

# STREAMin<sup>3</sup> Progress Report Brief

## 2024-2025

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This brief is excerpted from the [STREAMin<sup>3</sup> Progress Report \(2024-2025\)](#), prepared for the Virginia Department of Education to highlight key activities and accomplishments in the 2024-2025 year.

### Acknowledgments

This brief was prepared by the team at STREAMin<sup>3</sup> within the University of Virginia's Center for Advanced Study of Teaching and Learning (CASTL) with current funding and support from the Virginia Department of Education (VDOE). The opinions expressed in this report are those of the authors and do not represent the views of the VDOE or any other funders or advocates of STREAMin<sup>3</sup>.

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The STREAMin<sup>3</sup> 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 E3 School in Norfolk, VA, with plans for wider implementation in early childhood education programs. E3 continues to support the growth of STREAMin<sup>3</sup>. 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 STREAMin<sup>3</sup>. 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 & Enrollment

This brief describes the partnership between the University of Virginia’s Center for Advanced Study of Teaching and Learning (UVA-CASTL) and the Virginia Department of Education (VDOE), which provides access to the STREAMin<sup>3</sup> Curriculum Model. It includes progress updates and activities from July 1, 2024 to June 30, 2025, and concludes with plans for continued work in 2025–2026.

STREAMin<sup>3</sup> 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.

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 selected STREAMin<sup>3</sup> 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.

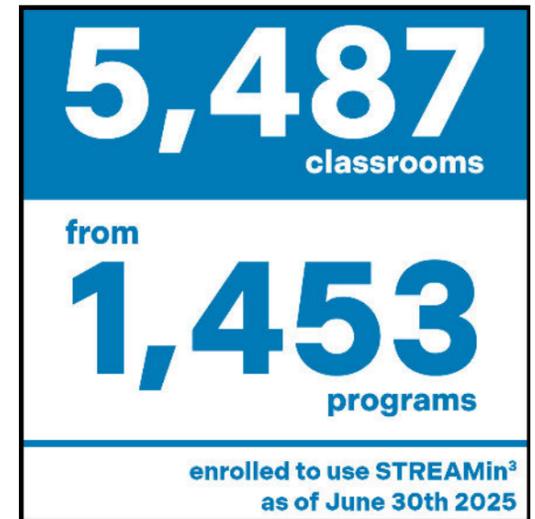
## STREAMin<sup>3</sup> is a VDOE approved curriculum that:

- Aligns with Virginia's Early Learning and Development Standards (ELDS).
- Supports skills and interactions that align with the Classroom Assessment Scoring System (CLASS<sup>®</sup>) and the Virginia Kindergarten Readiness Program (VKRP).
- Aligns with Virginia's Unified Measurement and Improvement System (VQB5).

As of June 2025, approximately **5,487 classrooms** from **1,453 early childhood programs** in Virginia have chosen to adopt STREAMin<sup>3</sup>. This includes family day home providers (FDH), childcare centers, early childhood special education (ECSE), Head Start, and Virginia Preschool Initiative (VPI) programs.

From 2022 to June 2024, a total of **944** programs with **4,058** classrooms enrolled and received printed and digital access to the curriculum and high-quality children’s books. During the 2023–2024 year, **204** programs with **828** classrooms enrolled and received digital access to the curriculum. In the 2024-2025 year, **305** programs with **601** classrooms were enrolled to receive digital access to the curriculum.

**Table 1**, below, shows enrolled classrooms by year and program type. Classroom counts were calculated based on the information provided by educators during enrollment and from LinkB5, the data system for the VDOE's VQB5.



