

STREAMin³ Progress Report Brief

2025–2026

This brief is excerpted from the [2025–2026 STREAMin³ Progress Report](#) prepared for the Virginia Department of Education to highlight key activities and accomplishments from the 2025–2026 year.



Acknowledgments

This brief was prepared by the STREAMin³ team within the University of Virginia’s Center for Advanced Study of Teaching and Learning (CASTL) with funding and support from the Virginia Department of Education (VDOE). The opinions expressed are those of the authors and do not represent the views of the VDOE or other funders or advocates of STREAMin³.

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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 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 and Enrollment

STREAMin³ is an engaging, interactions-based curriculum for children ages birth through five. Grounded in developmental and early education research, the model combines daily activities, routines, assessments, and professional development (PD). It focuses on five Core Skills and six STREAM Skills that support children's development and early learning.

To ensure that all publicly funded birth-to-five programs 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. The partnership helps educators access a comprehensive curriculum, build their knowledge through professional development, and use sustainable implementation supports.



STREAMin³ is a VDOE-approved curriculum that:

- Aligns with Virginia's Early Learning and Development Standards (ELDS).
- Supports skills and interactions connected to the Classroom Assessment Scoring System®, the Virginia Kindergarten Readiness Program, and the Virginia Language and Literacy Screening System.
- Aligns with Virginia's Unified Measurement and Improvement System, VQB5.

To date, an estimated **5,725** classrooms across **1,567** sites have adopted STREAMin³ and gained access to a comprehensive range of professional development opportunities. Of these, **4,058** classrooms across **944** sites received print and digital access to the curriculum, along with high-quality children's books, while an estimated **1,667** classrooms across **623** sites received digital-only access. During the 2025–2026 reporting year, **238** classrooms at **114** sites requested enrollment for digital access to the curriculum.

Total classrooms that have chosen to adopt STREAMin ³ to date	Total sites that have chosen to adopt STREAMin ³ to date
5,725	1,567
New classrooms requesting STREAMin ³ digital access in 2025–2026	New sites requesting STREAMin ³ digital access in 2025–2026
238	114

Open Access to the Curriculum

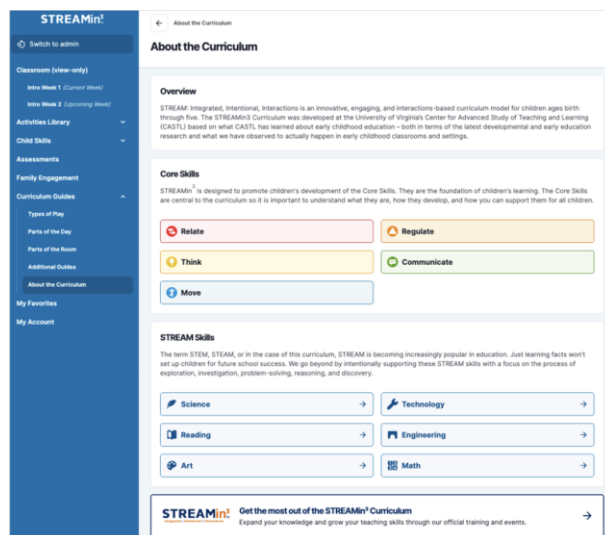
The mobile-first STREAMin³ digital curriculum portal continued to provide access to the most current STREAMin³ activities and resources from a phone, tablet, or computer. From the portal, educators can view daily plans, search for activities by age or skill, complete formative assessments, share family resources, and save favorites, with print options available if preferred.

Digital Portal Improvements

Updates during the 2025–2026 year made it easier for site administrators to manage classrooms, users, and students, and for educators to find implementation supports.

Major additions included:

- **About the Curriculum** page.
- **Assessment** and **Family Engagement** page updates.
- **Parts of the Room** page updates.
- **Administrator implementation checklists**.
- **Summer weeks**.
- **Administrative features** to **reset classrooms** and **move students**.
- New **family engagement resources**, including Core Skill Subskill pages, STREAM Games, Activity Cards, and weekly blurbs.



Digital Portal Use

As of May 31, 2026, **4,646** registered users had accessed the digital curriculum portal at least once since it launched in 2024. From July 1, 2025, to May 31, 2026, there were **2,898** users who entered the portal and **67,924** visits to the portal, with each visit defined as a session lasting up to 30 minutes.

