

# **Educator Perspectives on Curriculum: Statewide Findings and Insights from Early Educators in Ready Region Capital Area**

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## Profile Overview

This profile summarizes data about curriculum use collected during the Spring 2022 Preschool Development Grant Birth through Five (PDG B-5) Workforce Survey. The survey was conducted between April and June 2022, and all early educators participating in the 2021-22 PDG B-5 program year were eligible to complete the survey.

Over 6,600 educators across Virginia, including leaders (directors and principals), teachers (lead teachers, co-teachers, assistant teachers, paraprofessionals, and aides), and family day home owners completed the survey. These responses accounted for...

- 48% of eligible leaders
- 58% of eligible teachers
- 66% of eligible family day home owners

### In Ready Region Capital Area, we heard from...

- 39% of eligible leaders
- 55% of eligible teachers
- 68% of eligible family day home owners

Educators were asked a variety of questions about their use of curriculum in the survey, including how important it is to them, the type of curriculum they use, their past experiences with training, and their interest in receiving additional training. This profile presents statewide findings on curriculum as well as insights from leaders, teachers, and family day home owners in your individual Ready Region.

### Who took the leader survey?

	Full PDG Sample		Capital Area Sample	
	N	% / Mean	N	% / Mean
<b>Sample size</b>	1061	100%	109	100%
<b>Sector</b>				
Center	604	57%	88	81%
Head Start	217	20%	15	14%
School	240	23%	--	--
<b>Leader race/ethnicity</b>				
Black	280	28%	22	21%
Hispanic	33	3%	14	14%
White	642	64%	54	52%
Other or multiracial	53	5%	13	13%
<b>Leader education level</b>				
Bachelor's degree or higher	695	67%	72	68%
<b>Leader gender</b>				
Female	974	95%	101	95%
<b>Estimated hourly wages</b>	924	\$26.01	98	\$31.42

## Who took the teacher survey?

	Full PDG Sample		Capital Area Sample	
	N	% / Mean	N	% / Mean
<b>Sample size</b>	5508	100%	769	100%
<b>Sector</b>				
Center	2982	54%	535	70%
Head Start	1063	19%	174	23%
School	1463	27%	60	8%
<b>Teacher race/ethnicity</b>				
Black	1523	29%	202	27%
Hispanic	377	7%	208	28%
White	3052	57%	184	25%
Other or multiracial	385	7%	145	20%
<b>Teacher education level</b>				
Bachelor's degree or higher	2115	39%	348	47%
<b>Teacher gender</b>				
Female	5315	98%	739	98%
<b>Estimated hourly wages</b>	4572	\$16.42	616	\$19.50

## Who took the family day home survey?

	Full PDG Sample		Capital Area Sample	
	N	%	N	%
<b>Sample size</b>	291	100%	114	100%
<b>Race/ethnicity</b>				
Black	99	36%	15	14%
Hispanic	75	28%	52	48%
White	50	18%	--	--
Other or multiracial	48	18%	35	32%
<b>Education level</b>				
Bachelor's degree or higher	65	24%	30	28%
<b>Gender</b>				
Female	263	94%	111	99%

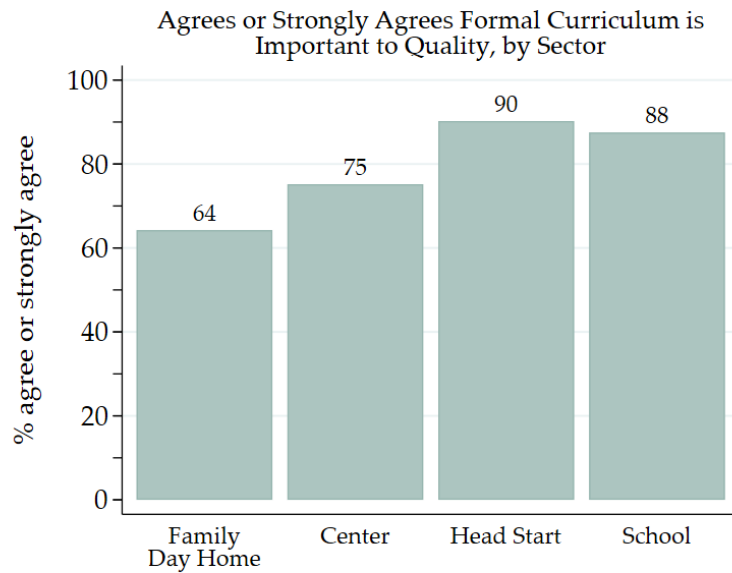
-- Indicates small sample sizes (<10); we do not report the demographics of survey participants in groups <10

