

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

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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 Southeastern, we heard from...

- 42% of eligible leaders
- 64% of eligible teachers
- 87% 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		Southeastern Sample	
	N	% / Mean	N	% / Mean
<b>Sample size</b>	1061	100%	131	100%
<b>Sector</b>				
Center	604	57%	62	47%
Head Start	217	20%	37	28%
School	240	23%	32	24%
<b>Leader race/ethnicity</b>				
Black	280	28%	81	64%
Hispanic	33	3%	--	--
White	642	64%	35	28%
Other or multiracial	53	5%	--	--
<b>Leader education level</b>				
Bachelor's degree or higher	695	67%	95	74%
<b>Leader gender</b>				
Female	974	95%	117	91%
<b>Estimated hourly wages</b>	924	\$26.01	109	\$24.37

## Who took the teacher survey?

	Full PDG Sample		Southeastern Sample	
	N	% / Mean	N	% / Mean
<b>Sample size</b>	5508	100%	612	100%
<b>Sector</b>				
Center	2982	54%	246	40%
Head Start	1063	19%	141	23%
School	1463	27%	225	37%
<b>Teacher race/ethnicity</b>				
Black	1523	29%	322	55%
Hispanic	377	7%	21	4%
White	3052	57%	219	37%
Other or multiracial	385	7%	27	5%
<b>Teacher education level</b>				
Bachelor's degree or higher	2115	39%	284	47%
<b>Teacher gender</b>				
Female	5315	98%	596	99%
<b>Estimated hourly wages</b>	4572	\$16.42	517	\$18.29

## Who took the family day home survey?

	Full PDG Sample		Southeastern Sample	
	N	%	N	%
<b>Sample size</b>	291	100%	14	100%
<b>Race/ethnicity</b>				
Black	99	36%	12	86%
Hispanic	75	28%	--	--
White	50	18%	--	--
Other or multiracial	48	18%	--	--
<b>Education level</b>				
Bachelor's degree or higher	65	24%	--	--
<b>Gender</b>				
Female	263	94%	14	100%

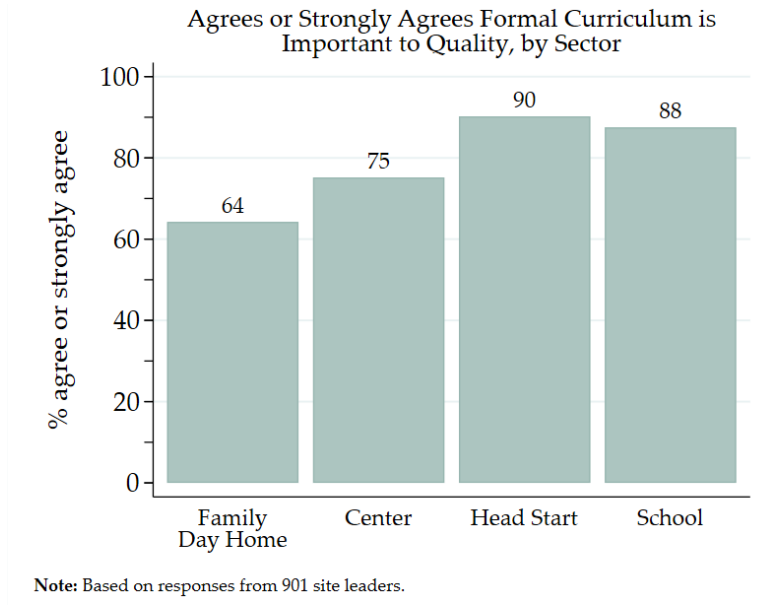
-- Indicates small sample sizes (<10); we do not report the demographics of survey participants in groups <10

