



Investee Annual Grant Report

July 2018 – June 2019

Initiative Name: Bridgeport Early Childhood SEL Initiative

<p>Accomplishments</p>	<ol style="list-style-type: none"> 1. Convened 5 BECSELI Steering Committee Meetings 2. Surveyed 120 of Bridgeport’s center-based childcare staff with data about their school and classroom climate, teaching self-efficacy, relationships, social and emotional skills, and general wellbeing (see Appendix A) 3. Served 51 Bridgeport participants across 16 organizations, including 23 center-based programs, at the Bridgeport Early Childhood Leadership Development Institute 4. Served 20 of Bridgeport’s Family Childcare Providers (Cohort 1) at the Bridgeport EC RULER Institute for Family Childcare Providers
<p>Challenges</p>	<ol style="list-style-type: none"> 1. Execution of Workgroups to achieve BECSELI’s goals <ul style="list-style-type: none"> • The work group structure initially proposed for the Initiative has been reconsidered to better meet the needs of the community and the interests of the Steering Committee. The meeting times, structures, and goals have been clarified and continue to be refined to include: SEL programing (currently focused on the training for providers), community outreach and networking, and research, evaluation, data, and assessment. As the Steering Committee continues to take greater ownership over the Initiative, we anticipate the work group structure to continue to evolve. 2. Incorporating Partner perspectives in the work <ul style="list-style-type: none"> • While all stakeholders were enthusiastic about the initiative, it became evident early on that what they were being asked to do was less clear. As a collaborative, the Initiative has slowly moved from something perceived as a project of YCEI to a shared project. Time, funding, clarity, and organizational change have all been barriers to full engagement. Individual and small group meetings, check-ins and shared experience have all contributed to a shift in understanding and emerging shared leadership
<p>Partners</p>	<ol style="list-style-type: none"> 1. Action for Bridgeport Community Development, Tanya Lloyd 2. All our Kin Bridgeport, Jill Keating-Herbst 3. Bridgeport Child Advocacy Coalition, Mory Hernandez 4. Bridgeport Prospers, Allison Logan 5. Bridgeport Public Schools, Carrie Ramanauskas, Melissa Jenkins 6. Bridgeport School Readiness Council, Lee Helmerich 7. Bridgeport YMCA, Terry McCarthy 8. Cooperative Education Services, Suzanne Clements 9. Housatonic Community College Early Childhood Lab School, Kristin Lund 10. The Consultation Center/ Partnership for Early Education Research, Joanna Meyer and Mike Strambler 11. Yale Center for Emotional Intelligence, Sarah Kadden and Craig Bailey <p>The initiative does not anticipate organizations or their main contacts to join or leaving the partnership at this time.</p>
<p>Data</p>	<p>The Initiative has <u>indirectly</u> served an estimated 1,840 children across 43 center- and family-based early childhood programs. Appendix A summarizes data collected so far from center-based and home-based providers.</p>



<p>Looking Ahead</p>	<ol style="list-style-type: none"> 1. Bridgeport EC RULER Institute on August 19 and 20th <ul style="list-style-type: none"> • <i>Challenge:</i> Implementation 2. Year 2 data collection starting in January 2020 <ul style="list-style-type: none"> • <i>Challenge:</i> Incorporating partner perspectives 3. Bridgeport EC RULER Institute for Family Childcare Providers Cohort 2 <ul style="list-style-type: none"> • <i>Challenge:</i> Implementation 4. Recruitment for Center-based Cohort 2 <ul style="list-style-type: none"> • <i>Challenge:</i> Partner involvement 5. Community Engagement and Outreach Event <ul style="list-style-type: none"> • <i>Challenge:</i> Partner involvement
<p>Miscellaneous</p>	<p>None.</p>
<p>Investee Cohort Gathering</p>	<p>Date Saved!</p>

THANK YOU FOR YOUR PARTNERSHIP!