The survey asked educators about their race/ethnicity using the same approach as the Virginia Department of Education. Educators could select one or more race/ethnicity groups, including American Indian or Alaskan Native, Asian, Black or African American, Hispanic, Native Hawaiian or other Pacific Islander, White, Multiracial, or any other race/ethnicity. In the tables above, we show the percentages for the largest race/ethnicity groups.

# Leader and FDH Owner Perspectives on Curriculum

## Statewide Findings

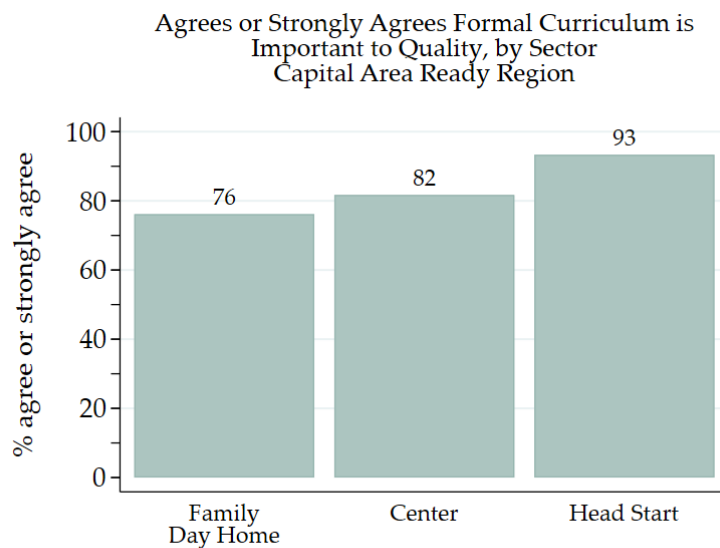
The majority of leaders participating in PDG B-5 agreed with the following statement: “A formal curriculum is important for ensuring quality at my site.” Leader perspectives on curriculum varied by sector, however, and family day home owners were less likely to agree that a formal curriculum is important to site quality.



Note: Based on responses from 901 site leaders.

## Insights from Ready Region Capital Area

Leaders in Ready Region Capital Area were even more likely to agree that a formal curriculum is important to ensuring site quality than in the statewide sample. There was also less variance across sectors in Capital Area – 76% of family day home owners, 82% of center-based leaders, and 93% of Head Start leaders agreed with the statement.