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

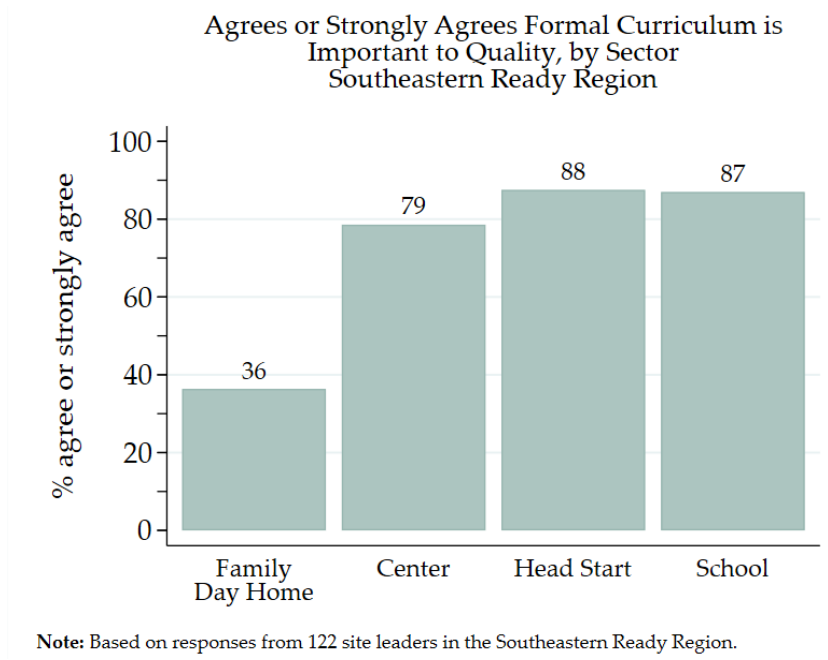
## Statewide Findings

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 Southeastern

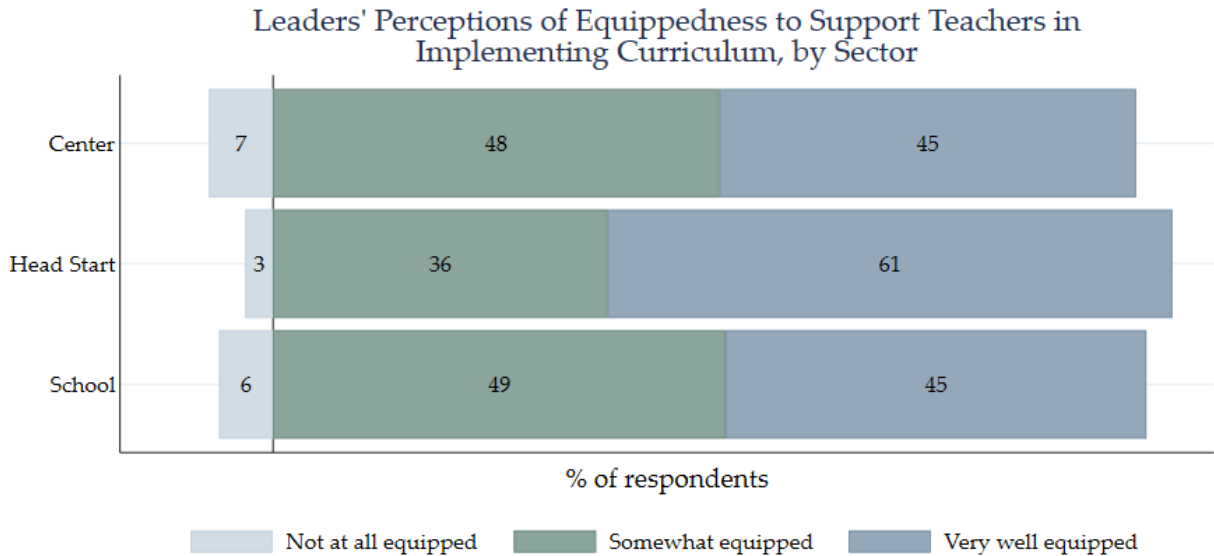
Most leaders Ready Region Southeastern agreed with the statement, “A formal curriculum is important to ensuring quality at my site.” As was true statewide, however, family day home owners in Southeastern were much less likely to agree with this statement.



