

Curricula Being Used in Head Start Programs: Who Gets What?

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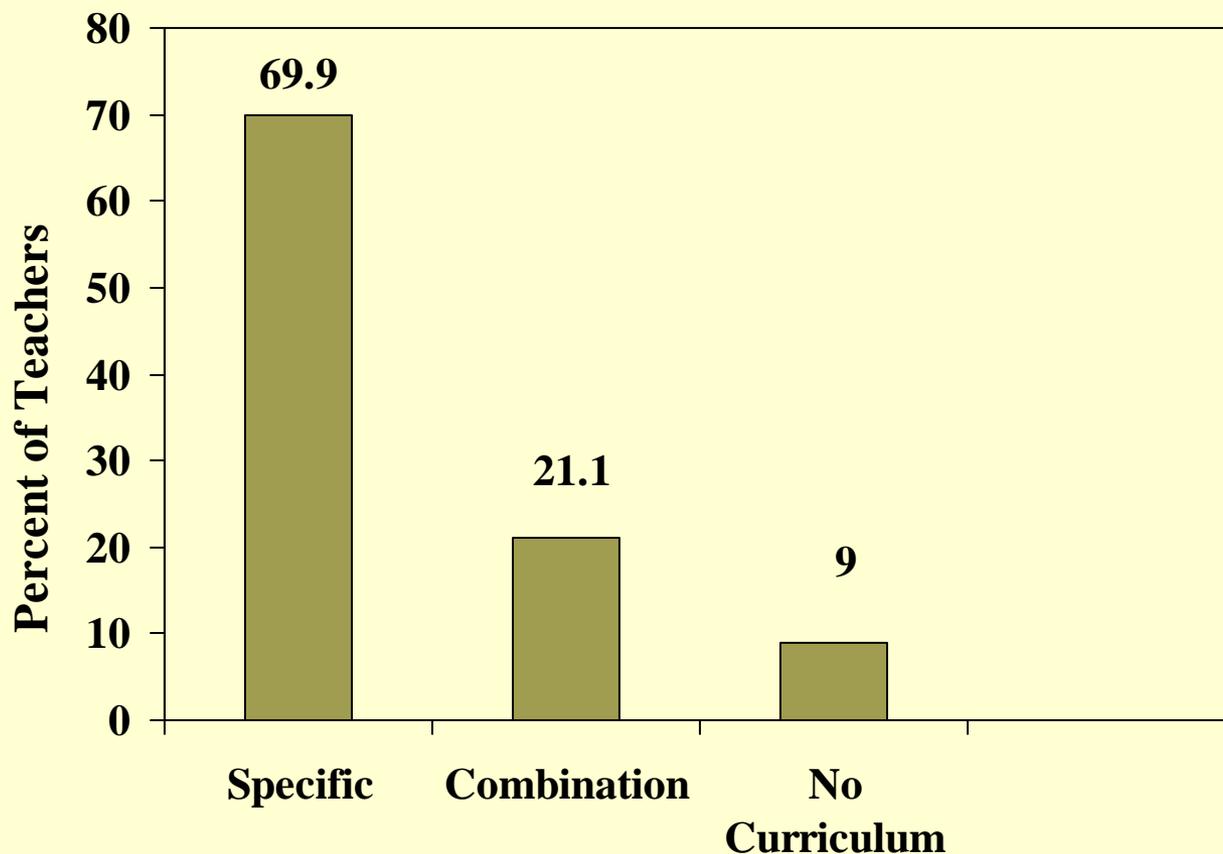
Research Questions

- What types of curricula are used by Head Start programs?
- Do Head Start teachers receive training and on-going support in the use of their curriculum?
- Are Head Start teachers satisfied with their curriculum?
- Is there a relationship between the characteristics of a classroom and the type of curricula used in the classroom?

Sample

- Data were collected from Family and Child Experiences Survey (FACES) – Fall 2000
- Classroom and teacher information was collected from 265 teachers from a national sample of 43 Head Start programs
- Information on family characteristics was collected from interviews with parents
- Data presented are weighted to represent the universe of Head Start programs

Figure 1: The Majority of Teachers Used A Single, Specific Curriculum



*Head Start Program Performance Standards require programs to have a curriculum

Figure 2: The Majority of Teachers Used Either Creative Curriculum or High/Scope

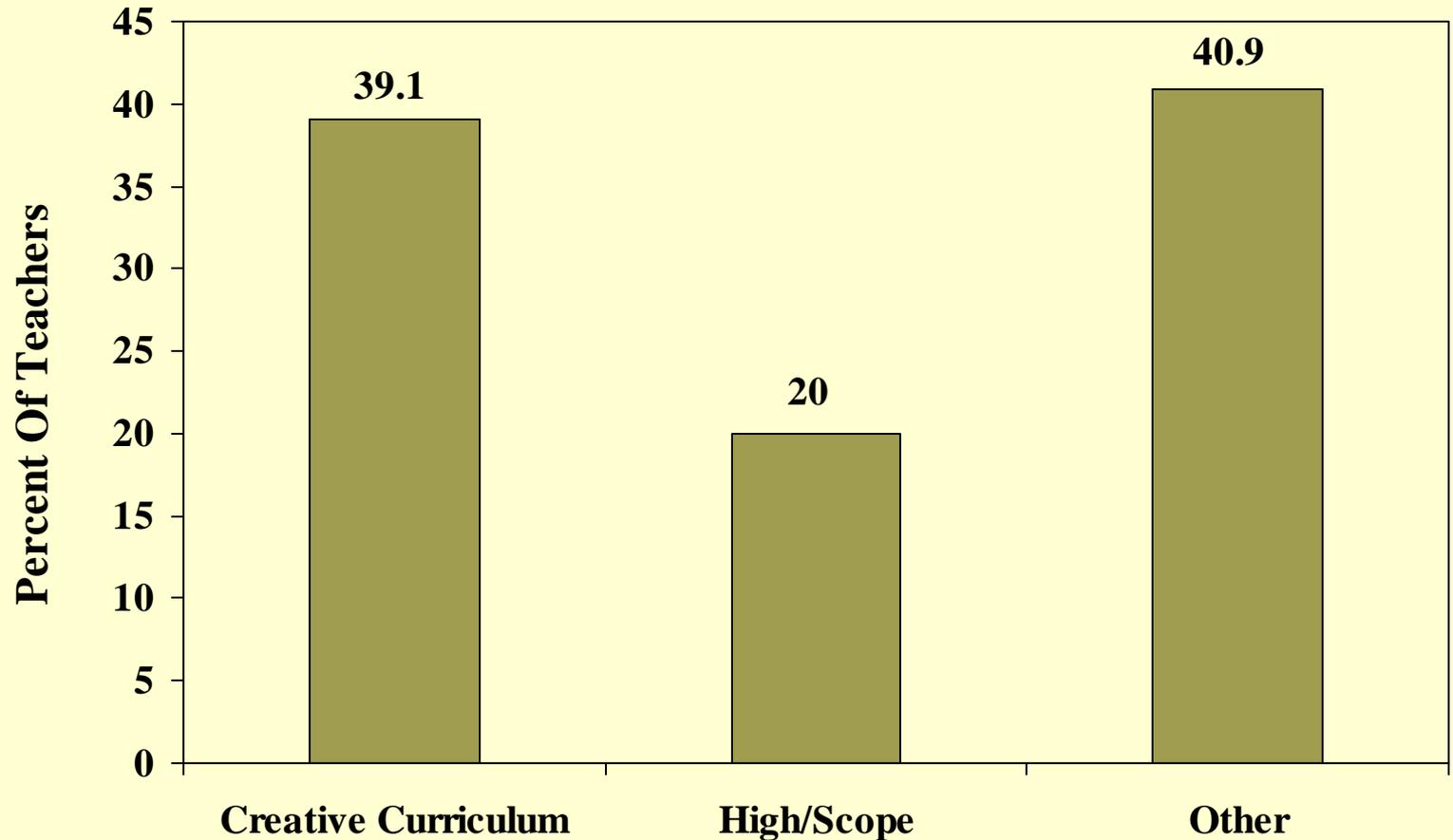


Figure 3: The Majority of Teachers Who Received Curriculum Training, Received It From Their Program Staff