**Table 1.** Enrolled Classrooms by Year and Program Type

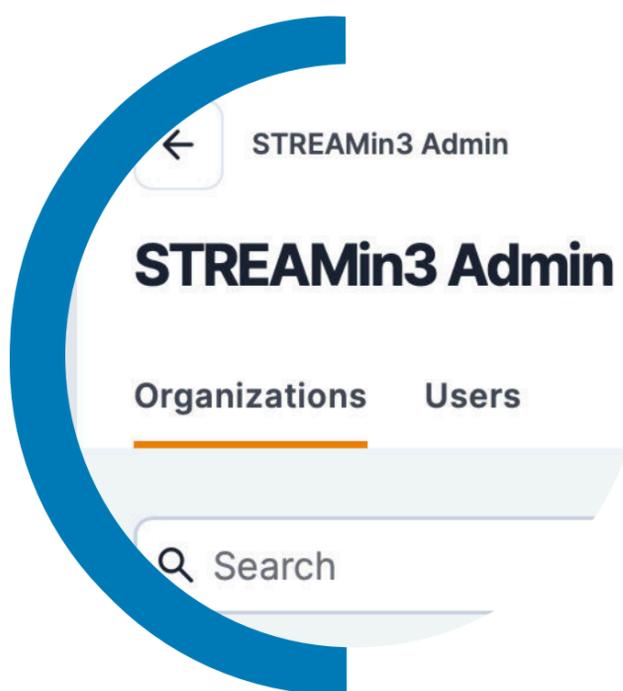
Year Enrolled	FDH	Childcare Centers	ECSE	Head Start	VPI	Multiple Types	Total Classrooms
2022–2024 (print)	659	2,721	188	82	234	174	4,058
2023–2024 (digital only)	192	493	28	8	78	29	828
2024–2025 (digital only)	174	356	14	16	7	34	601
<b>Total</b>	<b>1,025</b>	<b>3,570</b>	<b>230</b>	<b>106</b>	<b>319</b>	<b>237</b>	<b>5,487</b>

# Open Access to the Curriculum

The STREAMin<sup>3</sup> digital curriculum portal launched in July 2024. The mobile-first, interactive design provides access to the most up-to-date STREAMin<sup>3</sup> activities and resources from a phone, tablet, or desktop.

## Digital Curriculum Features Include:

- Viewing a scope and sequence of weekly and daily activities.
- Adding Quick Activity Cards, Core Skill Routines, or STREAM Games to Daily Plans to use during different Parts of the Day.
- Searching for activities by skill or age.
- Completing formative assessments and viewing student and classroom reports to individualize instruction.
- Sharing resources with families.
- Marking activities as favorites.