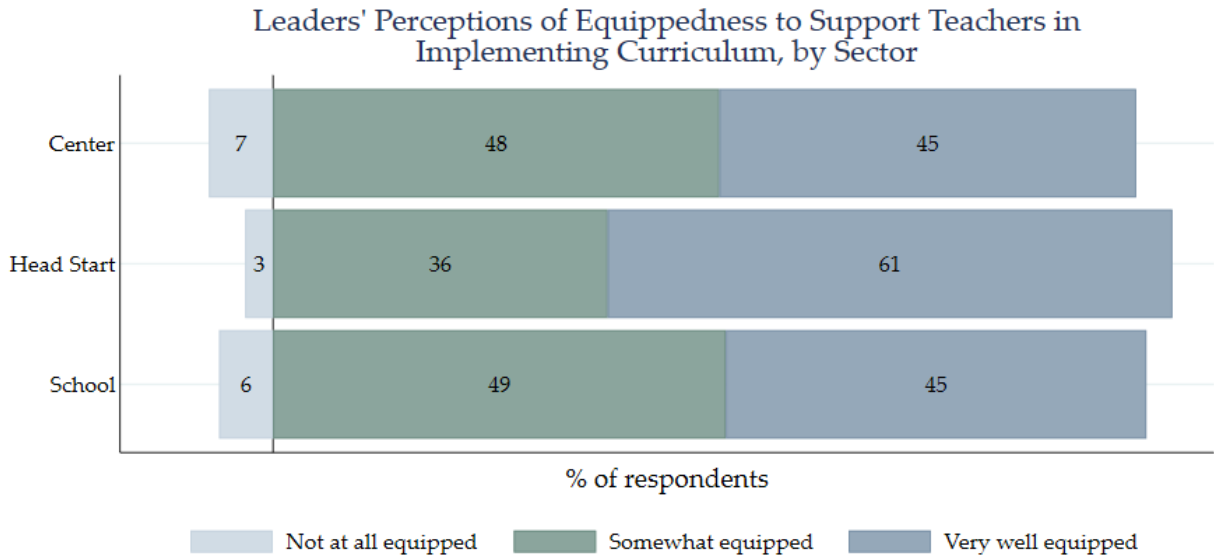


Note: Based on responses from 206 site leaders in the Capital Area Ready Region. Leaders at school sites are excluded due to a low sample size.

# Leader Readiness to Support Teachers with Curriculum

## Statewide Findings

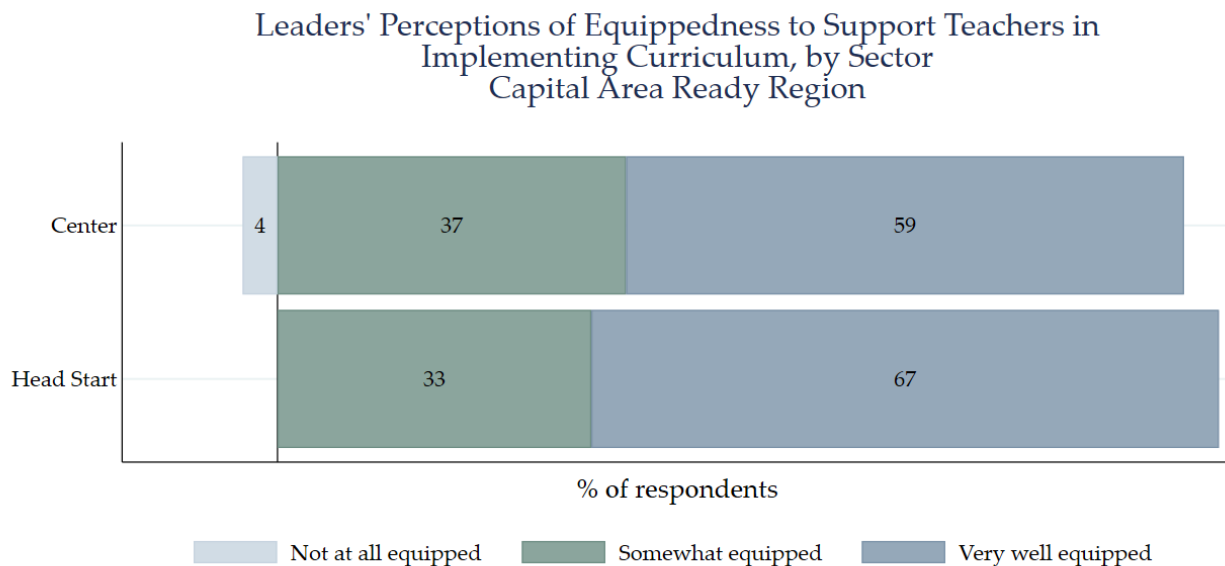
When asked how equipped they feel to support their teachers in fully implementing the curriculum, almost all leaders participating in PDG B-5 reported feeling at least somewhat equipped to support their teachers. Head Start leaders were most likely to report feeling “very well equipped.”