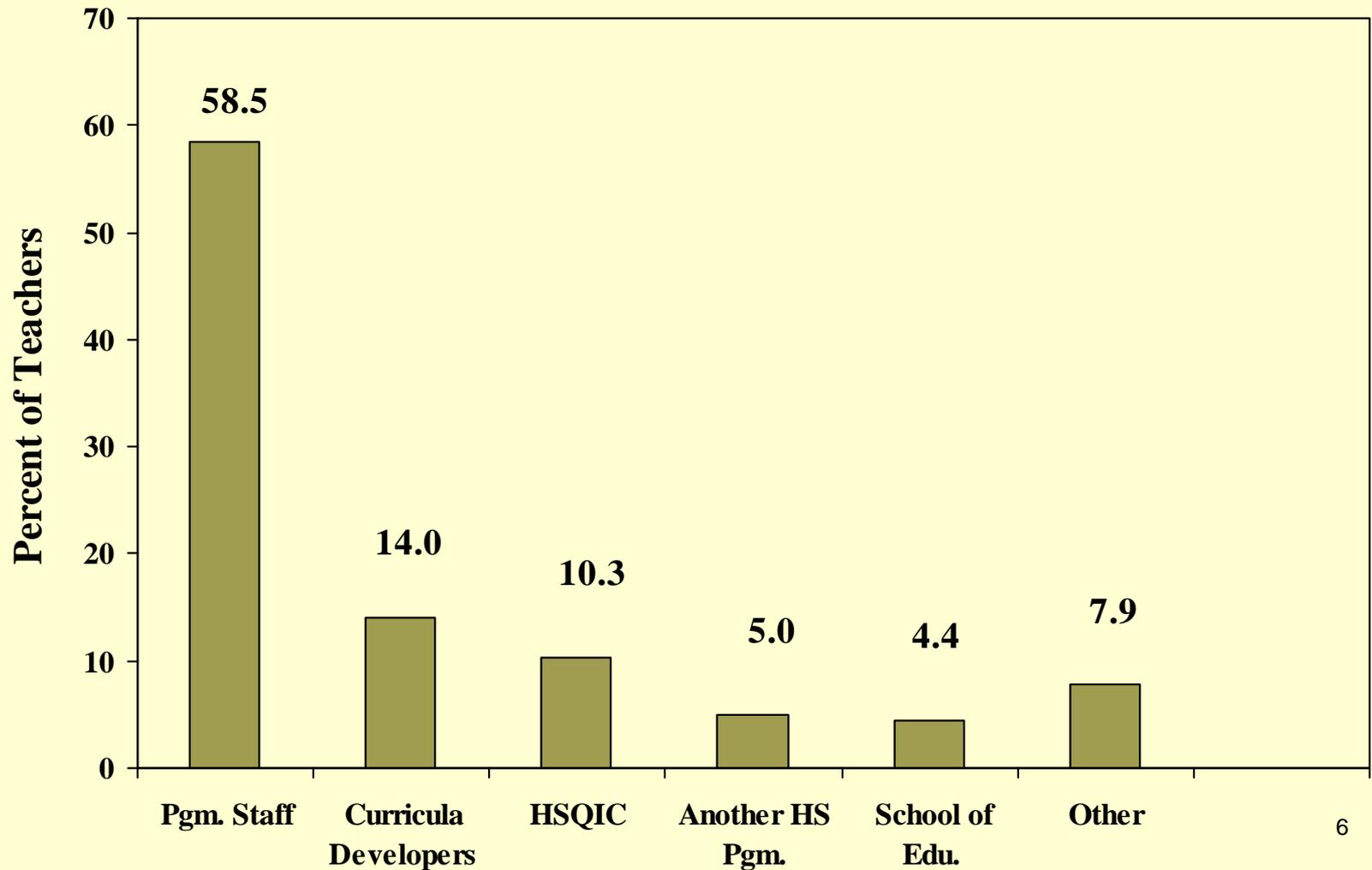


Figure 4: The Majority of Teachers Who Received Ongoing Support, Received It From Their Supervisor/Education Coordinator

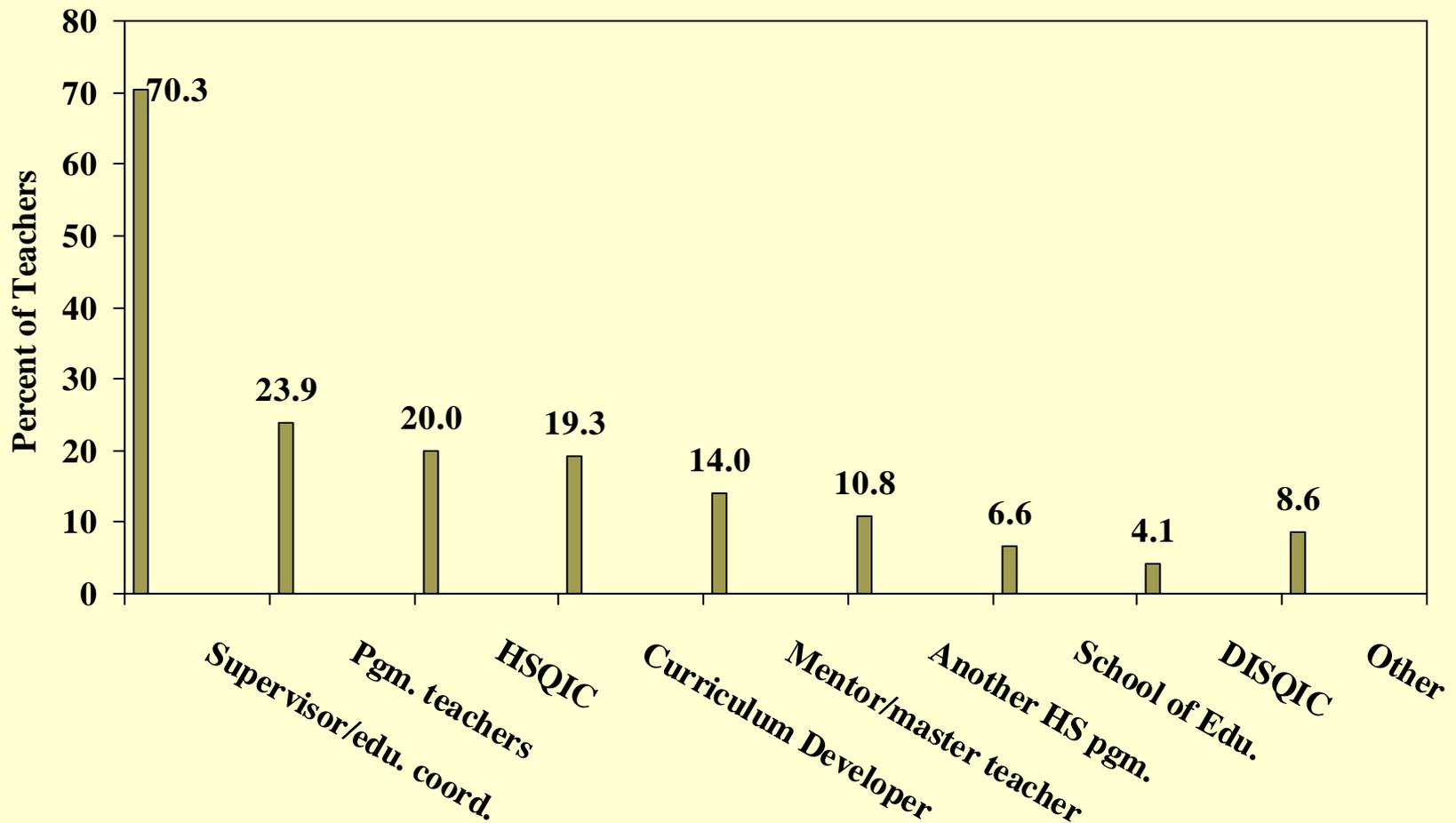


Figure 5: The Majority of Teachers and Assistant Teachers Had Access to a Copy of Their Curriculum