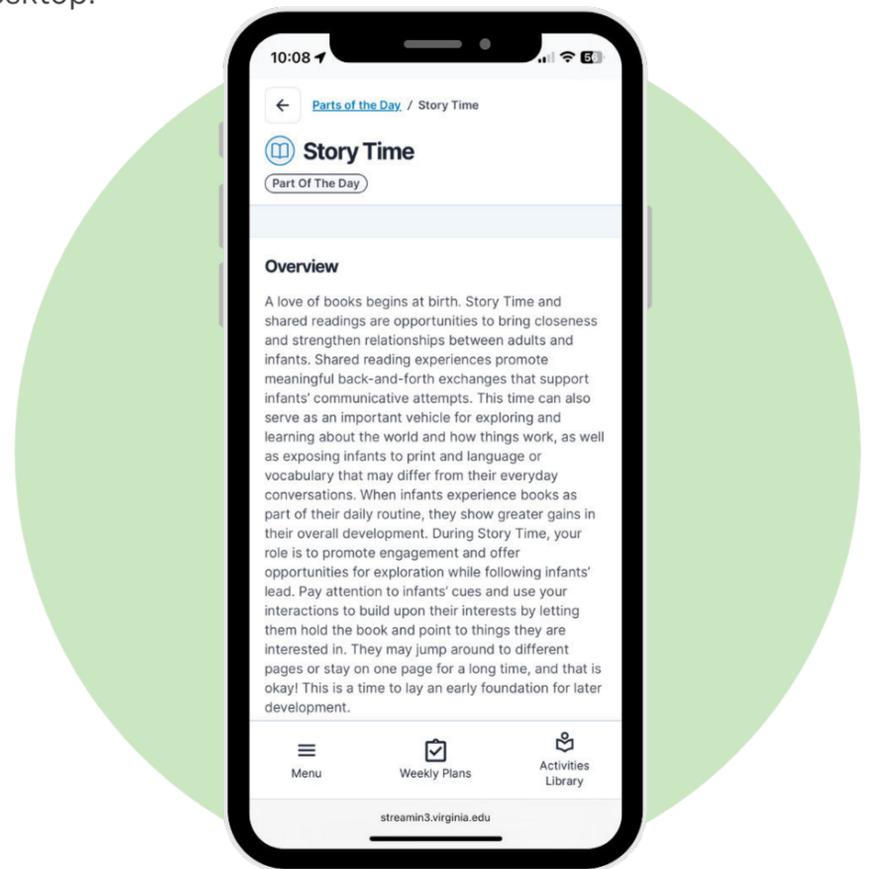
Administrator Dashboard in the Portal

In a survey sent to all enrolled program staff in Spring 2025, **15%** of respondents had never heard of the portal, **32%** had heard of it but never used it, and **53%** reported using the portal with varying frequency. When asked to rate their enjoyment of the curriculum, the average rating of users of the portal was **7.9** out of 10, which was slightly higher than those who had not used the portal.

The vast majority of registered portal users who accessed the portal at least once came from childcare centers (**2,086**), with the remaining users from VPI (**326**), FDH (**306**), ECSE (**155**), Head Start (**154**), and multiple (**308**) program types. Most users selected preschool as their classroom age range (**58%**), followed by toddlers (**31%**), and then infants (**11%**).

Survey participants were also asked to select all the barriers to using the portal that they encountered. The two most selected barriers were a preference for printed materials rather than digital (**36%**) and a lack of planning time (**29%**).

There is a need for increased awareness of and support for using the portal, with many reporting not knowing about or using the portal, and some actions within the portal being underutilized.



Story Time Part of the Day in the Portal

In 2024-2025, we maintained and improved the digital curriculum portal with a focus on creating a new organizational system that **connects teachers to classrooms and programs**, a new **administrator dashboard**, and **increased printing functionality**.

More than **3,000** educators have successfully accessed the portal this year, and participants who had used the portal reported satisfaction and comfort with the digital curriculum portal.



# Live Monthly Professional Development

High-quality professional development (PD) is central to the STREAMin<sup>3</sup> model. STREAMin<sup>3</sup> provides ongoing training and PD to increase educators' understanding of the curriculum and improve their interactions and experiences with children. Our PD is designed to provide a variety of options to meet the needs and learning preferences of busy educators, including monthly webinars and live online sessions to engage with coaches and other educators.

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



## Events Page

A public webpage designed to showcase PD offerings and prompt educators to register



## Targeted Outreach

Marketing emails, newsletters, and phone calls to enrolled staff



## Social Media

Posts, stories, and ads to prompt PD registration



## Collaboration

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

Monthly webinars were held on Wednesdays and ran 30 minutes in length. Recordings were then uploaded to our website for later viewing with English or Spanish closed captioning. The total instances of webinar attendance were **568**, and most participants came from childcare centers (**57%**) and taught preschool (**41%**).

Live online sessions were held monthly on Tuesday evenings in English and Spanish. The total instances of live online attendance were **684** and most participants came from childcare centers (**68%**) and taught infants and toddlers (**34%**).

***“This training was a great resource... After this, I can plan my daily activities more effectively, enjoyably, and with fun. Thank you so much for your support.”***

**Table 2.** 2024-2025 Professional Development Topics by Month

Month	Topic
August	New STREAMin <sup>3</sup> Digital Curriculum Portal
September	New Resources to Support Infants
October	Supporting Positive Behaviors
November	Formative Assessments in the New Digital Portal
December	Community Service Week in the STREAM
January	New Year, New Transitions!
February	Partnering with Families
March	Math Madness!
April	Preschool Language & Literacy
May	Infant & Toddler Language & Literacy
June	Supporting Your Team with STREAMin <sup>3</sup>

Monthly webinar and live online topics covered were the same across formats for consistency. The topics covered are shown in **Table 2**, to the left. The highest instances of attendance for both webinars and live online sessions occurred in October for **Supporting Positive Behaviors**.

