

Educator Perspectives on Curriculum: Statewide Findings and Insights from Early Educators in Ready Region Central

Curriculum Profile Contents

Profile Overview.....	2
Survey Samples.....	2-3
Leader and FDH Owner Perspectives on Curriculum.....	4
Leader Readiness to Support Teachers with Curriculum	5
Leader Interest in Curriculum Training	6
Teacher and FDH Owner Reports of Type of Curriculum Used.....	7
Teacher and FDH Owner Reports of Curriculum Training.....	8

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 Central, we heard from...

- 52% of eligible leaders
- 53% of eligible teachers
- 61% 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		Central Sample	
	N	% / Mean	N	% / Mean
Sample size	1061	100%	179	100%
Sector				
Center	604	57%	149	83%
Head Start	217	20%	--	--
School	240	23%	22	12%
Leader race/ethnicity				
Black	280	28%	63	39%
Hispanic	33	3%	--	--
White	642	64%	83	51%
Other or multiracial	53	5%	13	8%
Leader education level				
Bachelor's degree or higher	695	67%	104	62%
Leader gender				
Female	974	95%	163	97%
Estimated hourly wages	924	\$26.01	160	\$25.77

Who took the teacher survey?

	Full PDG Sample		Central Sample	
	N	% / Mean	N	% / Mean
Sample size	5508	100%	910	100%
Sector				
Center	2982	54%	675	74%
Head Start	1063	19%	83	9%
School	1463	27%	152	17%
Teacher race/ethnicity				
Black	1523	29%	377	43%
Hispanic	377	7%	30	3%
White	3052	57%	407	47%
Other or multiracial	385	7%	59	7%
Teacher education level				
Bachelor's degree or higher	2115	39%	295	33%
Teacher gender				
Female	5315	98%	857	97%
Estimated hourly wages	4572	\$16.42	715	\$15.35

Who took the family day home survey?

	Full PDG Sample		Central Sample	
	N	%	N	%
Sample size	291	100%	23	100%
Race/ethnicity				
Black	99	36%	16	76%
Hispanic	75	28%	--	--
White	50	18%	--	--
Other or multiracial	48	18%	--	--
Education level				
Bachelor's degree or higher	65	24%	--	--
Gender				
Female	263	94%	22	100%

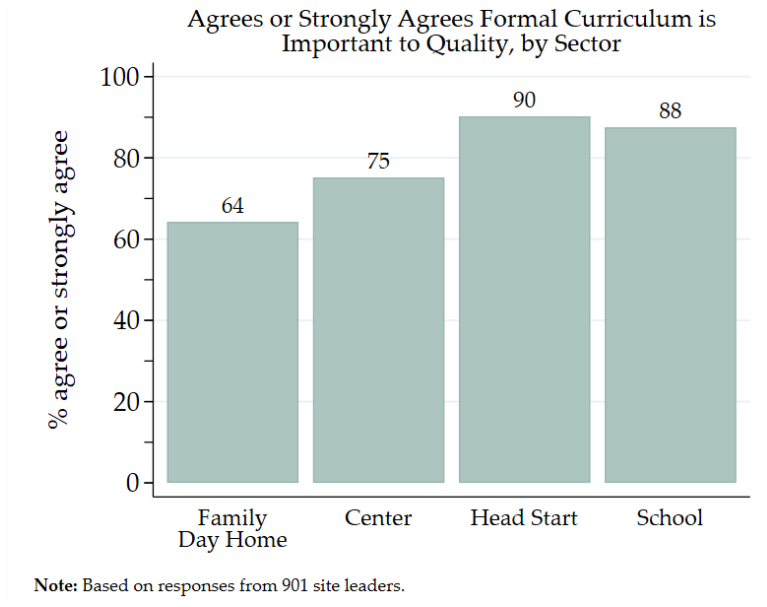
-- Indicates small sample sizes (<10); we do not report the demographics of survey participants in groups <10