# Leader Readiness to Support Teachers with Curriculum

## Statewide Findings

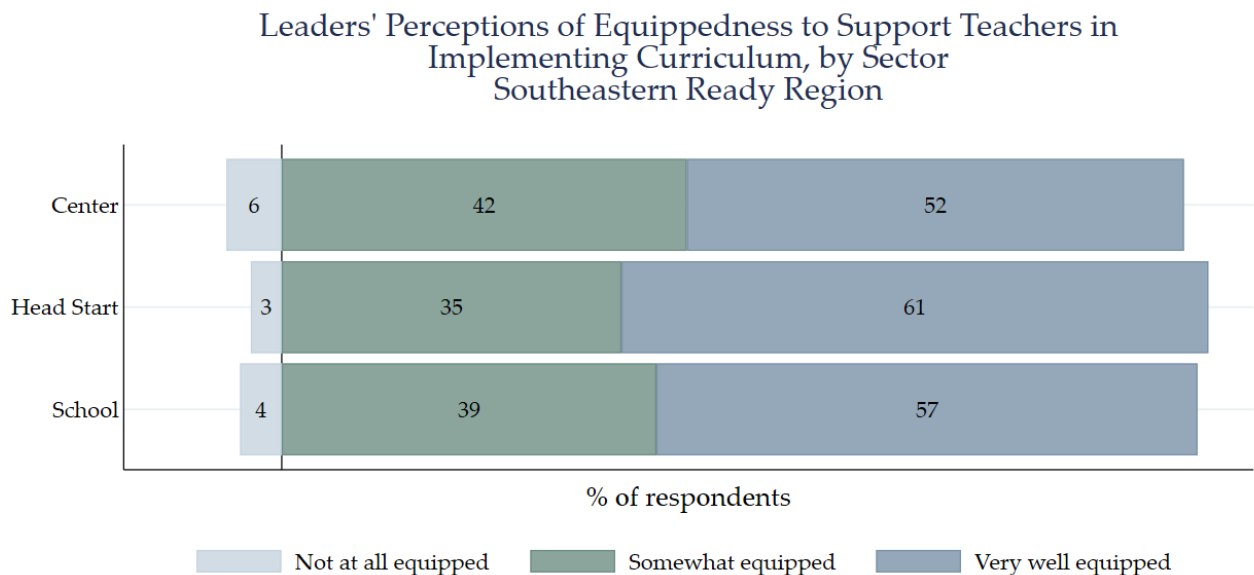
When asked how equipped they feel to support their teachers in fully implementing the curriculum, almost all leaders participating in PDG B-5 reported feeling at least somewhat equipped to support their teachers. Head Start leaders were most likely to report feeling “very well equipped.”



Note: Based on responses from 681 leaders.

## Insights from Ready Region Southeastern

Almost all Ready Region Southeastern leaders also reported feeling at least somewhat equipped to support their teachers in fully implementing the curriculum. In Southeastern, center- and school-based leaders were even more likely than the statewide sample of center- and school-based leaders to report feeling “very well equipped.”

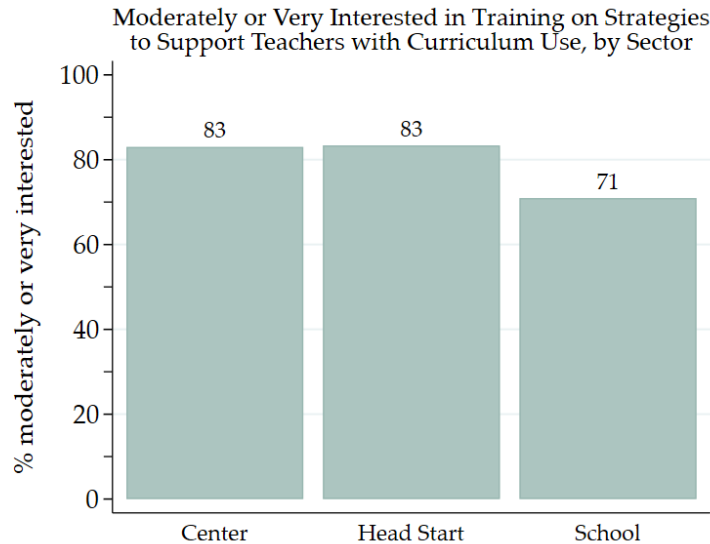


Note: Based on responses from 106 leaders in the Southeastern Ready Region.