The BECSELI Annual Well-being Survey Preliminary Results

The BECSELI Annual Well-being Survey was administered to an estimated 215 staff across 20 early childhood centers in Bridgeport, CT. The purpose of the Survey was to explore the SEL practices and well-being of early childhood educators participating in BECSELI-funded workshops, which to-date focus on emotionally intelligent leadership and the RULER approach to social and emotional learning. The Survey consists of questions that assess educator perceptions of:

- 1. SEL Practices;**
- 2. School Climate¹;**
- 3. Emotion Regulation²;**
- 4. Mindset³;**
- 5. Workplace Satisfaction and Intention to Leave⁴;**
- 6. Workforce Self-efficacy⁵;**
- 7. Stress and Burnout ⁶, and**
- 8. Sleep, Alcohol Use, Social Health, and Physical Health⁷⁸⁹.**

Many of the questions used in the BECSELI Annual Well-being Survey have been administered in other projects and/or are well-validated, which is important for interpretation purposes.

Educators from participating sites returned 119 surveys were returned, representing a response rate of 55%. Although data are still being analyzed, results are encouraging across the domains.

¹ Hoy, Smith, and Sweetland, 2002

² Gross & John, 2003

³ Brackett, Floman, & Dweck, 2018

⁴ Moeller, Ivcevic, White, Menges, & Brackett, 2018

⁵ Floman, Brackett, Schmitt, & Baron, 2018

⁶ Riley, Mohr, & Waddim, 2017

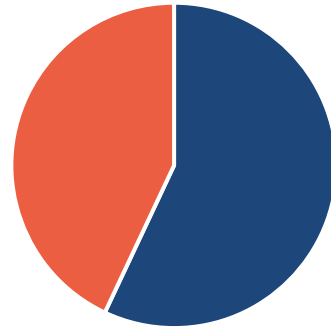
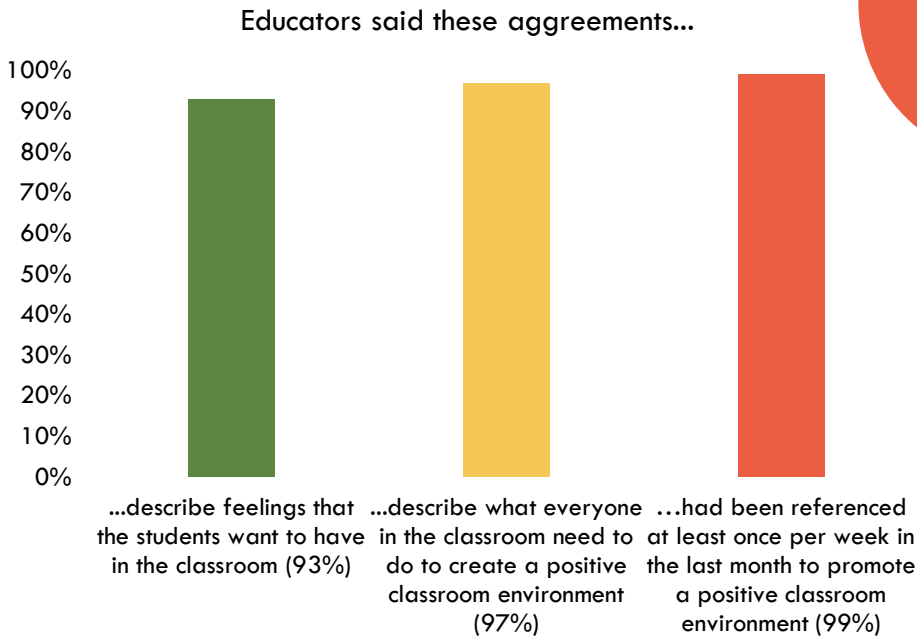
⁷ U.S. Centers for Disease Control and Prevention, 2017