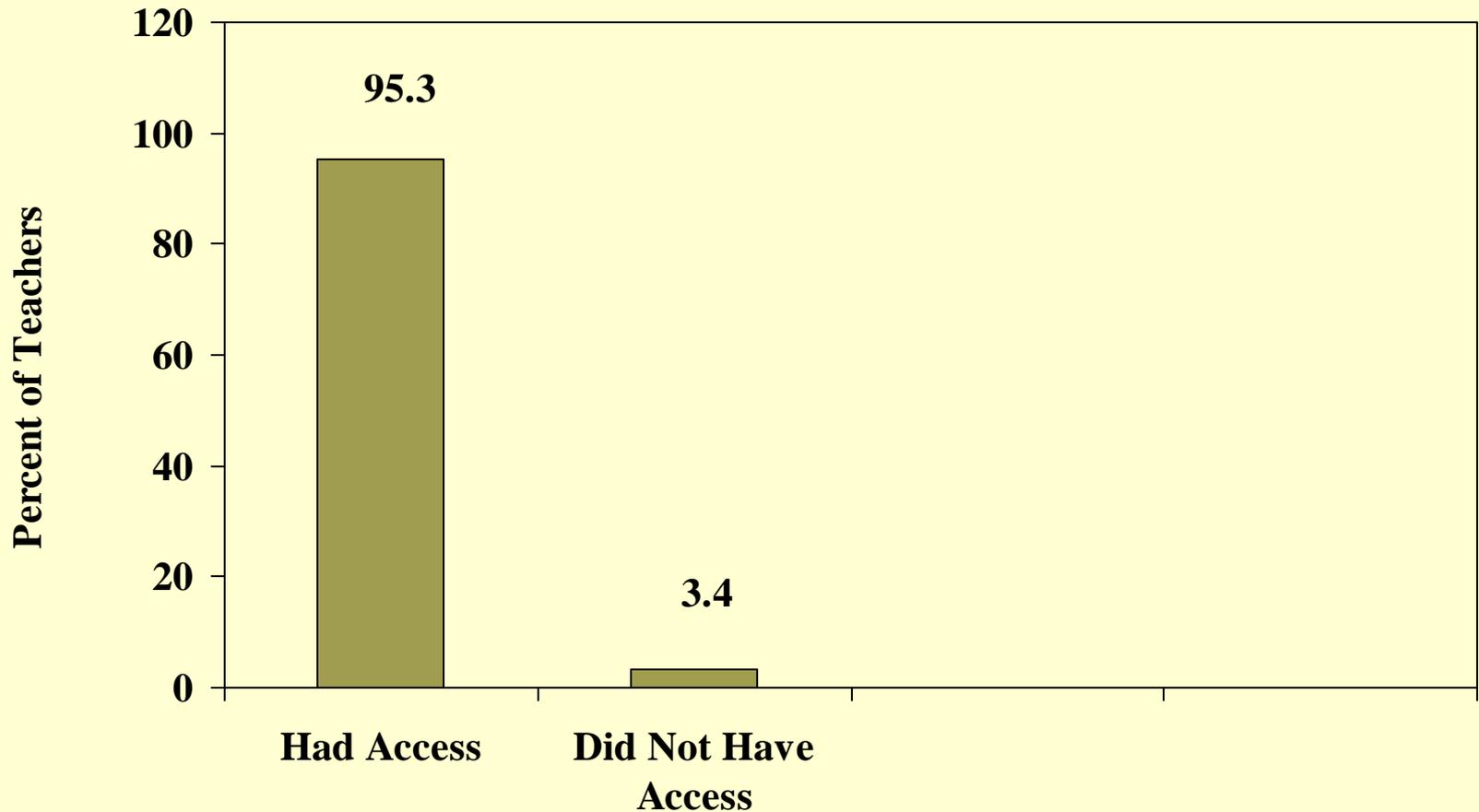


Figure 6: Teachers Liked Their Respective Curricula for a Variety of Reasons

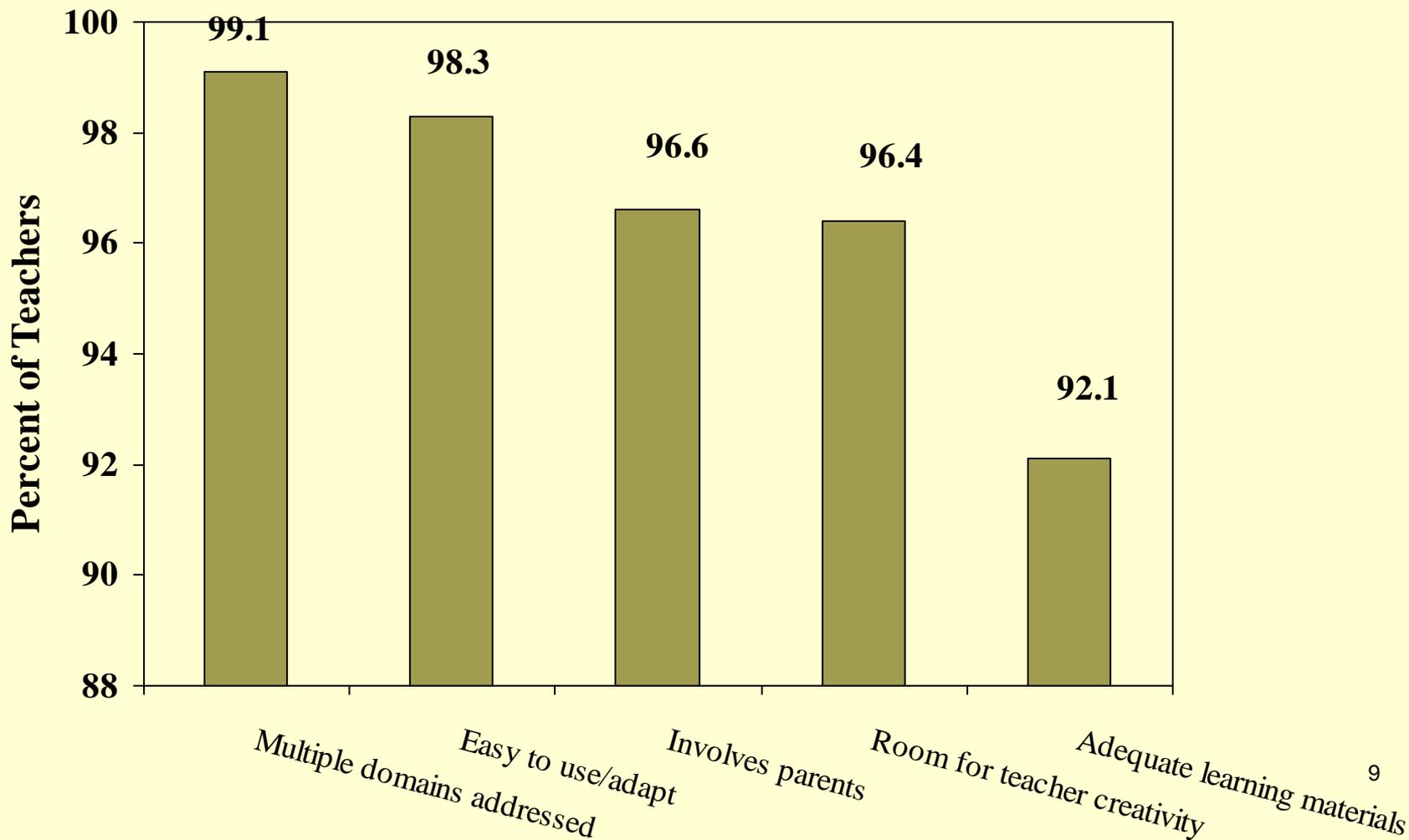


Figure 7: Most Teachers From Northeast, Midwest, and West Used Creative Curriculum or