Note: Based on responses from 681 leaders.

## Insights from Ready Region Capital Area

Nearly all Ready Region Capital Area leaders also reported feeling at least somewhat equipped to support their teachers in fully implementing their curriculum. Capital Area center-based leaders were even more likely than center-based leaders statewide to report feeling “very well equipped” (59% vs. 45%).

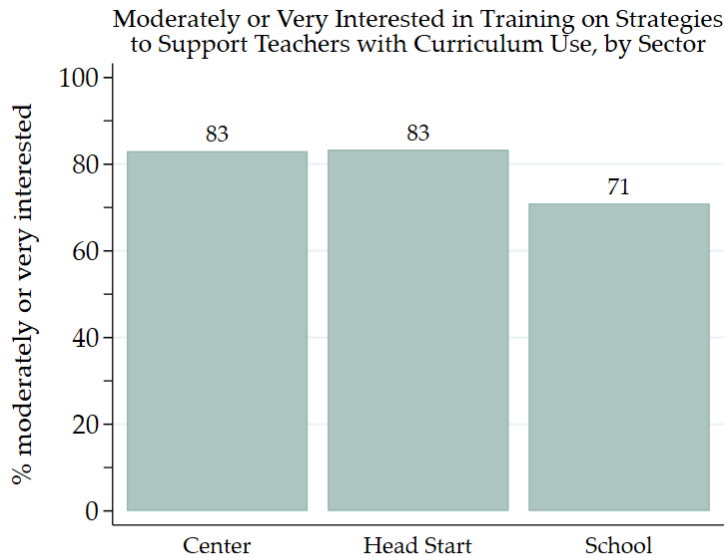


Note: Based on responses from 96 leaders in the Capital Area Ready Region. Leaders at school sites are excluded due to a low sample size.

# Leader Interest in Curriculum Training

## Statewide Findings

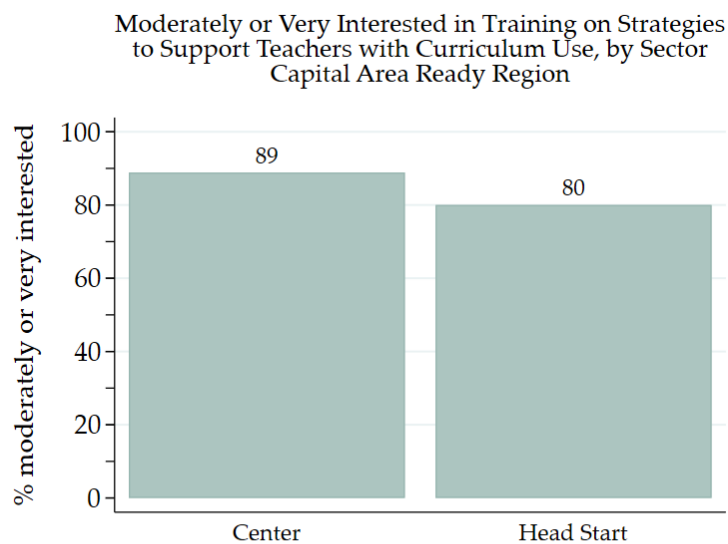
Statewide, the majority of leaders participating in PDG B-5 indicated interest in receiving training on strategies to support their teachers with using curriculum. While center-based and Head Start leaders were equally as likely to indicate interest (83%), school-based leaders were less likely to do so (71%).



Note: Based on responses from 680 site leaders.

## Insights from Ready Region Capital Area

Interest in receiving training on strategies to support teachers with implementing curriculum was also high among Ready Region Capital Area leaders, and even more Capital Area leaders in centers indicated interest than in the statewide sample.