⁸ Donald & Ware, 1984

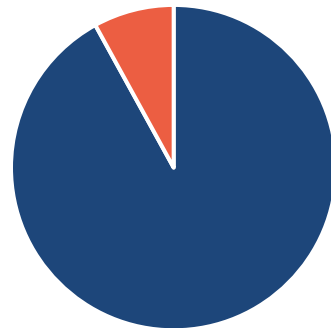
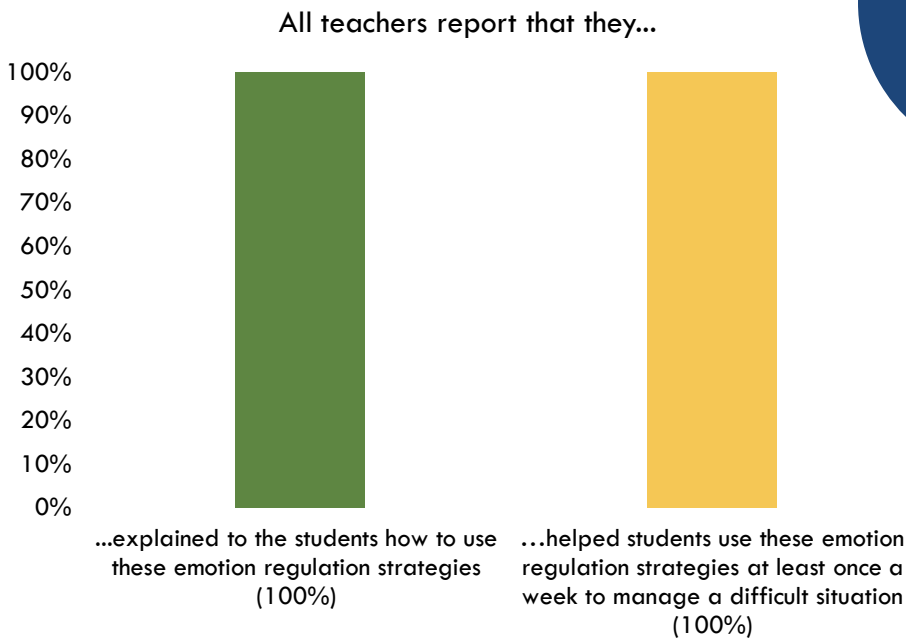
⁹ Stewart & Ware, 1992

1. SEL Practices

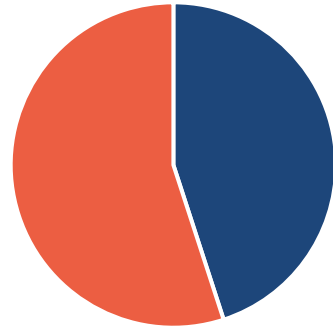
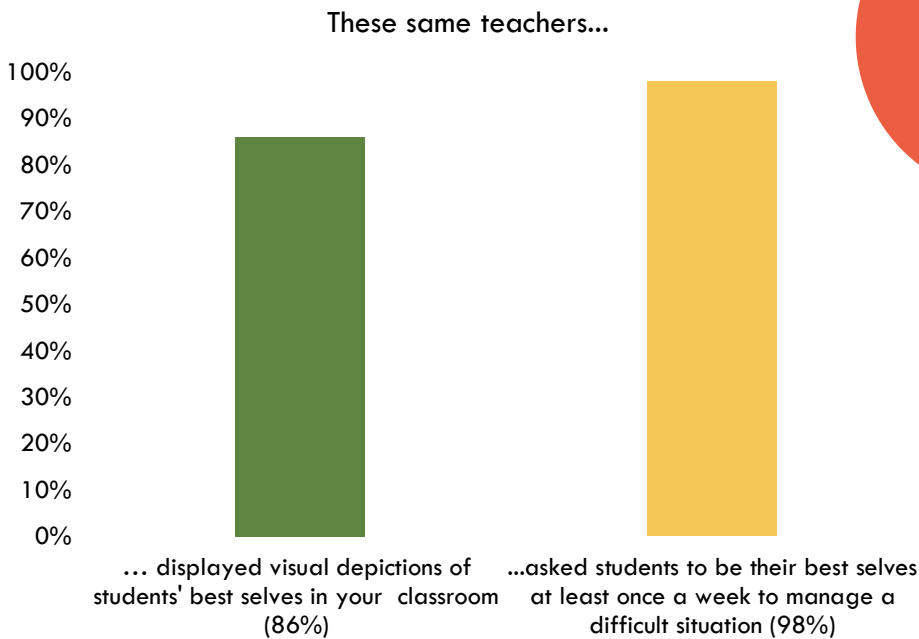
57% of educators create collaborative agreements with their students that reflect how the class will create a positive learning environment.