High/Scope While Majority of Teachers From the South Used Other Curricula

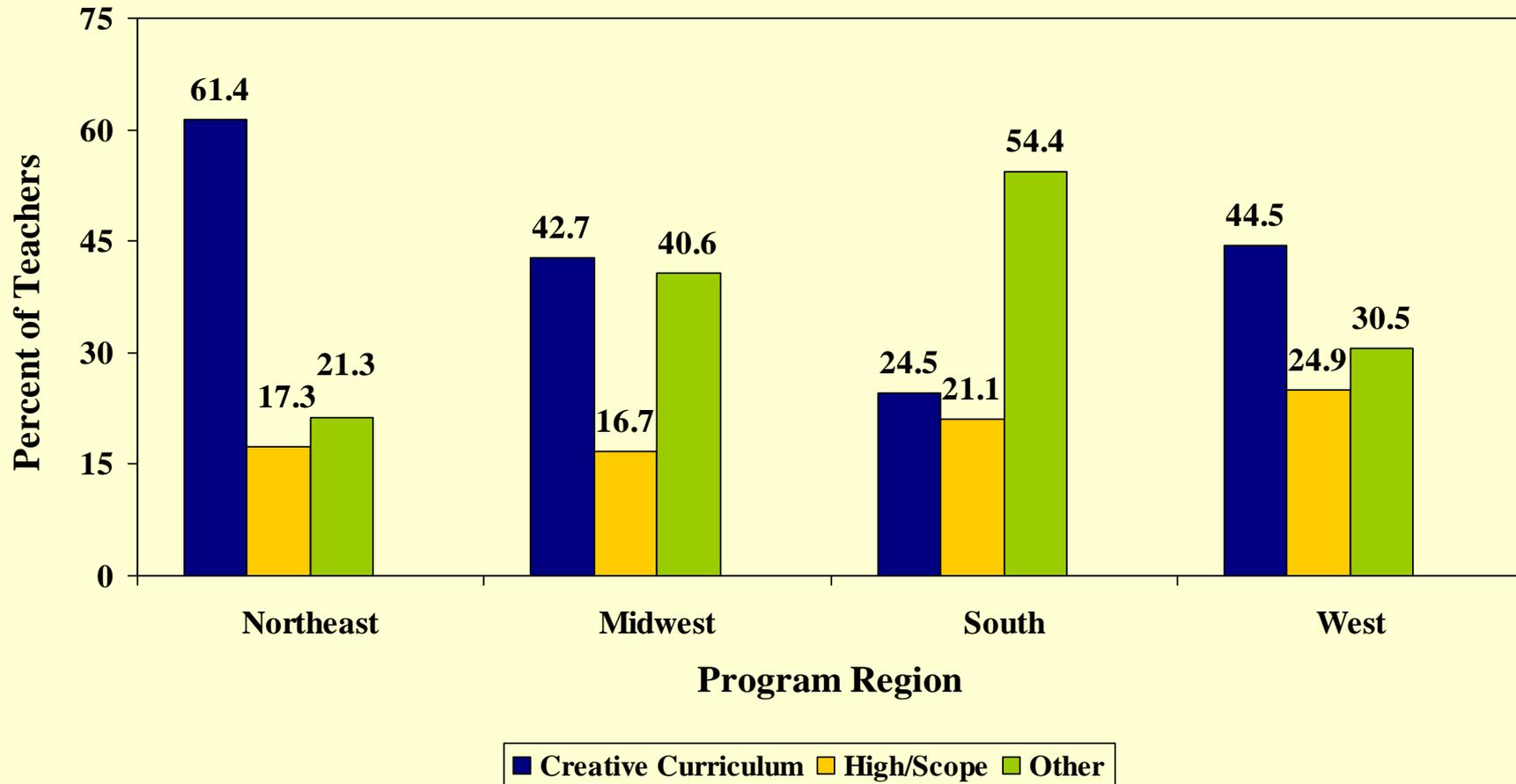


Figure 8: The Majority of Children from Northeast, Midwest, and West Were in Classrooms That Used Creative Curriculum or High/Scope

