.