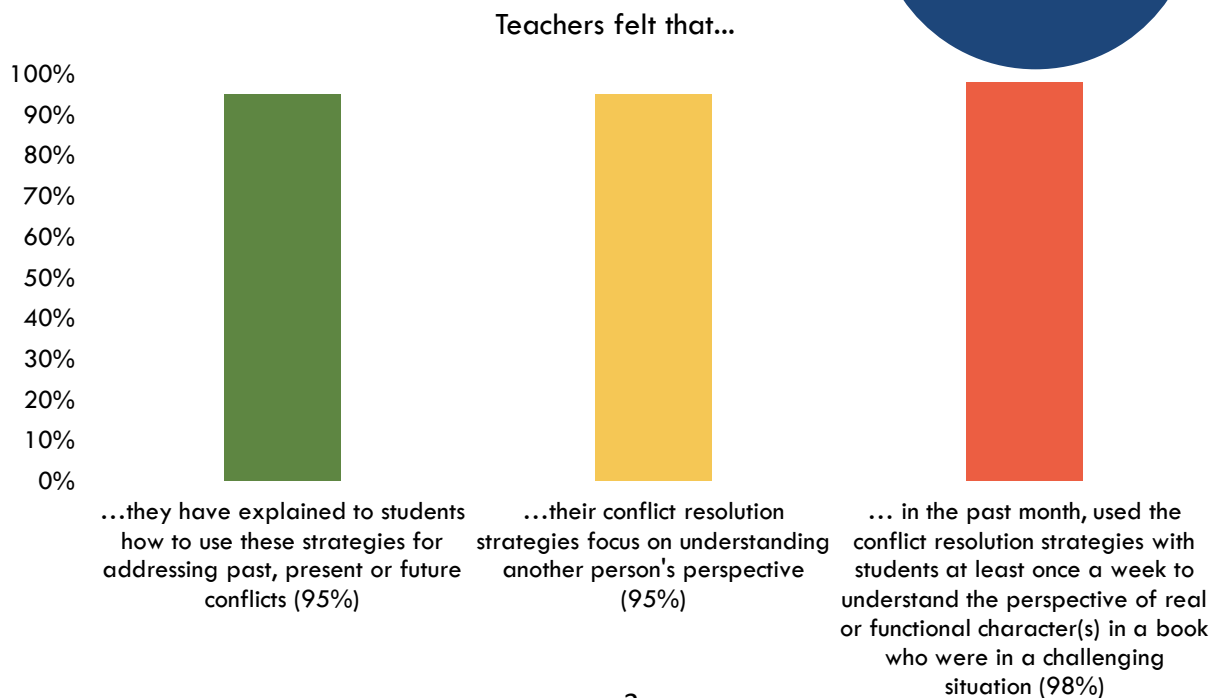
92% of educators teach strategies to students to help them regulate their emotions in difficult situations.



45% of educators teach their students how to visualize the best version of themselves to help them regulate their emotions.

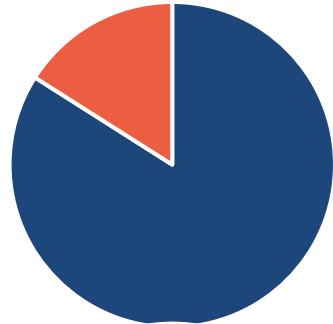


100% of educators teach conflict resolution strategies to students to help them address interpersonal conflicts.

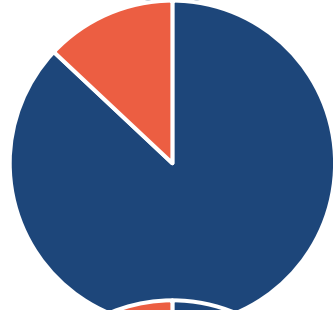


Teachers were asked about specific strategies related to the development of emotion-related vocabulary:

84% of educators used age appropriate personal stories from their life to help teach emotion-related vocabulary



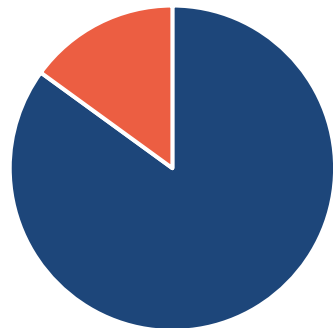
87% of educators asked students to reflect on their own experiences related to new emotion-related vocabulary.