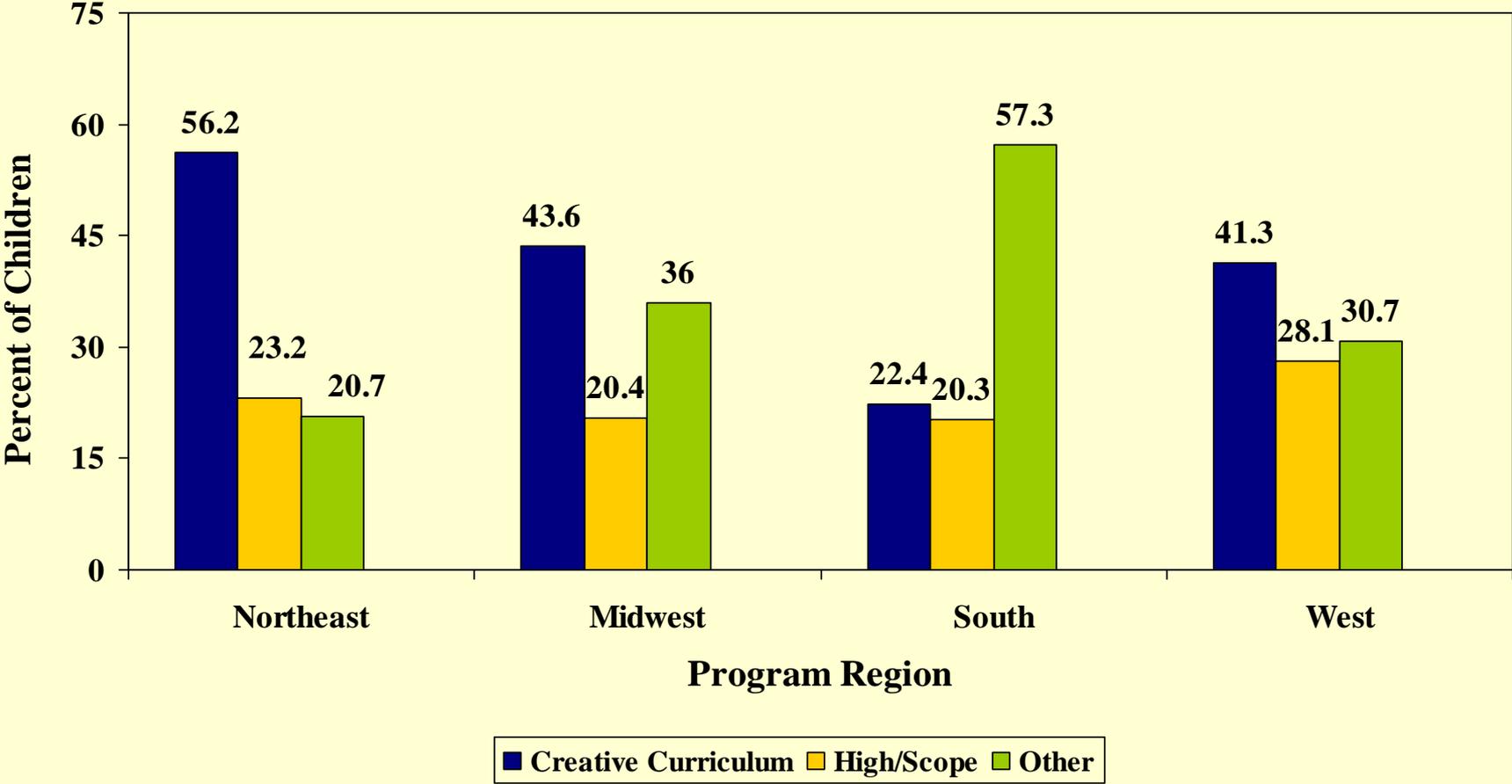


Figure 9: The Majority of Urban Teachers used Either Creative Curriculum or High/Scope While Majority of Rural Teachers Used Creative Curriculum

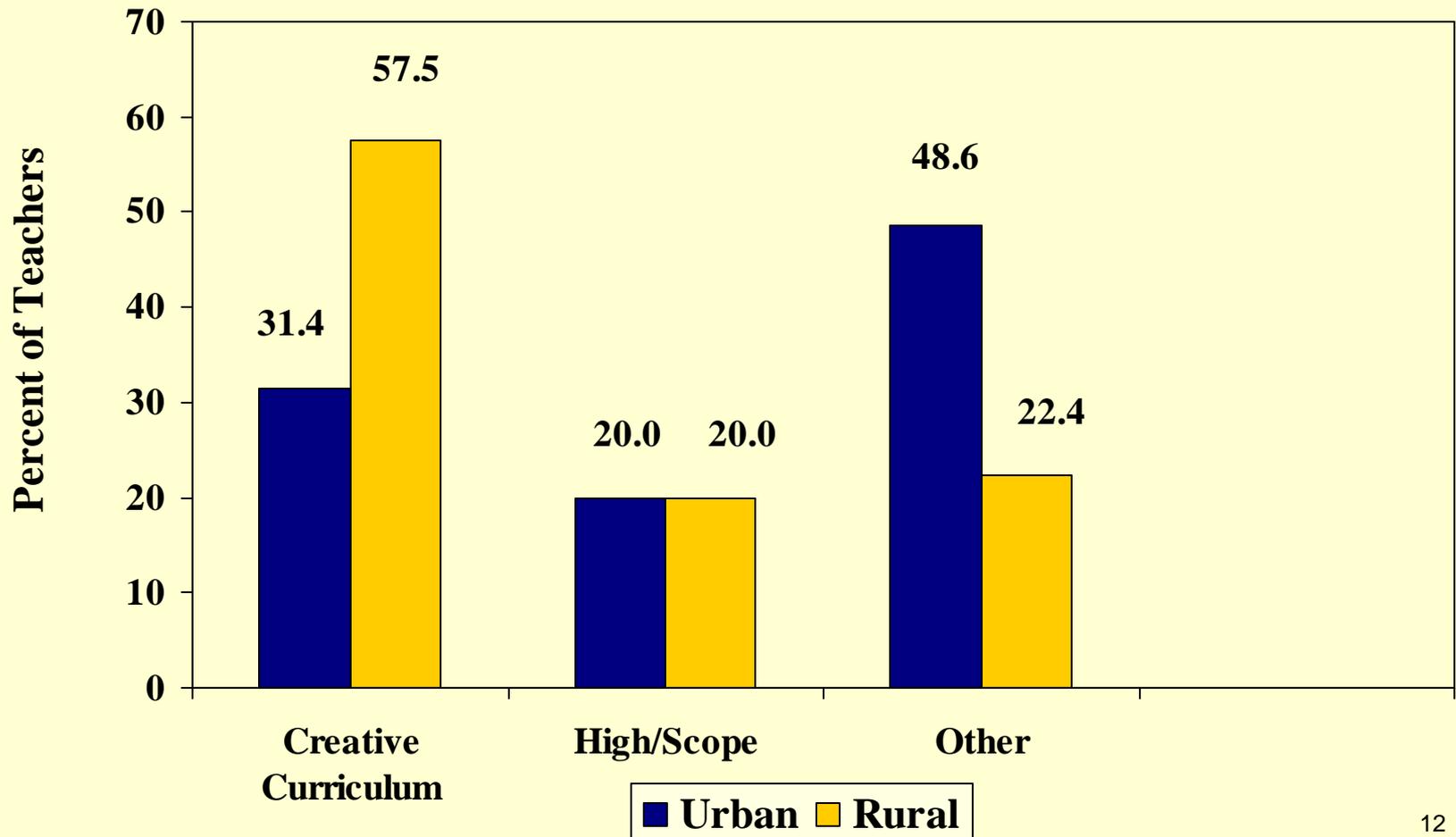


Figure 10: Almost Half of the Children From Urban Programs Experienced Creative Curriculum or High/Scope, Whereas The Majority of Children From Rural Programs Experienced Creative Curriculum