In January 2026, **58** digital-only sites had no registered portal users. Outreach efforts received limited response, but will continue for sites reporting STREAMin³ use.

All-time users who entered the portal	2025–2026 users who entered the portal	2025–2026 digital portal visits
4,646	2,898	67,924

In the digital portal, **Daily Plans** were the most visited pages. The most common actions beyond logging in to the portal were adding notes to Daily Plans, adding Quick Activity Cards, and marking weeks complete. The most highly engaged users were most often from centers (**78%**), located in Ready Region 5: Southeastern (**30%**), and for those that are connected to a classroom in the portal, **60%** taught preschool.

Professional Development

High-quality PD is central to the STREAMin³ model. STREAMin³ provides ongoing training and PD to increase educators’ understanding of the curriculum and improve children’s interactions and experiences. In the 2025–2026 year, STREAMin³ continued to offer monthly webinars, Live Online sessions in English and Spanish, self-paced on-demand courses, implementation consultation, and direct coaching for sites identified for additional support. Compared to 2024–2025, participation increased across every major professional development format, while satisfaction remained consistently high.

The number of participants who enrolled in a course increased **24%** from **1,641** participants with **3,749** enrollments to **2,030** participants with **3,919** enrollments. Live Online attendance increased slightly from **684** to **708** (+4%), and webinar attendance nearly doubled from **568** to **1,009** (+78%).

Webinar attendance	Live Online attendance	On-Demand course enrollments
1,009	708	3,919

Monthly Sessions

Monthly topics connected STREAMin³ implementation with priorities including back-to-school support, STREAMin³ and CLASS® connections, VKRP assessments, summer planning, and the ELDS. Sessions on CLASS® Emotional Support drew the highest attendance in both Live Online and webinar formats.

Across the year, **849** participants attended at least one webinar or Live Online session. Fifty-six participants from 33 sites that had reported using a different curriculum or no curriculum in 2024–2025 were at sites reporting STREAMin³ use in preliminary 2025–2026 data. This pattern suggests that freely available professional development may help sites learn about and begin using the curriculum.

Webinar and Live Online attendees reported average overall satisfaction ratings of **4.2 out of 5 or higher** across all sessions. Many enrolled educators still report limited time, staffing coverage, or awareness of available professional development. The team is exploring shorter, more flexible formats and better ways to communicate available supports.

On-Demand Learning Courses

Self-paced courses continued to give educators and leaders flexible access to learning to support onboarding, Core Skills, Core Skill Routines, and curriculum implementation. The new Managing Behaviors course launched in November 2025, and a course on Effective Learning Environments was developed for a summer 2026 launch.

“This course was **clear and practical**, and the examples made it easy to understand how to **apply these strategies** in real classroom situations.”

- On-Demand Course Participant

On-Demand Learning Courses Cont.

In 2025–2026, the course with the highest enrollment was Onboarding with **1,103** enrollments and **673** completions during the reporting period. The Managing Behaviors course reached **812** enrollments and **409** completions despite launching later in the year. Completion rates ranged from **45%** to **64%**, with an average of **56%**. On-demand course participants consistently reported overall satisfaction scores of **4.0 out of 5 or higher** across all courses.

Most participants who completed at least one course worked in centers, while approximately **3%** were home-based child care educators. Time, staffing, technology access, and comfort with online learning may affect participation and will inform future outreach and course design.

Average on-demand course completion rate

56%

Flexible Implementation Support

Attendance at Coaching Q&A sessions remained low despite repeated outreach. To better meet educators’ needs, we plan to shift our focus toward promoting one-on-one coaching calls that provide more flexible support. Kick-off meetings and consultation calls were offered to all new sites or teachers. Only **84** participants attended these sessions, but those who participated were engaged and appreciative.

“Everything was **phenomenal**. The support I received was extremely **important to me**, as it **helped me improve** the way I work with children and foster their development.”

- Direct Coaching Participant

Direct Coaching

During 2025–2026, **135 classrooms** across **48 sites** enrolled in Direct Coaching. Of these, **55 classrooms** across **18 sites** withdrew or never began, while **13 additional classrooms** withdrew from six sites where coaching continued in other classrooms.

Eighty-one percent of enrolled classrooms met with a coach at least once, similar to last year’s engagement rate. The number of participating classrooms increased **88%**, from **58 to 109**, with **335 participants** attending **646 completed sessions**. Twenty-two classrooms completed more than **10 sessions**.