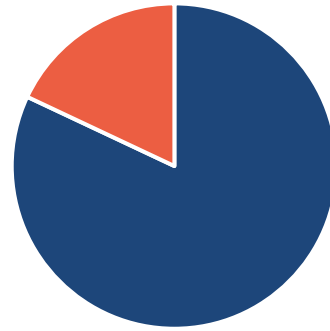
90% of educators used academic material to help students learn emotion-related vocabulary.



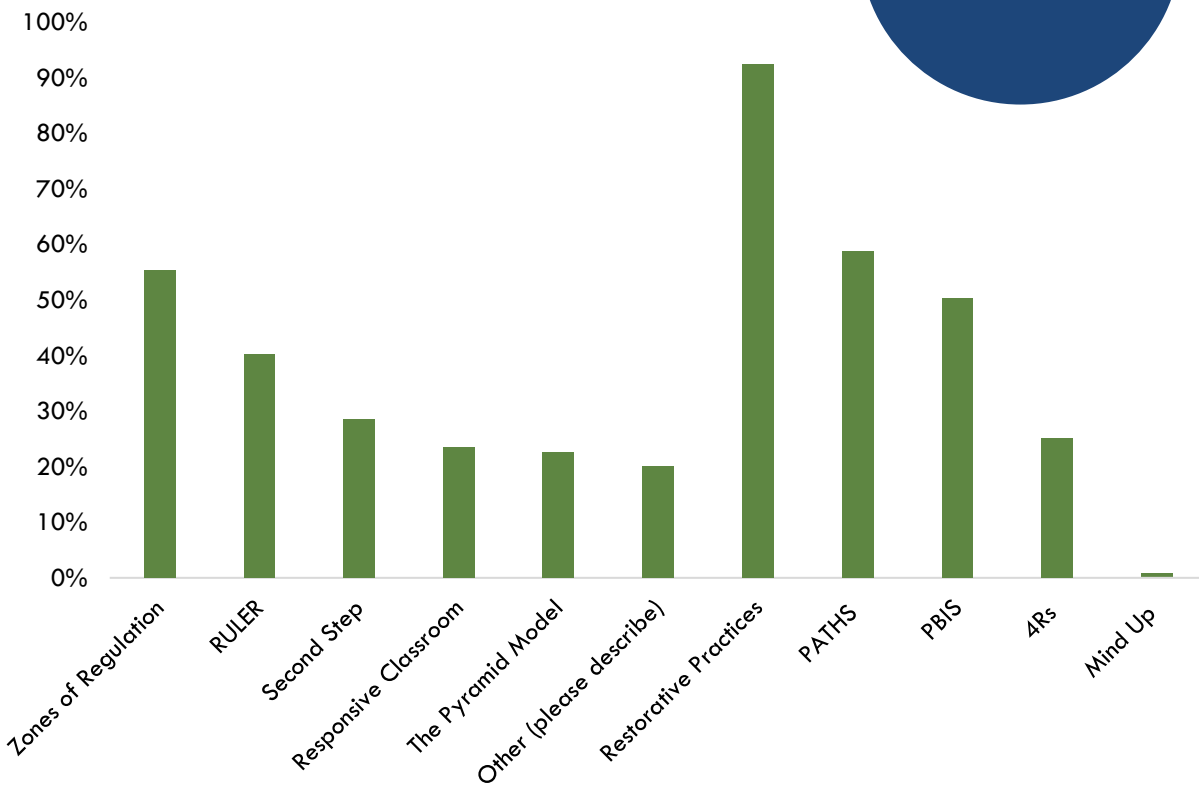
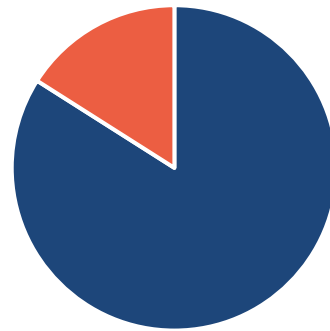
85% of educators used materials designed to engage students' families in activities that promote students' social and emotional skills.