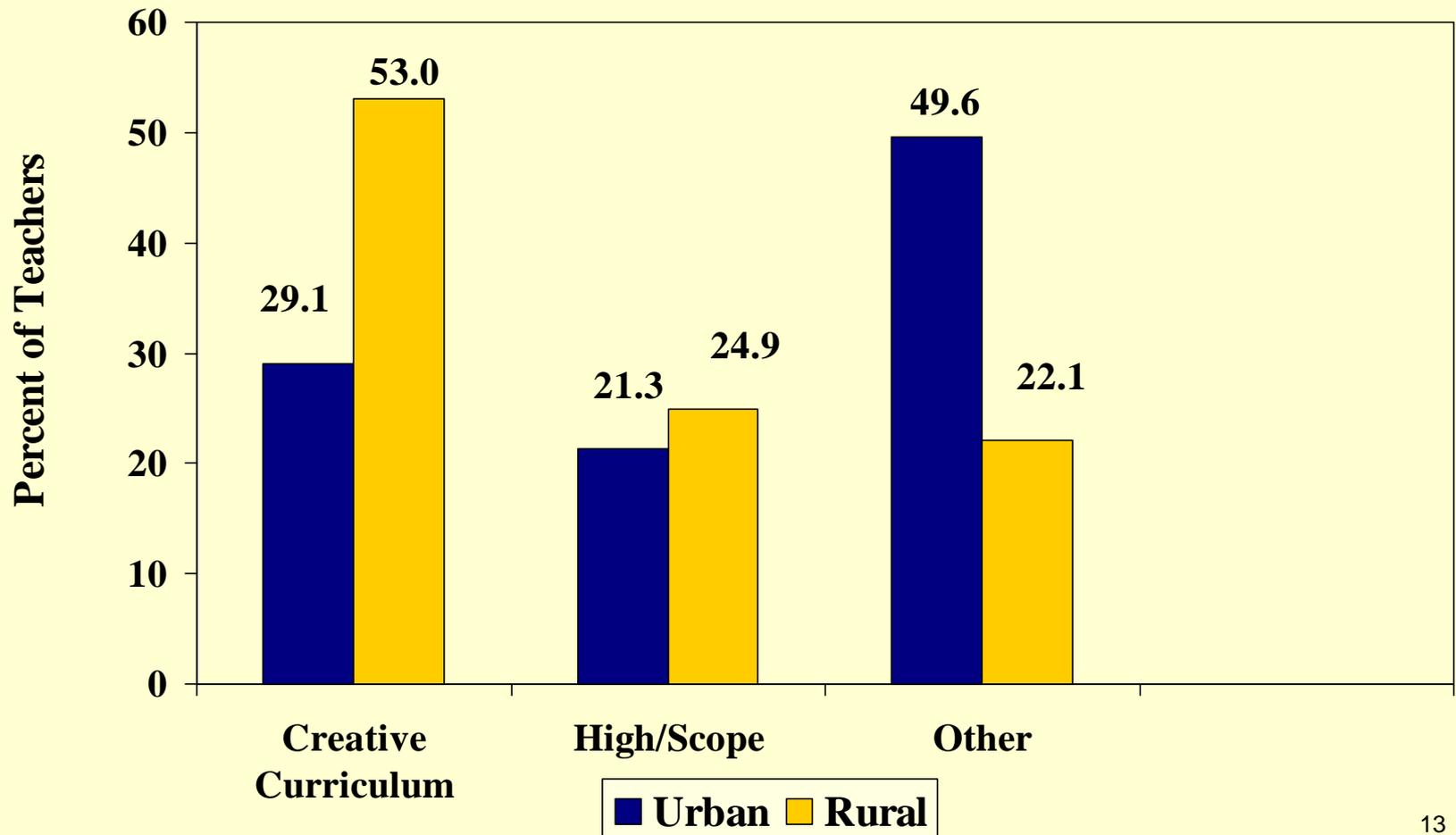


Figure 11: The Classrooms of Teachers who Used Creative Curriculum and High/Scope had Significantly Higher Average Quality Factor Scores Than Classrooms Using Other Curricula

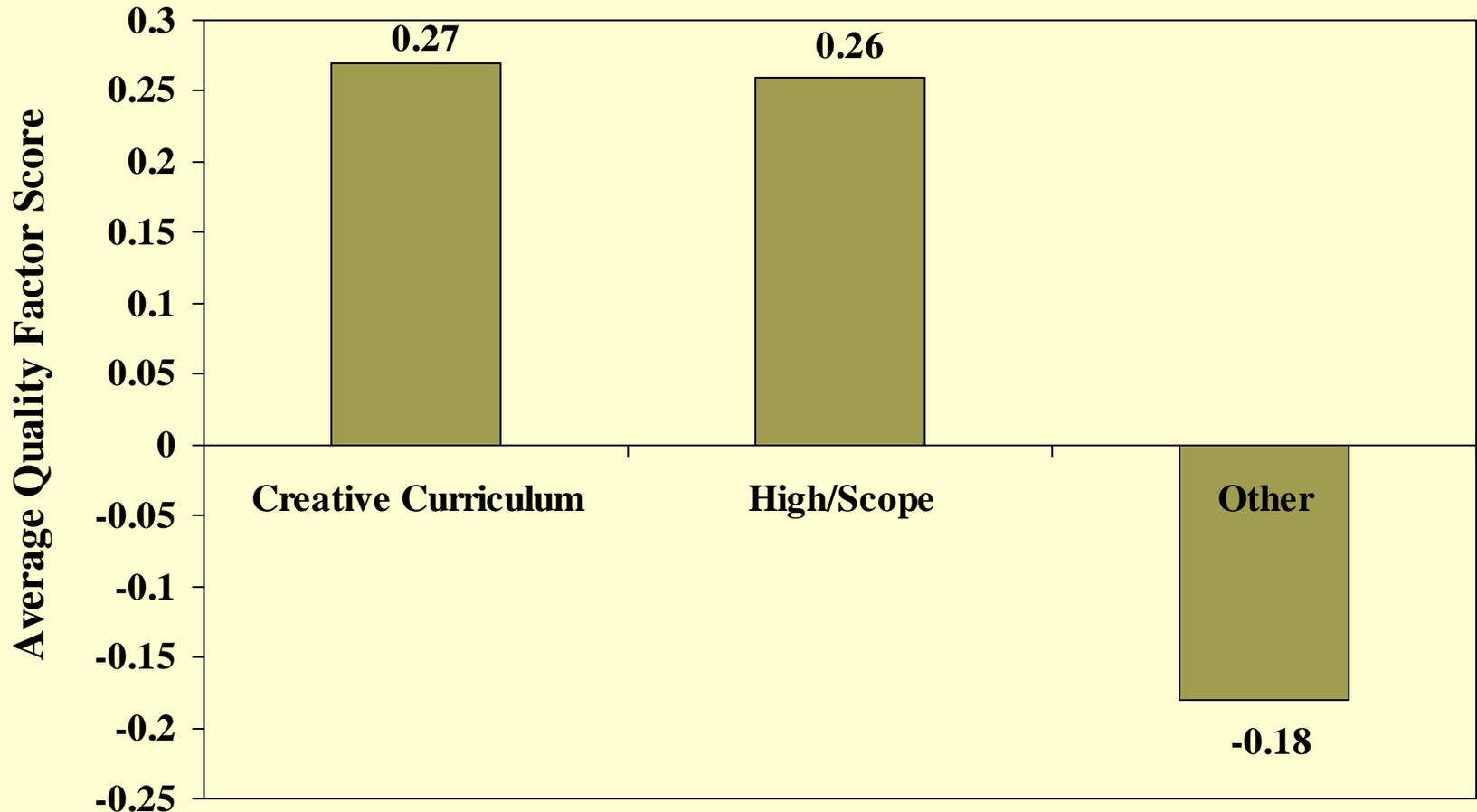


Figure 12: The Classrooms of Teachers Who Used Creative Curriculum or High/Scope had Significantly Higher ECERS Language Scores Than Classrooms of Teachers Who Used Other Curricula