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

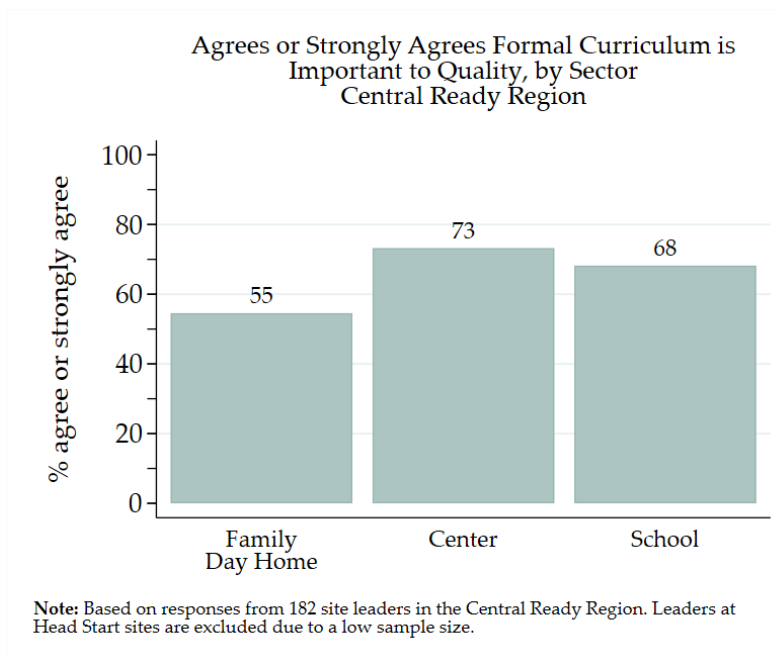
Statewide Findings

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.



Insights from Ready Region Central

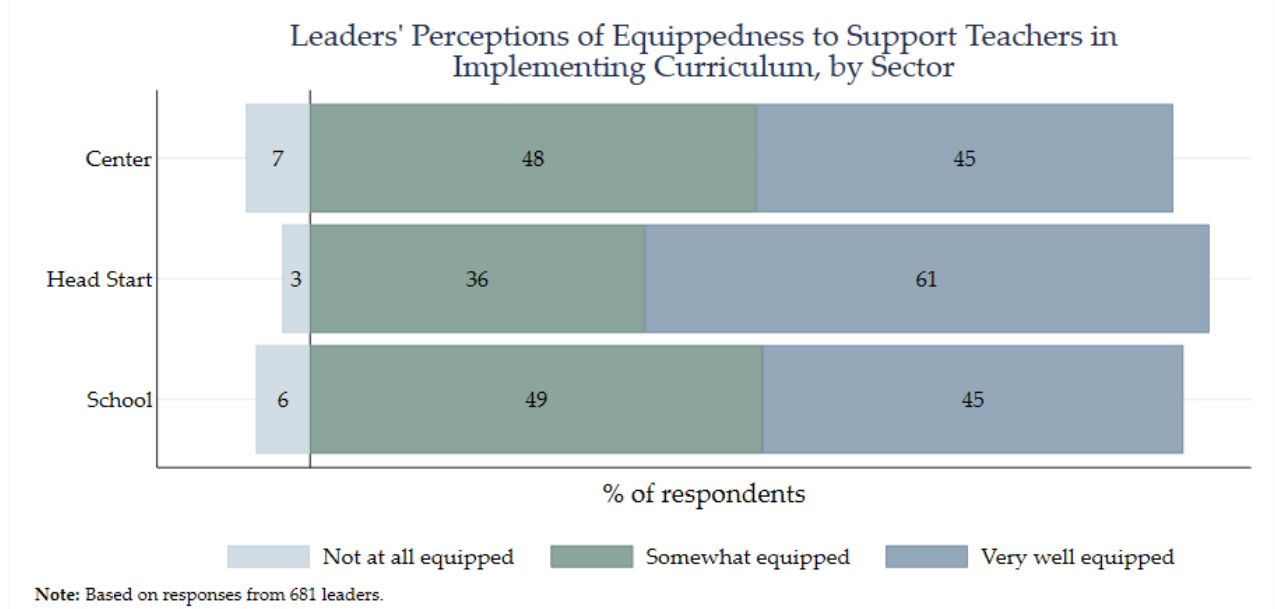
Most Ready Region Central center- and school-based leaders also agreed with the statement, “A formal curriculum is important to ensuring quality at my site.” Compared to statewide findings, family day home owners and school-based leaders were less likely to agree that a formal curriculum is important to site quality.