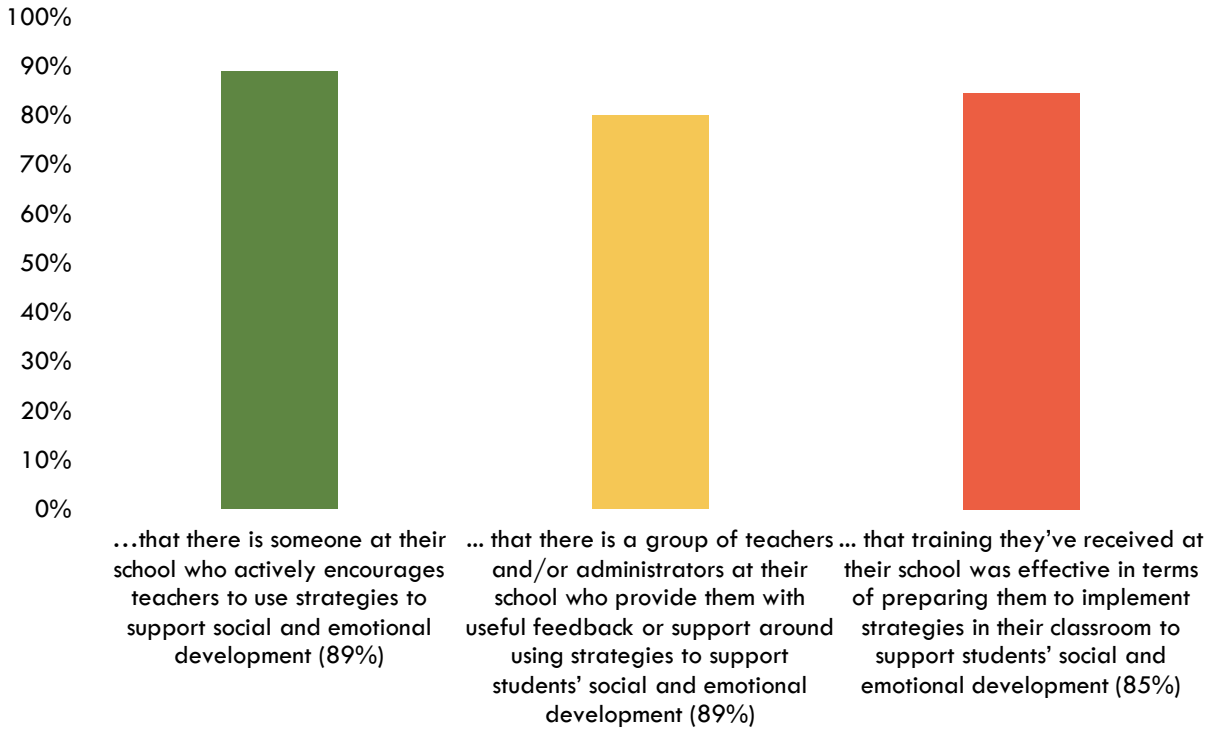
82% of educators asked students to brainstorm helpful emotion regulation strategies (e.g. self-talk, visualization, etc.) related to a character or their own lives.