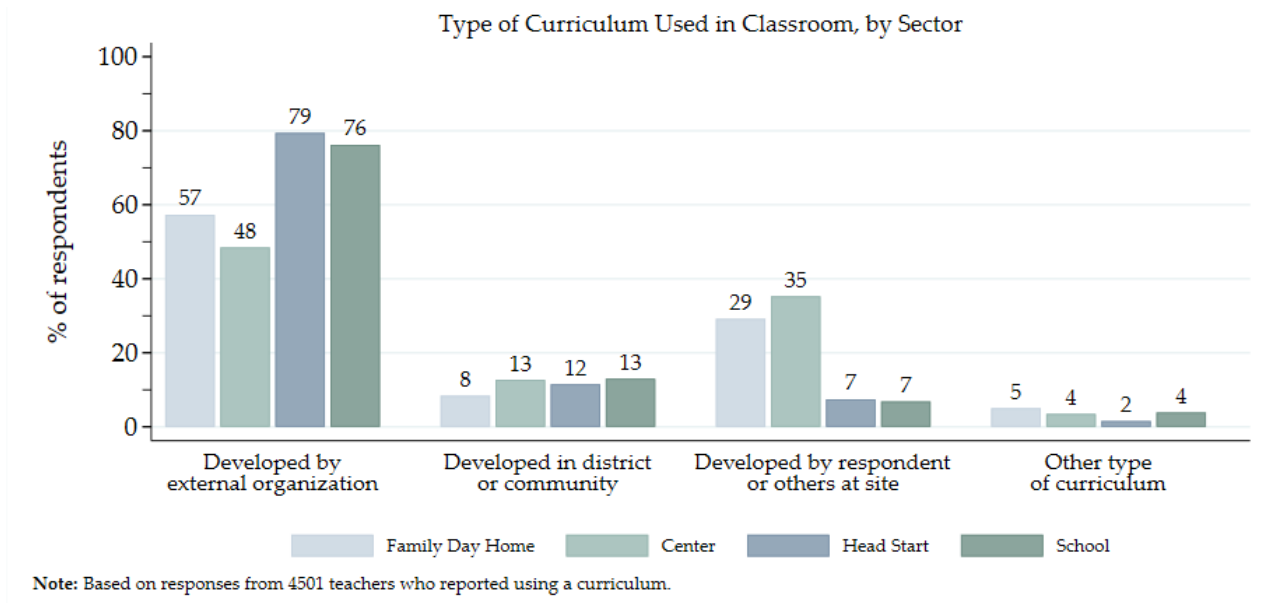


Note: Based on responses from 96 site leaders in the Capital Area Ready Region. Leaders at school sites are excluded due to a low sample size.