Leader Readiness to Support Teachers with Curriculum

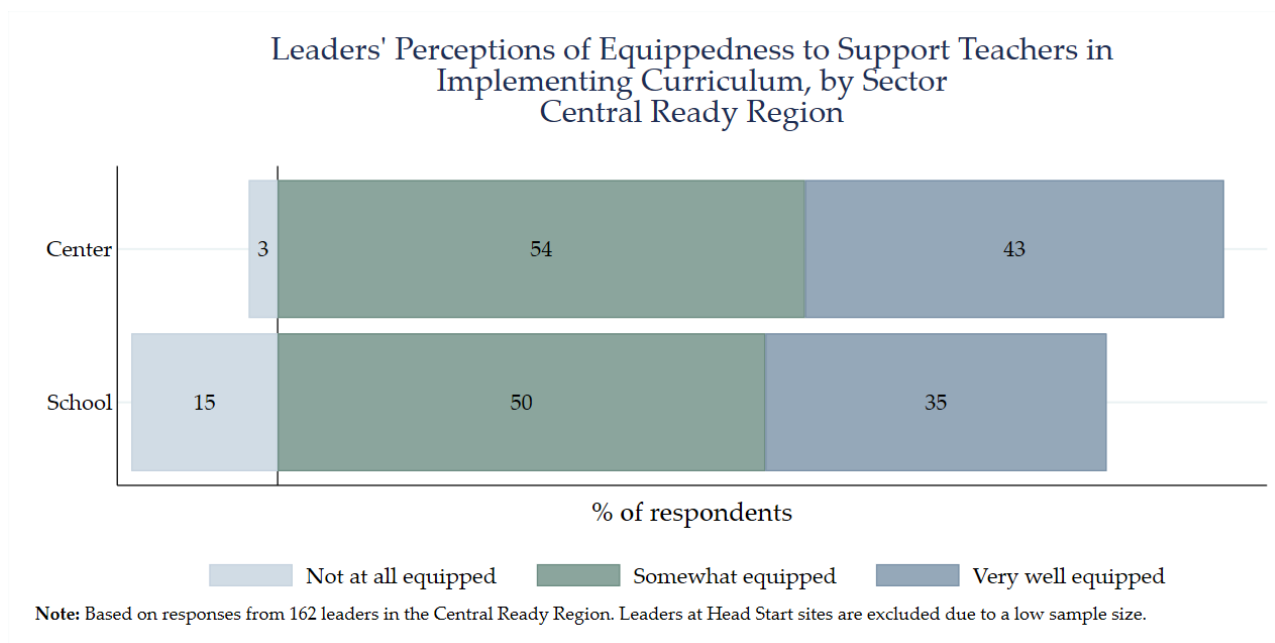
Statewide Findings

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.”



Insights from Ready Region Central

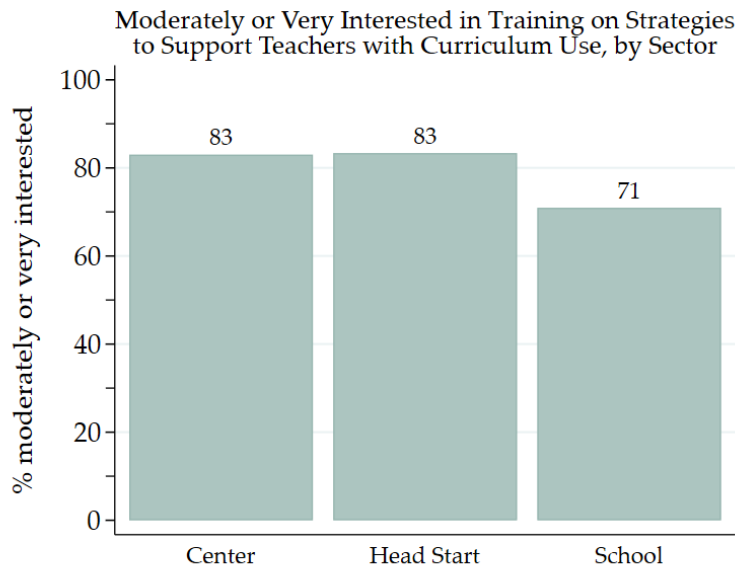
Most Ready Region Central leaders also reported feeling at least somewhat equipped to support their teachers in fully implementing their curriculum. More Central school-based leaders reported feeling “not at all equipped” (15%) than school-based leaders statewide (6%).