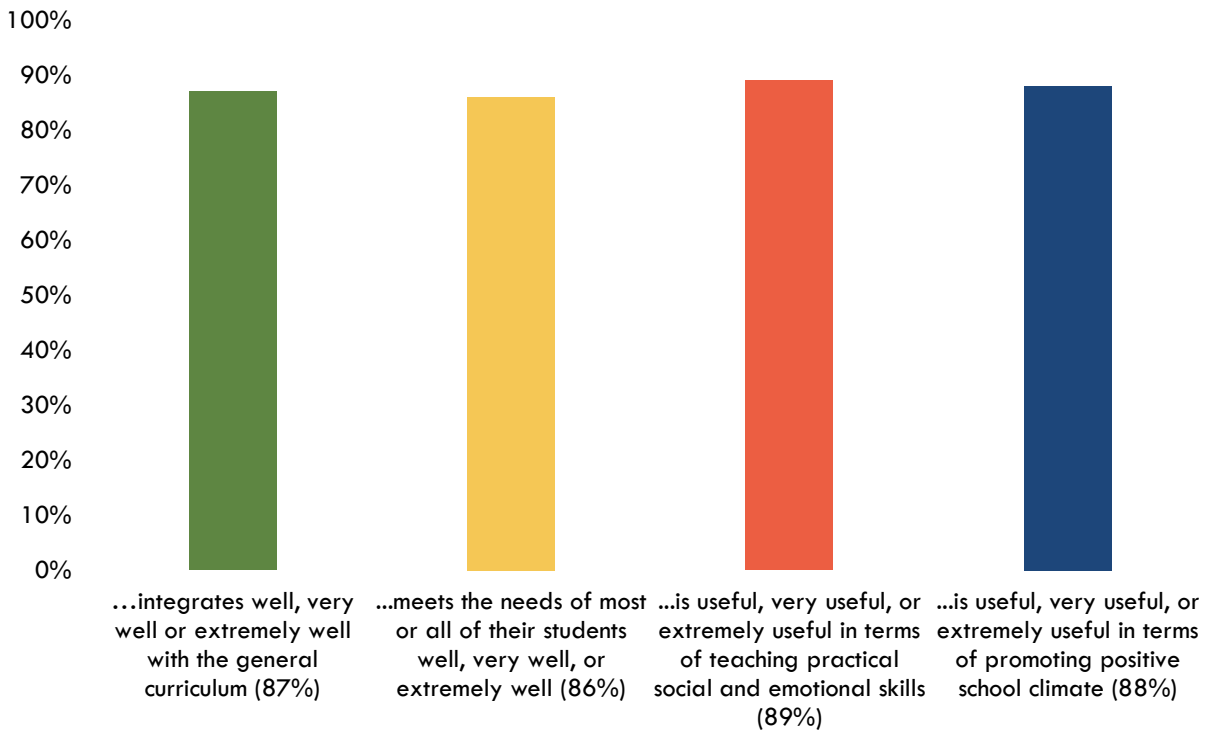
To support SEL, 84% of educators are using at least one program or approach.



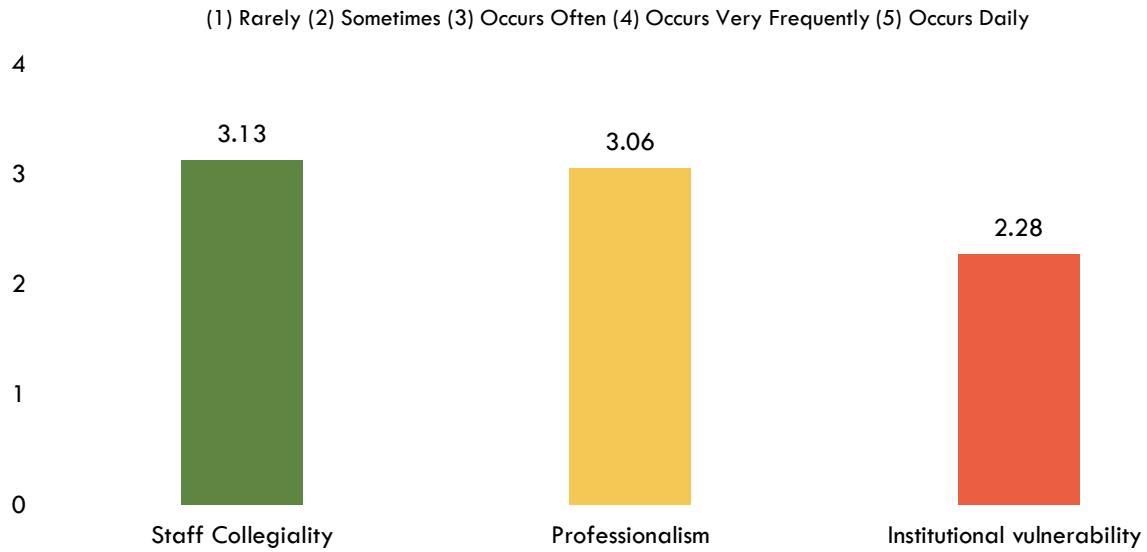
Educators agree...



