

**1-2-3 READ! Virginia.** The Virginia Department of Social Services (VDSS), Division of Child Care and 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](http://www.123read.cdr.org)). The contract period was August 1, 2009 through July 31, 2010. The purpose of the 1-2-3 READ! Virginia program was 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 13 two-day training sessions to 472 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 *The Guide for Using the 1-2-3 READ! Curriculum*, seven 1-2-3 READ! storybook module booklets, two board books, and resource materials;
- providing programs with staff attending the training with six sets of 1-2-3 READ! curriculum modules and accompanying children's books, a sample take-home bag, a story apron, a resource book and an opportunity to apply for follow-up, on-site coaching, and additional literacy materials;
- conducting 264 on-site coaching visits with 66 programs serving infants and toddlers for a total of 892 hours (739 hours on-site, 153 hours preparation and follow-up);
- providing two ½ day 1-2-3 READ! trainings to 23 early childhood mentors and 27 infant and toddler teachers;
- mailing a packet of four summer-themed board books, a music CD, and resource information to center-based programs with staff who have attended 1-2-3 READ! training; and
- coordinating with the library system of Virginia and the VDSS READ-A-BOOK program to provide libraries with six curriculum modules and the 1-2-3 READ! curriculum guide.

Results of the two-day training indicated:

- participants increased their knowledge of early literacy by 13.5%;
- participants rated their proposed use of knowledge to improve literacy services as 4.74 on a 5-point scale, with five being high; and
- participants rated the overall quality of the training as 4.85 on a 5-point scale, with five being high.

Results of the on-site coaching visits indicated:

- a 16.43% increase in use of 1-2-3 READ! strategies (pre- and post-coaching use of the "Infant/Toddler Environmental Observation Instrument" that consisted of five areas that were evaluated using a Likert Scale with 1 = almost none and 4 = numerous);
- an overall quality rating of 4.78 on a 5-point scale, with 5 being high (participants' completion of evaluation forms); and
- 96% of participants from the previous year of on-site coaching continue to use 1-2-3 READ! in their programs, and 98% have made changes in their programs as a result of on-site coaching (50 of 90 total participants responded to a survey).