Leader Interest in Curriculum Training

Statewide Findings

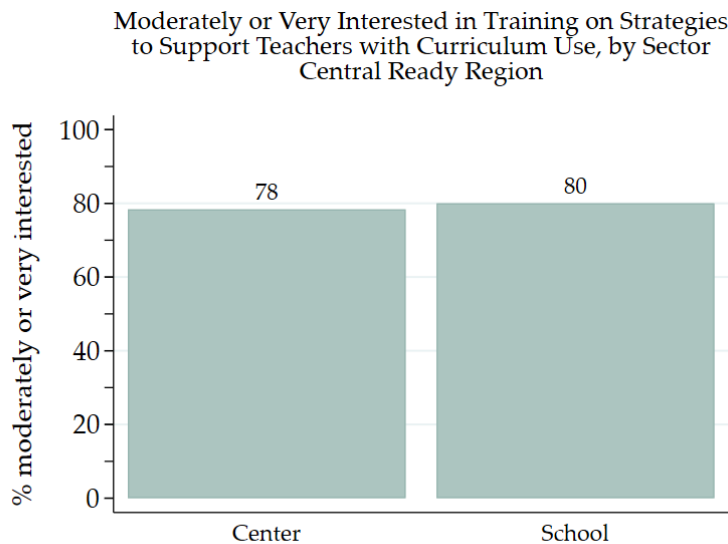
Statewide, the majority of leaders participating in PDG B-5 indicated interest in receiving training on strategies to support their teachers with using curriculum. While center-based and Head Start leaders were equally as likely to indicate interest (83%), school-based leaders were less likely to do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



Note: Based on responses from 680 site leaders.