At the conclusion of each webinar and live online session, participants were asked six questions to rate their satisfaction. Scores ranged from strongly disagree (1), disagree (2), neutral (3), agree (4), to strongly agree (5). Satisfaction was consistently high, with an average webinar satisfaction rating of **4.4** and an average live online satisfaction rating of **4.7** on a scale of 1 to 5.

# On-Demand Learning Courses

Five new on-demand learning courses launched in the 2024–2025 year. Each focused on supporting the development of one of the five Core Skills. The new courses expanded upon the existing library of five courses, a Welcome Center, and a Trainers’ Corner. The Onboarding course and Welcome Center were updated to reflect changes to STREAMin<sup>3</sup> (e.g., the digital portal, new literacy components).

Given the high demands on educators’ time and limited staffing for coverage, the on-demand learning courses were designed to be flexibly completed at the learner’s own pace and convenience. Video and written guidance were provided for using Google Translate to view the content in another language and for accessing transcripts and certificates. All videos included closed captions and subtitles in English and Spanish.



Between June 1, 2024, and May 31, 2025, a total of **1,641** participants registered for an on-demand course. Onboarding was the most utilized course with **1,267** enrolled participants and **703** completing the course, for a completion rate of **55%**. Completion rates across the courses for enrolled participants ranged from **34%** to **64%** with staggering start times. For example, the Core Skill: Regulate has the lowest completion rate of 34%, however it only launched in April of 2025. **Table 3**, below, shows all enrolled users and completion rates for each STREAMin<sup>3</sup> on-demand course.

The vast majority of users who completed at least one course were from a childcare center (**70%**) and only **4%** of those completing a course were from family day homes.

**Table 3.** On-Demand Courses Enrollment and Completion Rates

On-Demand Course	Enrolled Users	Completed	Completion Rate
Onboarding	1267	703	55%
Deeper Dive into STREAMin <sup>3</sup>	412	262	63%
Core Skill Routines: Communicate	349	225	64%
Core Skill Routines: Regulate	320	201	62%
Core Skill Routines: Relate	224	116	51%
Welcome Center	263	NA	NA
Trainers’ Corner	149	NA	NA
Core Skill: Move (Launched 10/24)	253	150	59%
Core Skill: Think (Launched 11/24)	192	121	63%
Core Skill: Relate (Launched 02/25)	103	65	63%
Core Skill: Communicate (Launched 02/25)	144	78	54%
Core Skill: Regulate (Launched 04/25)	73	25	34%

*“I found the course to be of exceptional quality, exceeding expectations in terms of instruction, content, organization, and relevance.”*

At the conclusion of each course, participants were asked to rate their satisfaction and the likeliness that they would recommend the course to others on a scale from 1-5. The averages of responses were consistently high across the courses with overall satisfaction at **4.2** and likelihood to recommend at **4.4**.

# Direct Coaching

Direct, one-on-one coaching (DC) was offered to preschool classrooms with CLASS® scores below 3.99 from programs with a VQB5 rating of “Meets Expectations.” Outreach efforts to enroll classrooms included emails, phone calls, and drop-in visits. The initial invitations were based on CLASS® scores from the previous school year (2023–2024). Additional invitations were sent based on rolling CLASS® scores from 2024–2025.

A total of **71** classrooms from **58** programs chose to enroll in DC across the year. Of those, **23** classrooms and **18** programs withdrew or never engaged in coaching sessions. Coaching sessions included teachers, teaching assistants, leaders, and those in dual roles.

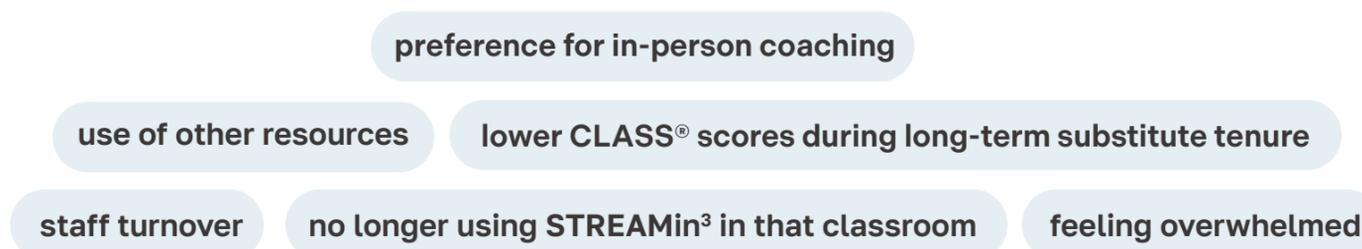
**One hundred and eighteen** participants in **58** classrooms had at least one coaching session. The average number of sessions per participant with at least one session was **4.79**, while the median number of sessions per participant with at least one session was **4**. Overall, **18%** of classrooms that enrolled in coaching did not engage in any coaching.



