

1-2-3 READ! Virginia. The Virginia Department of Social Services, Office of Early Childhood Development, had a sole source contract with Child Development Resources to implement the 1-2-3 READ! Virginia training program (www.123read.cdr.org). The contract covered the period from July 1, 2008 through July 31, 2009. The purpose of the 1-2-3 READ! Virginia program is to increase Virginia's infant and toddler teachers' knowledge and skills to enhance the language and early literacy skills of young children from birth to 36 months.

Major activities included:

- Providing 20 two-day training sessions to 587 infant and toddler teachers throughout the state on the use of 1-2-3 READ!, a research-based storybook early literacy curriculum;
- Providing participants of the training with five sets of 1-2-3 READ! curriculum modules and accompanying children's books, a sample take-home bag, resource materials, and an opportunity to apply for follow-up on-site coaching and additional literacy materials; and
- Conducting 411 on-site coaching visits with 94 programs serving infants and toddlers, for a total of 1,392 hours (1068.25 hours on-site, 323.75 hours preparation and follow-up).

Results of the training indicated:

- Participants rated their proposed use of the 1-2-3 READ! curriculum to improve literacy services as 4.93 on a 5-point scale, with 5 being high;
- Participants increased their knowledge of early literacy by 10.35%; and
- Participants rated the overall quality of the training as 4.93 on a 5-point scale, with 5 being high.

Results of the on-site coaching visits indicated:

- Use of the "Infant/Toddler Environmental Observation Instrument," pre- and post-coaching, indicated improvement in the care environment (five areas were evaluated on a 1-4 scale, with 1 = "almost none" and 4 = "numerous"). Pre-rating scores averaged 2.6 and post-rating scores averaged 3.48, indicating an increase of approximately 0.9 points on a 4-point scale, somewhat more than a 33 percent increase over pre-rating scores.
- Participants rated the overall quality of the coaching as 4.8 on a 5-point scale, with 5 being high.