# Leader Interest in Curriculum Training

## Statewide Findings

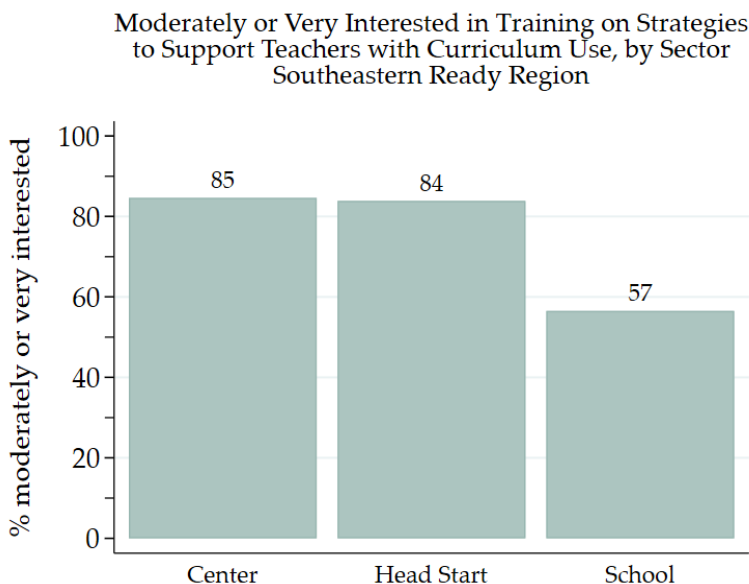
Statewide, the majority of leaders participating in PDG B-5 indicated interest in receiving training on strategies to support their teachers with using curriculum. While center-based and Head Start leaders were equally as likely to indicate interest (83%), school-based leaders were less likely to do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



Note: Based on responses from 680 site leaders.

## Insights from Ready Region Southeastern

Interest in receiving training on strategies to support teachers with implementing curriculum was also high among Ready Region Southeastern leaders, though fewer Southeastern leaders in schools indicated interest than in the statewide sample. Only 57% of Southeastern school leaders reported feeling moderately or very interested in training, compared to 85% of Southeastern center-based leaders and 84% of Southeastern Head Start leaders.