Insights from Ready Region Central

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

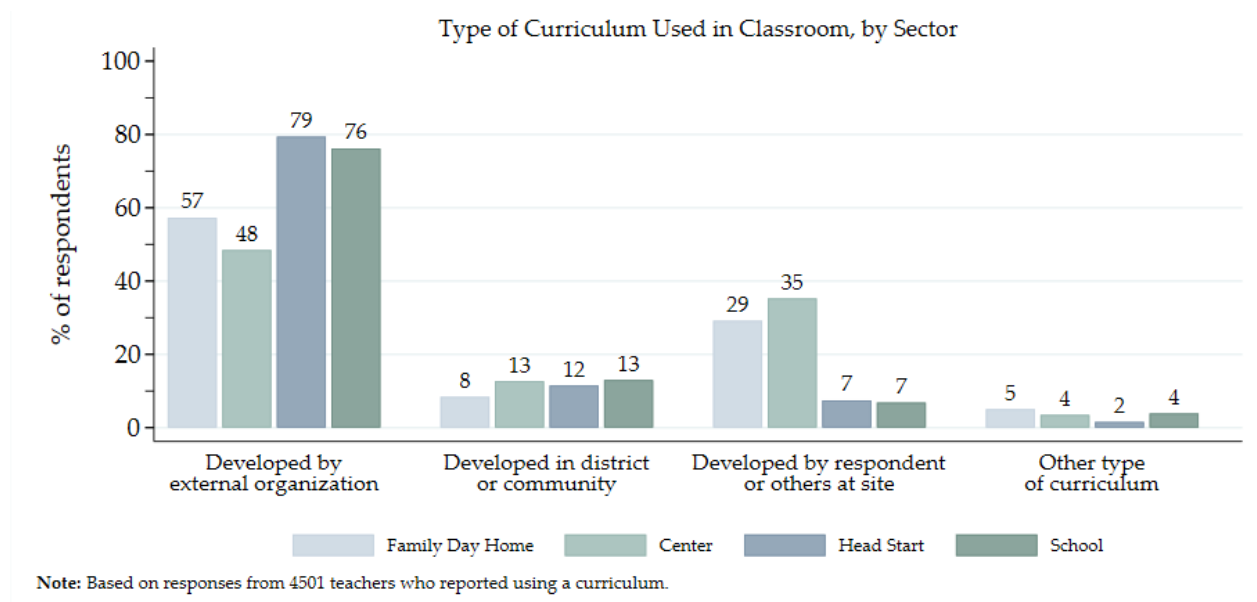


Note: Based on responses from 154 site leaders in the Central Ready Region. Leaders at Head Start sites are excluded due to a low sample size.