The majority (**82%**) of classrooms that signed up for coaching at least minimally engaged by attending at least one session (**58** classrooms at **46** programs/sites). Of the classrooms that engaged in at least one session, the average number of sessions was **7.41** with an average of **13.3** people attending throughout the year across those sessions.

Ideally, there would have been more engagement in sessions. Throughout the year, our coaches scheduled **240** sessions that were either canceled or had no attendees, involving **111** participants at **45** sites. Coaches asked leaders why they were declining coaching, with the main reasons reported shown below.

## Reasons for declining direct coaching:



At the conclusion of DC, participants were asked six questions to rate their satisfaction. Scores ranged from strongly disagree (1), disagree (2), neutral (3), agree (4), strongly agree (5). The results of this survey can be found in **Table 4**. Satisfaction was consistently high. Almost **25%** of respondents requested more in-person training in response to an optional open-ended question.

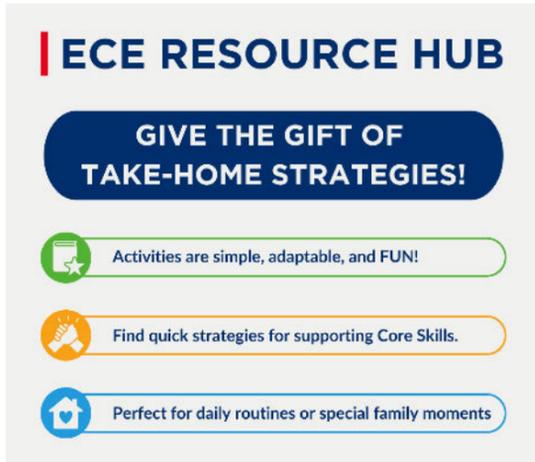
*“Thank you so much for sharing and instilling in us so much knowledge. Because it truly helps us a lot.”*

**Table 4.** Average Direct Coaching Satisfaction Scores

	Mean (1-5)	Std. Dev
Overall, I am satisfied with this training.	4.67	0.60
I feel more confident using STREAMin <sup>3</sup> after completing this training (educators only).	4.70	0.61
I feel more confident supporting others to use STREAMin <sup>3</sup> after this training (leaders or dual teacher-leaders only).	4.37	0.83
This training helped me feel connected to the STREAMin <sup>3</sup> community (e.g., coaches, other educators or leaders using STREAMin <sup>3</sup> ).	4.56	0.72
I learned things in this training that will improve my interactions with children.	4.60	0.72
I would recommend this training to a friend or colleague.	4.60	0.69

# ECE Resource Hub

The ECE Resource Hub is a web-based collection of PD resources related to early childhood education and development. To increase awareness of the Hub, we included materials and information in all outreach events we participated in this year, designed presentations focused on the Hub, wrote for articles and blogs, and added new pathways on the website to encourage subscribing to the newsletter.