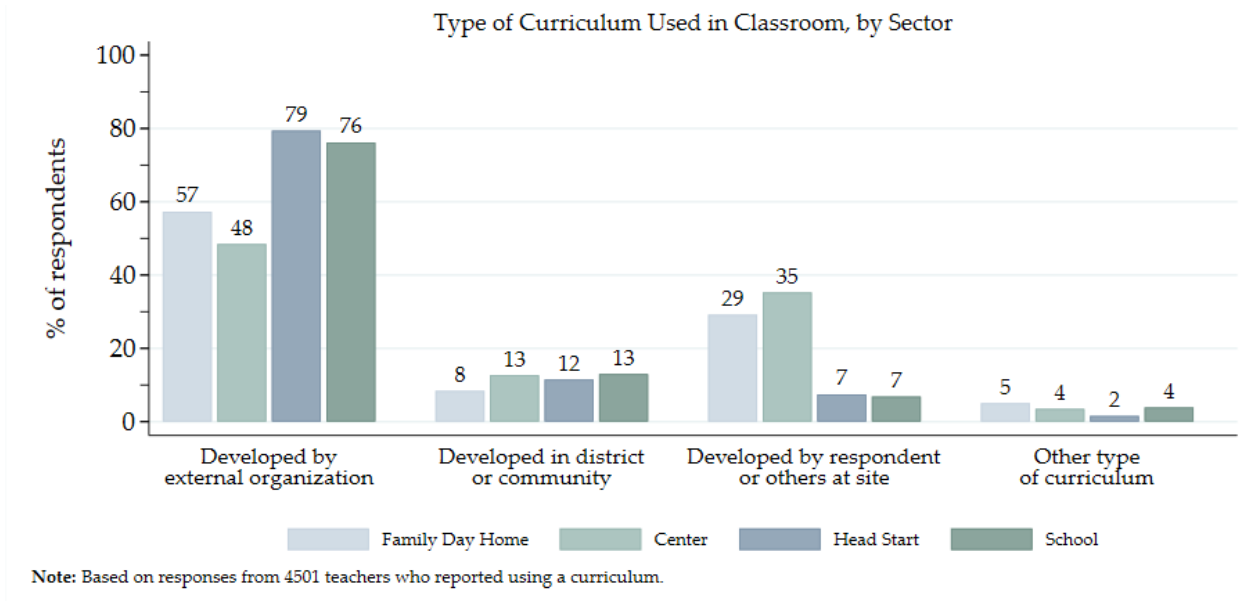


Note: Based on responses from 106 site leaders in the Southeastern Ready Region.