Teacher and FDH Owner Reports of Type of Curriculum Used

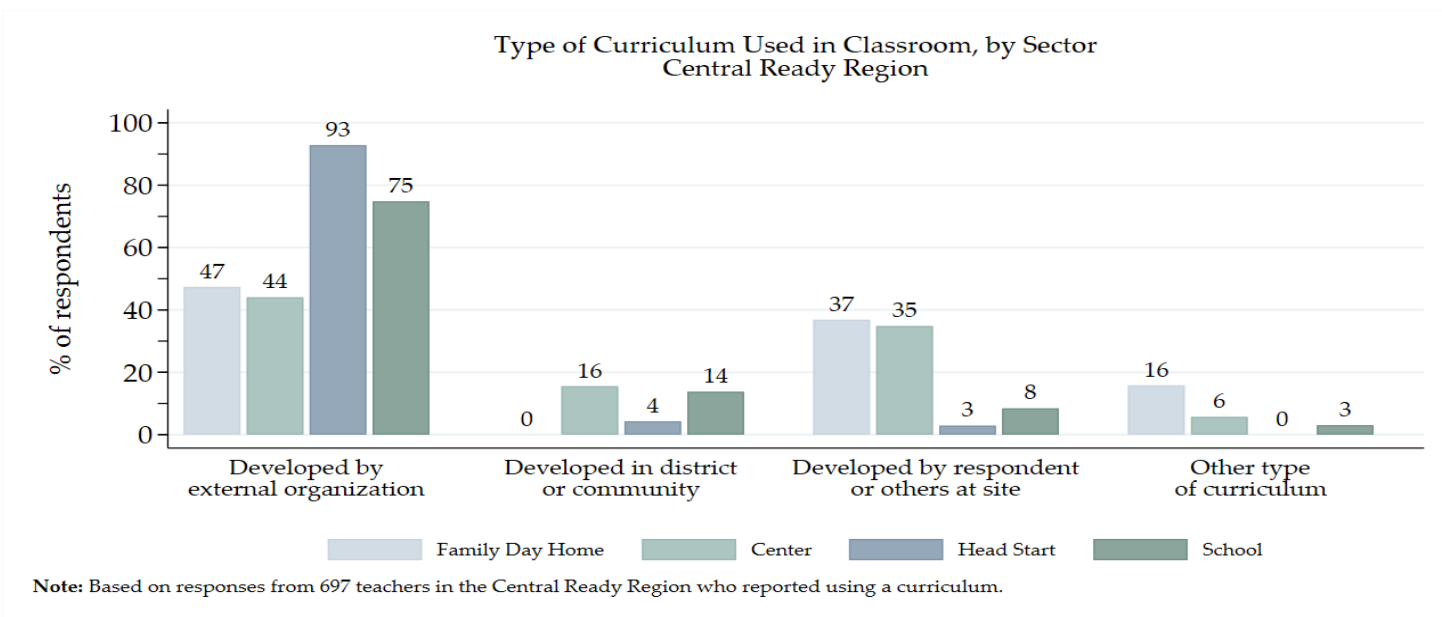
Statewide Findings

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 Central

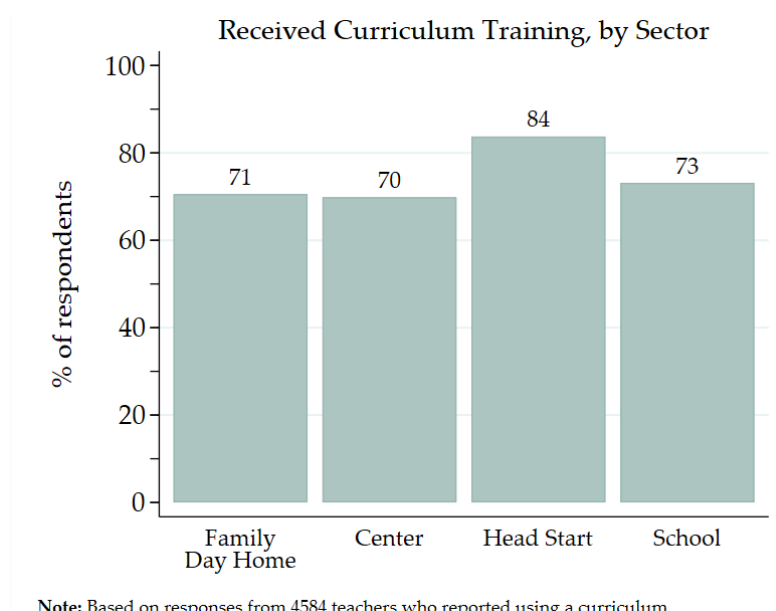
Ready Region Central teachers across all sectors were also most likely to report using a curriculum developed by an external organization. As was true statewide, significant portions of family day home owners (37%) and center-based teachers (35%) reported using a curriculum developed by themselves or others at their site.



Teacher and FDH Owner Reports of Curriculum Training

Statewide Findings

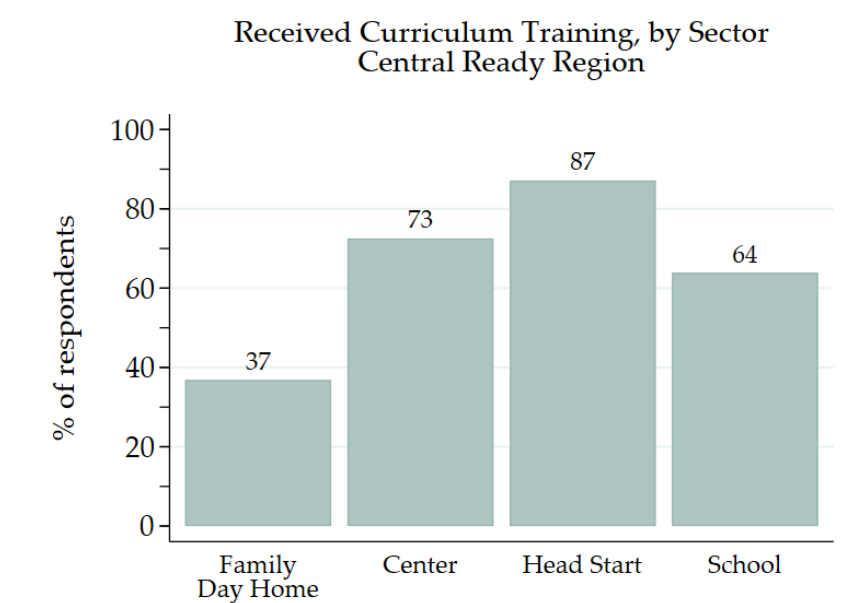
Of the teachers participating in PDG B-5 who reported using a curriculum, the majority reported receiving training on how to use the curriculum, regardless of sector. Head Start teachers were most likely to report receiving curriculum training.



Note: Based on responses from 4584 teachers who reported using a curriculum.

Insights from Ready Region Central

While center-based and Head Start teachers were almost as likely to report receiving training in Ready Region Central as they were statewide, teachers' experiences in other sectors were not as aligned. Notably, Central family day home owners reported receiving curriculum training at significantly lower rates than their statewide peers.



Note: Based on responses from 706 teachers in the Central Ready Region who reported using a curriculum.