**ECE RESOURCE HUB**

**GIVE THE GIFT OF TAKE-HOME STRATEGIES!**

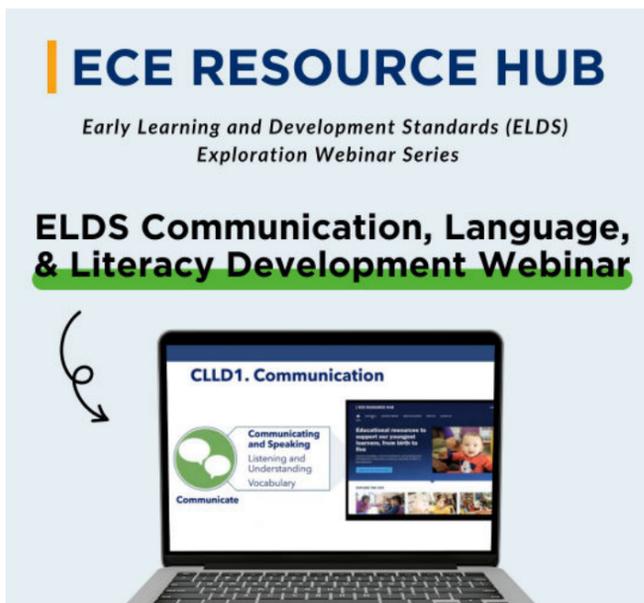
- Activities are simple, adaptable, and FUN!
- Find quick strategies for supporting Core Skills.
- Perfect for daily routines or special family moments

In October 2024, we added the **Take-Home Strategies** collection, designed specifically for caregivers. Each Take-Home Strategy includes a family-friendly description of a Core Skill, easy tips for things to do or say to support the development of that skill, an interactive choice board of activities families can choose to do at home, and book recommendations they can watch or read with their child.

To increase accessibility, we launched a web resource page that provides guidance on how to translate the Hub into a preferred language and added 40 Spanish language read-aloud videos for the existing books recommended on the Hub.

Between July 1, 2024, and May 31, 2025, **9,600** users visited the Hub, with **42,000** page views. The most frequently visited pages on the ECE Resource Hub were the routing pages for the Core Skills, the Strategy Library, and the Take-Home Strategies. The most visited Core Skills were Regulate, Relate, and Communicate.

We also collaborated with the VDOE to provide five webinar sessions highlighting the resources on the ECE Resource Hub that support the ELDS in the **ELDS Exploration Webinar Series**.



**ECE RESOURCE HUB**  
Early Learning and Development Standards (ELDS)  
Exploration Webinar Series

**ELDS Communication, Language, & Literacy Development Webinar**

CLLD1. Communication

Communicating and Speaking  
Listening and Understanding  
Vocabulary  
Communicate

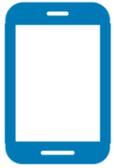
The ELDS exploration webinars were prerecorded, made available on the ECE Resource Hub, and advertised on STREAMin<sup>3</sup> social media, monthly ECE Resource Hub e-mail newsletters (with an audience of **12,572** recipients), and the Virginia Department of Education's Readiness Connections weekly email newsletter.

Overall, the webinars received a total of **953** views, with the highest viewed session being the first in the series: **Approaches to Play and Learning**. At the series conclusion, a crosswalk page was added to the ECE Resource Hub.



# Looking Ahead

In the 2025-2026 academic year, our team is looking ahead to:



## Increasing Access and Usability Through the Digital Curriculum Portal

All existing and newly qualified programs will be offered access to the curriculum through the interactive digital portal, which we will continue to enhance and maintain throughout the upcoming year.

We will also expand outreach to ensure all classrooms within a site have access to the STREAMin<sup>3</sup> curriculum to support the upcoming shift in awarding VQB5 curriculum points.



## Supporting Teacher Preparation Programs

In addition to 2024-2025 outreach efforts, we will also begin outreach to expand curriculum access to community colleges and other Virginia agencies or organizations that prepare early childhood educators to enter the field.



## Expanding Professional Development

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

- Monthly webinars and live online (virtual) sessions.
- A growing library of recordings and on-demand courses, including a new course on supporting children's behavior.
- Kickoff meetings for new programs.
- Consultation and office hours with coaches.
- A hotline to support questions.
- Monthly emails and social media posts with implementation tips and PD reminders.
- Direct coaching for programs identified by the VDOE.



## Ongoing Research, Reviews & Revisions

An efficacy trial funded by the Institute of Education Sciences (IES) will test the impact of the STREAMin<sup>3</sup> model to improve the quality of children's early learning experiences and their school readiness skills over the next 5 years.

We will also conduct reviews and use all available data to guide ongoing revisions of the curriculum and the ECE Resource Hub to continuously improve the model.