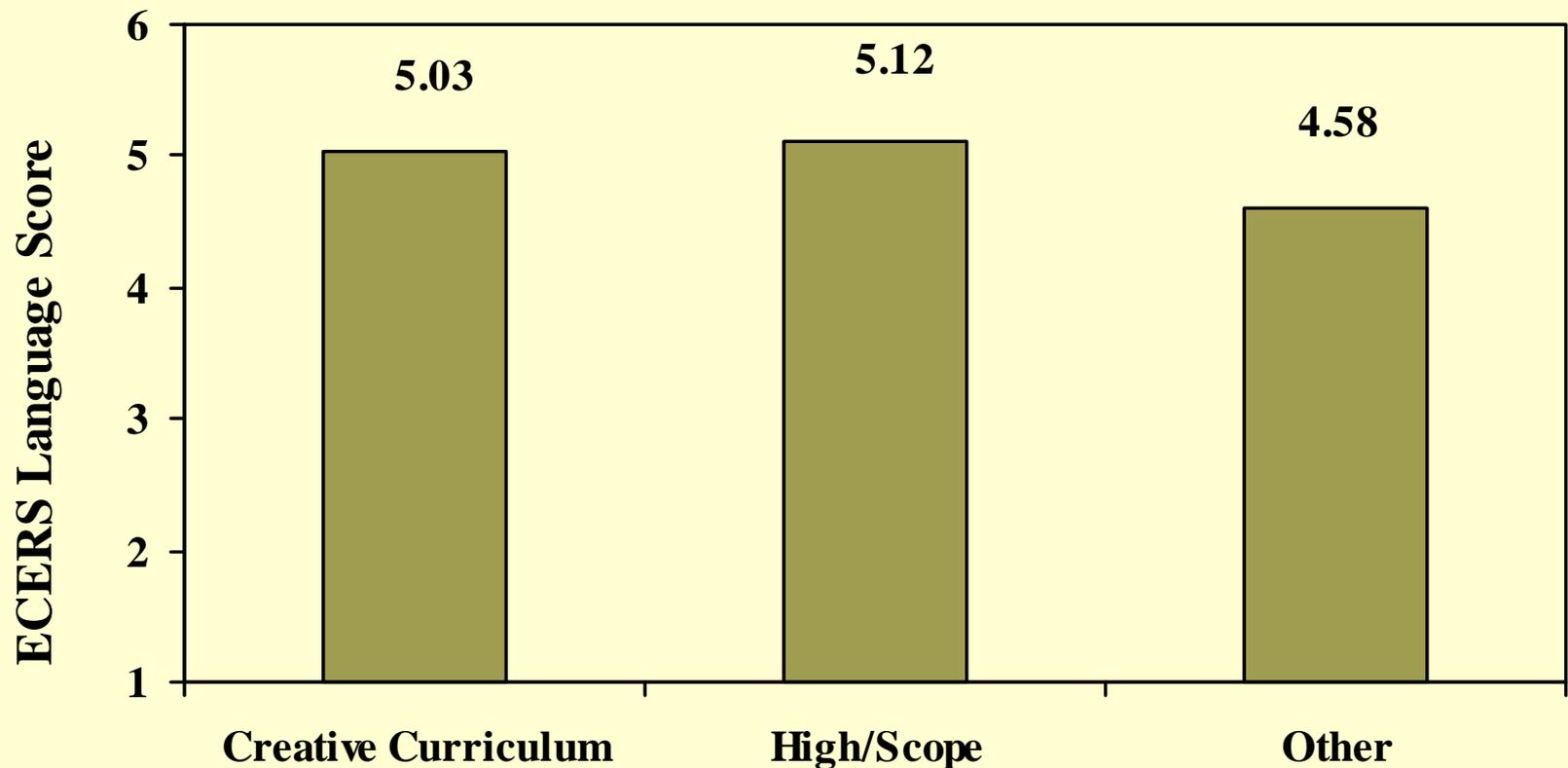


Figure 13: Children in Classrooms that Used Creative Curriculum or High/Scope Were From Families Who had Significantly Higher Monthly Incomes Than Children in Classrooms That Used Other Curricula

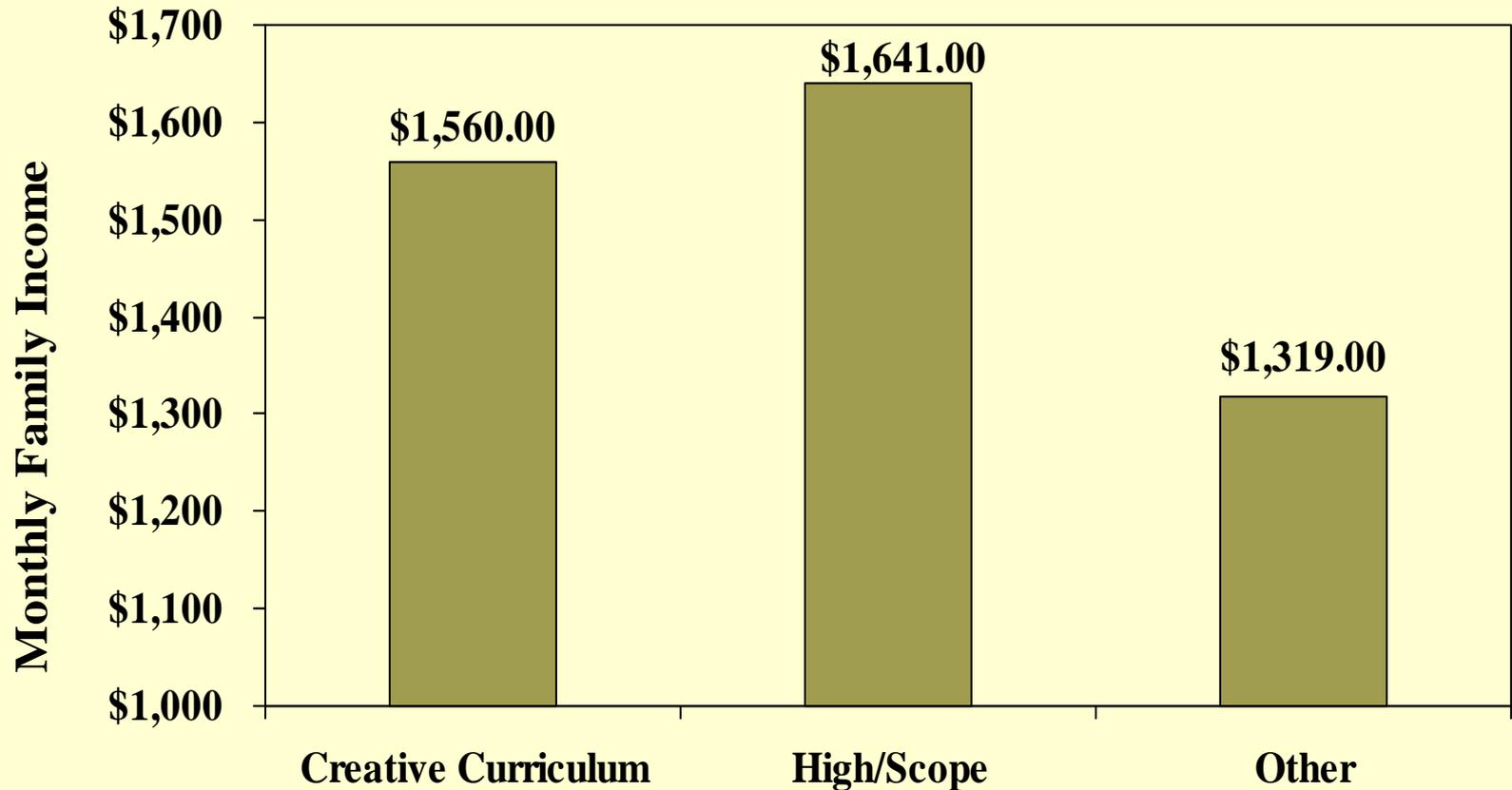


Figure 14: Teachers Who Used Other Types of Curricula Were More Likely To Serve Families That Were the Poorest