# Teacher and FDH Owner Reports of Type of Curriculum Used

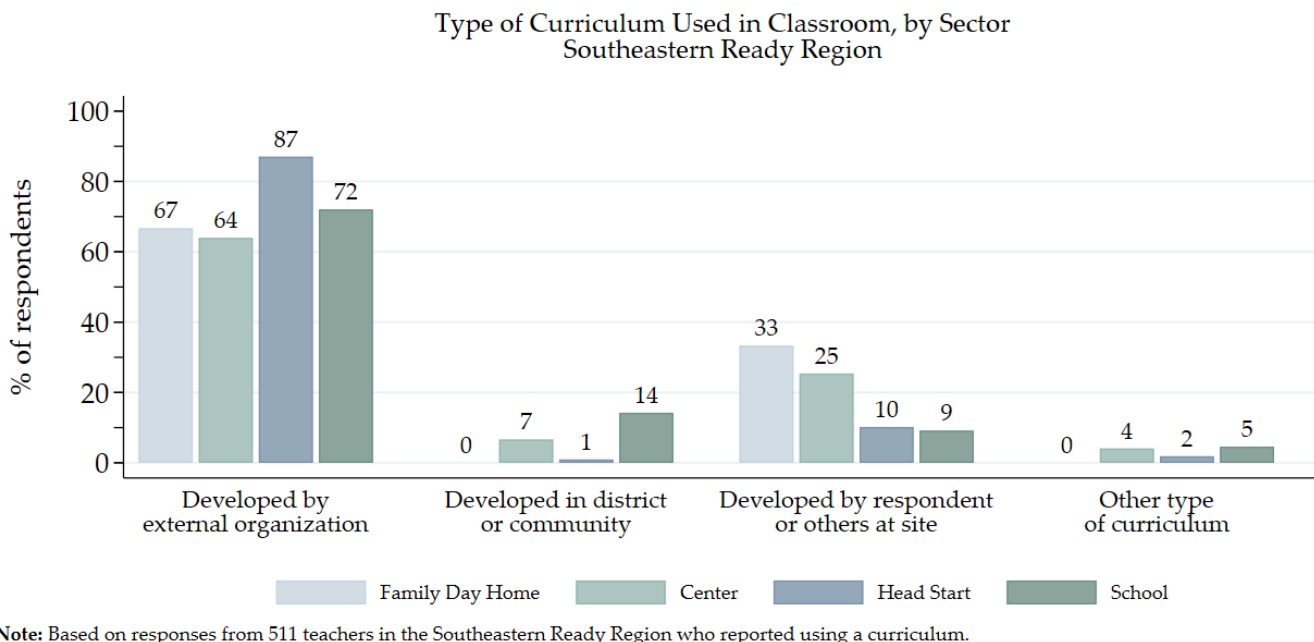
## Statewide Findings

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 Southeastern

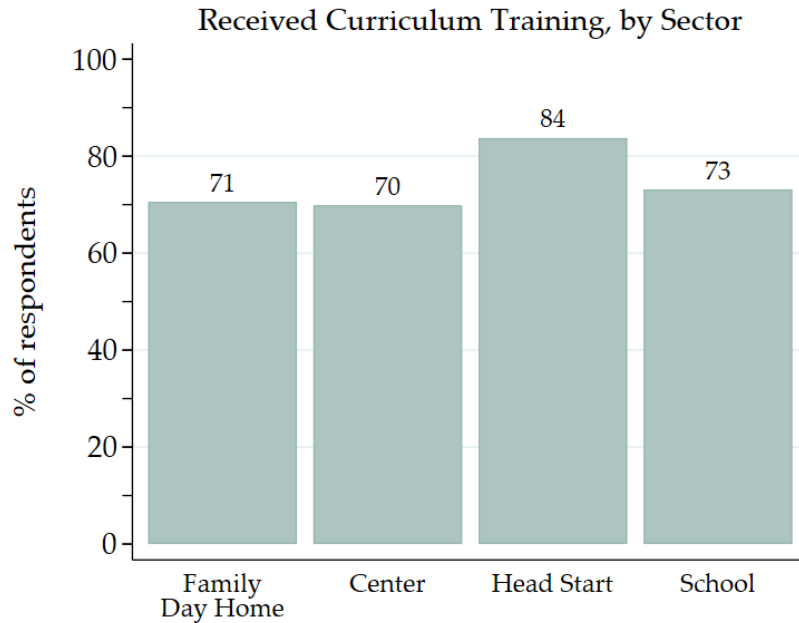
Ready Region Southeastern teachers across all sectors were also more likely to report using a curriculum developed by an external organization than other types of curriculum. However, significant percentages of Southeastern family day home owners and center-based teachers also reported using a curriculum developed by themselves or others at their site.



# Teacher and FDH Owner Reports of Curriculum Training

## Statewide Findings

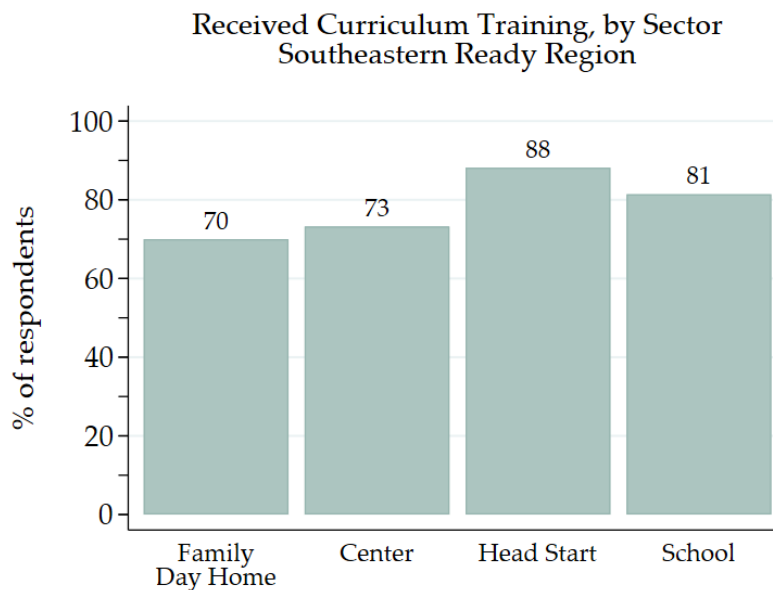
Of the teachers participating in PDG B-5 who reported using a curriculum, the majority reported receiving training on how to use the curriculum, regardless of sector. Head Start teachers were most likely to report receiving curriculum training.



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

## Insights from Ready Region Southeastern

The majority of teachers in Ready Region Southeastern reported receiving training on how to use the curriculum, and similar to statewide findings, Southeastern Head Start teachers were most likely to report receiving training.



Note: Based on responses from 517 teachers in the Southeastern Ready Region who reported using a curriculum.