# Teacher and FDH Owner Reports of Type of Curriculum Used

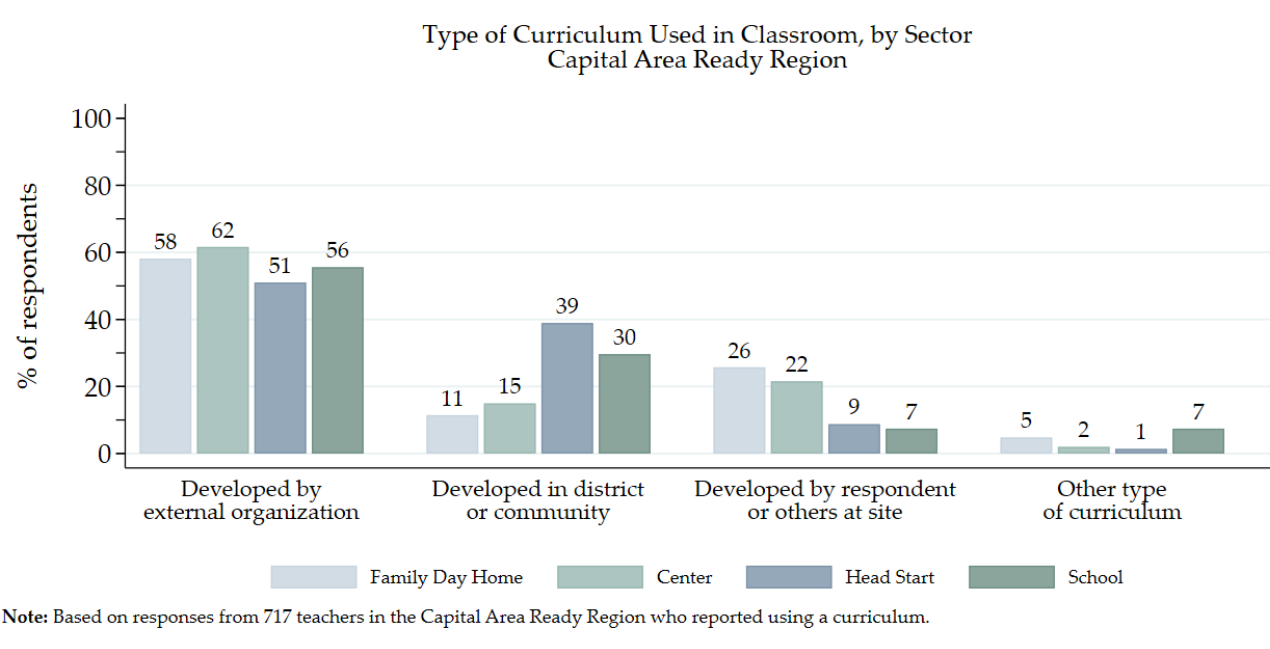
## Statewide Findings

Teachers participating in PDG B-5 across Virginia were most likely to report using a curriculum developed by an external organization (e.g., Creative Curriculum, Frog Street). However, around one-third of center-based teachers (35%) and family day home owners (29%) reported using a curriculum developed by themselves or others at their site.



## Insights from Ready Region Capital Area

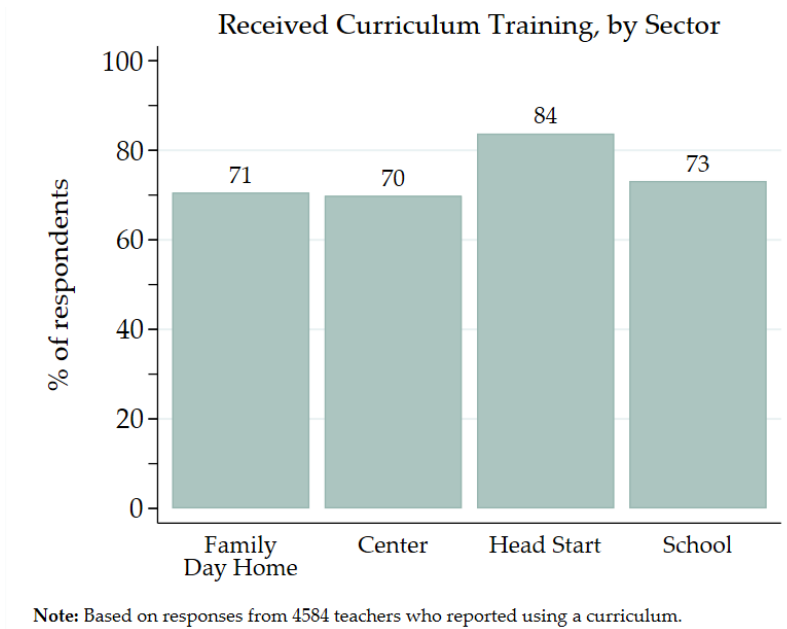
As was true statewide, the majority of Ready Region Capital Area teachers used a curriculum developed by an external organization. However, significant percentages of Capital Area Head Start and school-based teachers also indicated using a curriculum developed in their district or community, and about a quarter of family day home owners and center-based teachers also reported using a curriculum developed by themselves or others at their site.



# Teacher and FDH Owner Reports of Curriculum Training

## Statewide Findings

Of the teachers participating in PDG B-5 who reported using a curriculum, the majority reported receiving training on how to use the curriculum, regardless of sector. Head Start teachers were most likely to report receiving curriculum training.



## Insights from Ready Region Capital Area

Ready Region Capital Area teachers across all sectors also reported high levels of curriculum training. Family day home owners were somewhat more likely to indicate receiving curriculum training (85%).