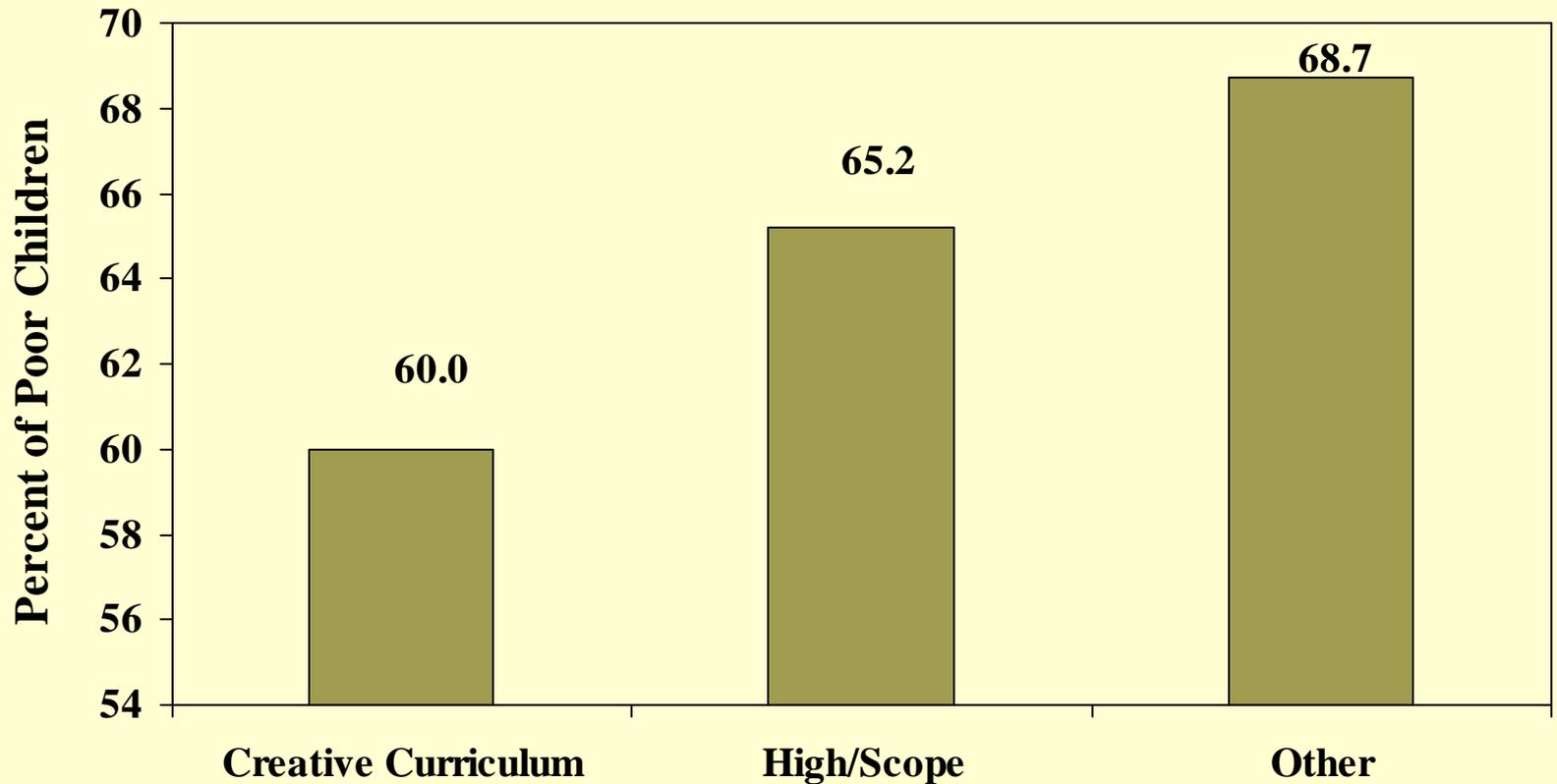
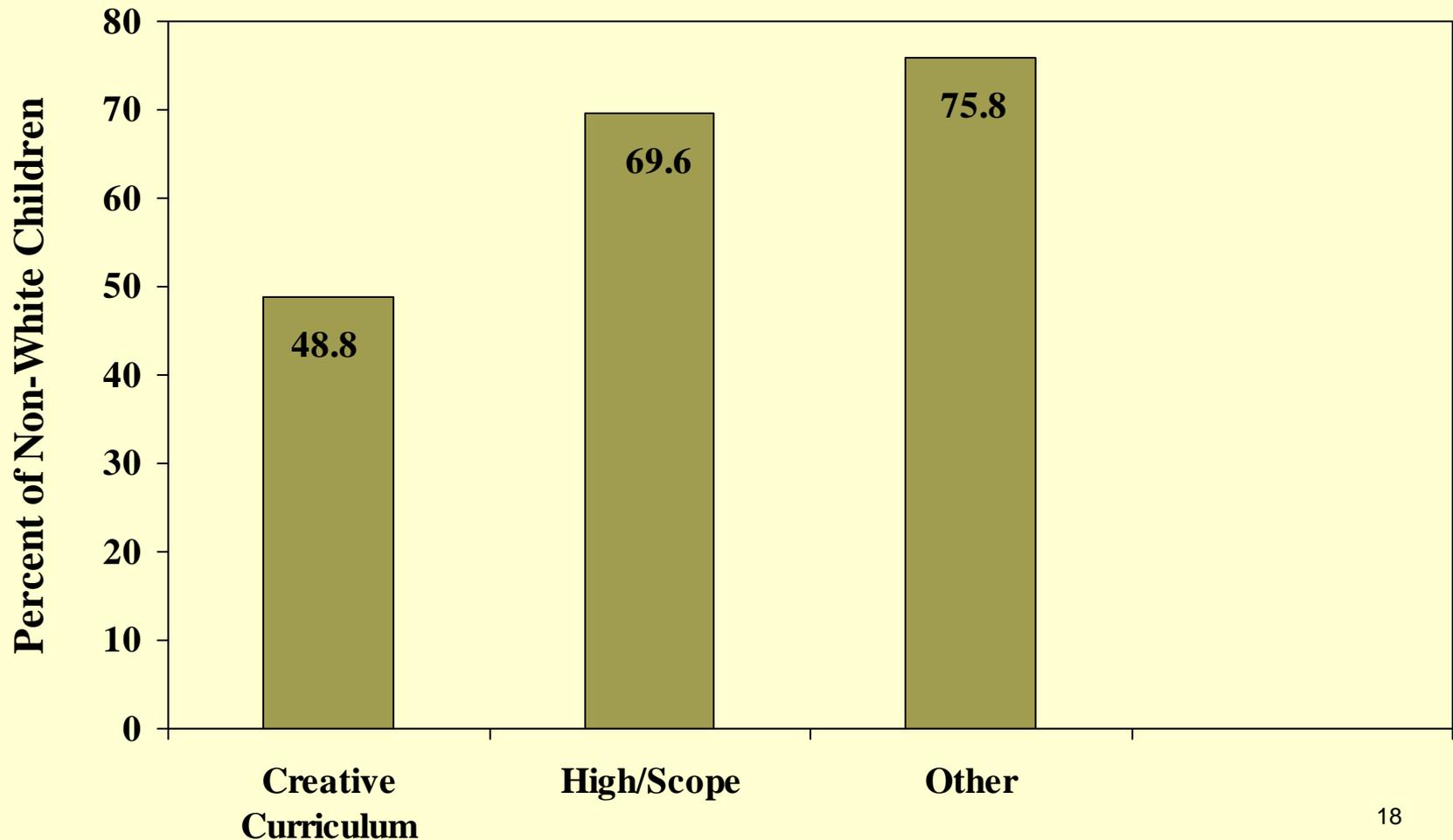


Figure 15: Teachers Who Used High/Scope or Other Curricula Served a Higher Percentage of Non-White Children



Conclusion

- Ninety-one percent of Head Start classrooms used at least one curriculum, with the majority using a single, specific curriculum
- Creative Curriculum and High/Scope were the most commonly used curricula
- The majority of teachers received training and ongoing support in the use of their curriculum
- Most teachers received training from their program staff
- A copy of the curriculum was available to majority of the teachers and teacher assistants
- The majority of teachers liked their curriculum

Conclusion

- The majority of teachers from the Northeast, Midwest, and West used either Creative Curriculum or High/Scope while majority of teachers from the South used Other Curricula
- The majority of teachers from urban programs used either Creative Curriculum or High/Scope while majority of the teachers from rural programs used Creative Curriculum
- Classrooms that used Creative Curriculum or High/Scope had significantly higher classroom quality scores than classrooms that used other curricula

Conclusion

- Classrooms that used Creative Curriculum or High/Scope had significantly higher ECERS language scores than classrooms that used other curricula
- Teachers who used Other curricula served the highest percentage of poor children
- Teachers who used High/Scope and Other Curricula served more non-white children