Participants who attended at least one session	Completed coaching sessions
335	646

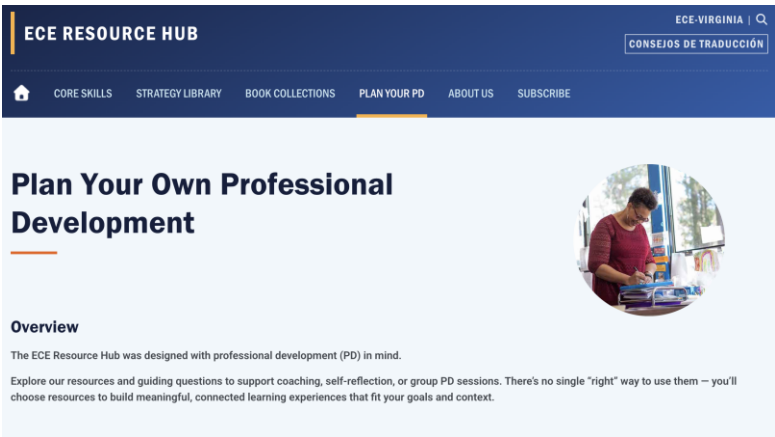
Participants rated their overall satisfaction **4.7 out of 5**, and coaches observed growth in educators’ understanding, confidence, consistency, and intentionality. Barriers included staffing, turnover, technology, and concerns that coaching was punitive or difficult to fit into the workday. The average number of sessions among engaged classrooms remained lower than last year.

ECE Resource Hub

The ECE Resource Hub (Hub) is a web-based collection of professional development resources related to early childhood education and development. In 2025–2026, we continued to maintain and expand the Hub, increase awareness of available resources, and improve accessibility. This year, we launched a new **Plan Your Own PD** page that included guidance for using the Hub to conduct varying types of PD. Hub usage exceeded last year’s, increasing from **9,600** to **11,028** users **(+15%)** and from **42,000** to **53,319** page views **(+27%)**.

The Core Skills, Strategy, Classroom Strategies, Book Collections, and Take-Home Strategies routing pages received the most visits. Among Core Skill and topic pages, Regulate, Relate, and Plan Your Own PD were the most visited.

Newsletters were also developed and emailed monthly to a listserv of over **12,000** recipients to increase awareness of Hub resources and connect educators and leaders with implementation supports.



2025–2026 Hub users	2025–2026 Hub page views
11,028	53,319

Outreach and Partnerships



In the 2025–2026 year, outreach efforts combined universal communications about curriculum resources and PD offerings with targeted support for sites that needed portal access, reported no curriculum, used STREAMin³ in only some classrooms, or appeared in VQB5 but not in enrollment records. The team sent **116** marketing emails, expanded the ongoing email audience from **7,897** to **15,882** recipients, and participated in **26** outreach events through exhibits or presentations, a **62%** increase in events from the prior year.

Work with community colleges and teacher preparation partners also expanded. A partnership with the University of Virginia’s Pipelines and Pathways program and United Way supported the Early Learning Career Launch initiative. The team developed and delivered 16 hours of training on child development using ECE Resource Hub content for three cohorts of new educators and provided in-person STREAMin³ onboarding for their placement classrooms to support the hiring and retention of high-quality early childhood educators in the Charlottesville community.

Looking Ahead

In 2026–2027, the team will continue to help publicly funded early childhood sites access and implement STREAMin³ while improving the usability and accessibility of the curriculum and its professional development supports.

Curriculum and Digital Portal

- Maintain the digital portal and continue accessibility remediation.
- Expand web-based curriculum content that is currently available mostly through downloadable guides.
- Provide suggested activities for additional Parts of the Day while preserving educators' ability to customize plans.
- Gather user feedback and strengthen embedded guidance, including navigation videos and clearer connections to professional development.

Expanding Professional Development and Support

- Continue monthly live PD offerings in English and Spanish.
- Provide one-on-one coaching for priority sites and new educators.
- Offer leader sessions, implementation consultation, and self-paced courses.
- Develop additional short courses or videos based on needs identified by educators and the Virginia Department of Education.



Reviews & Revisions

- Continue the Institute of Education Sciences-funded efficacy study examining STREAMin³ implementation and its impact on classroom experiences and children's school readiness.
- Track enrollment, implementation, PD, portal and Hub engagement, satisfaction, and hotline requests to guide continued improvements.