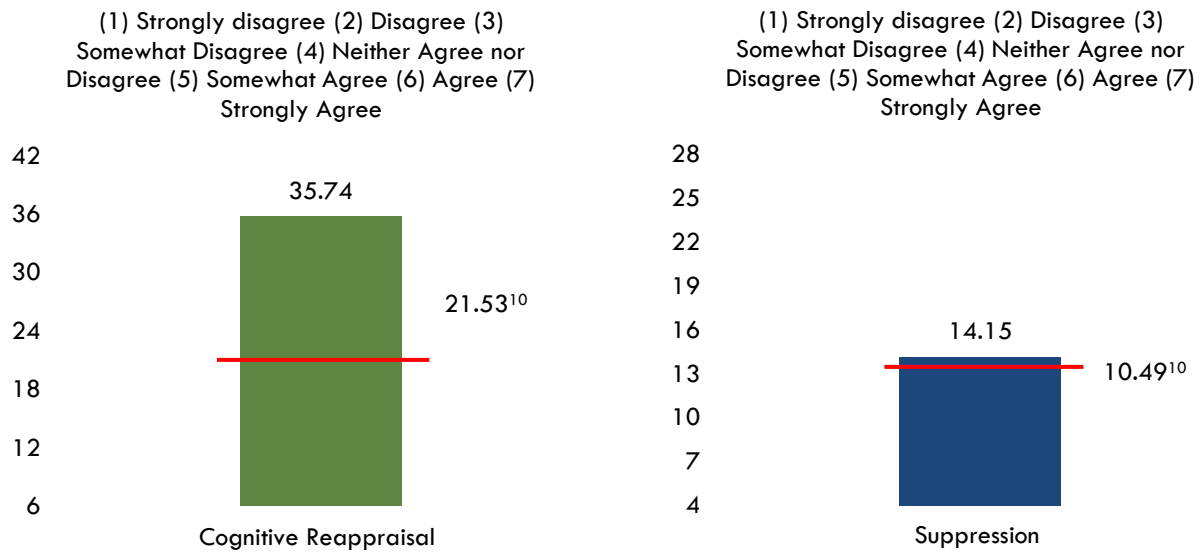
Educators feel that their program or approach ...



2. School Climate

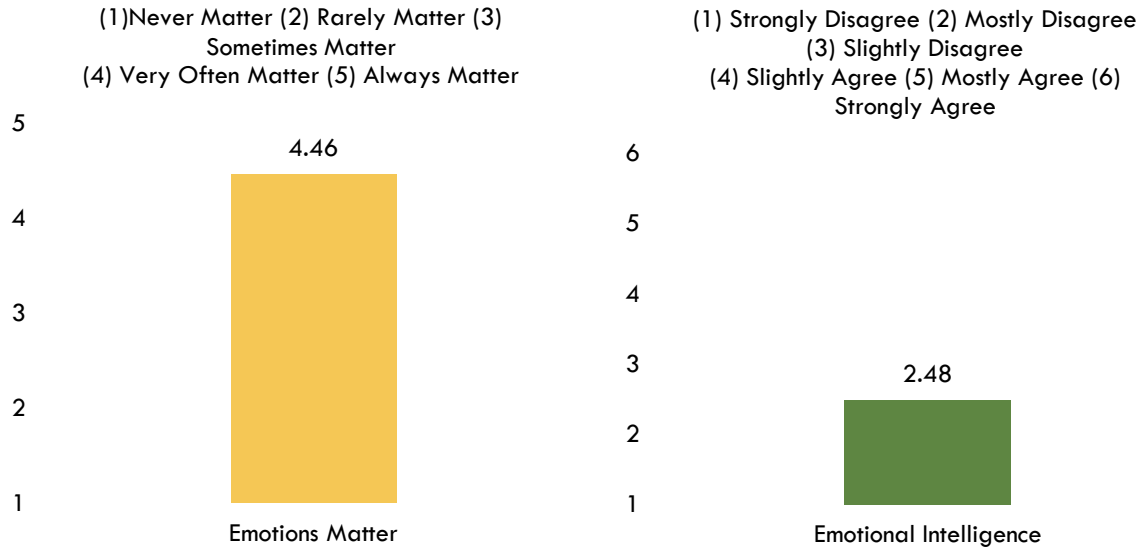


3. Emotion Regulation

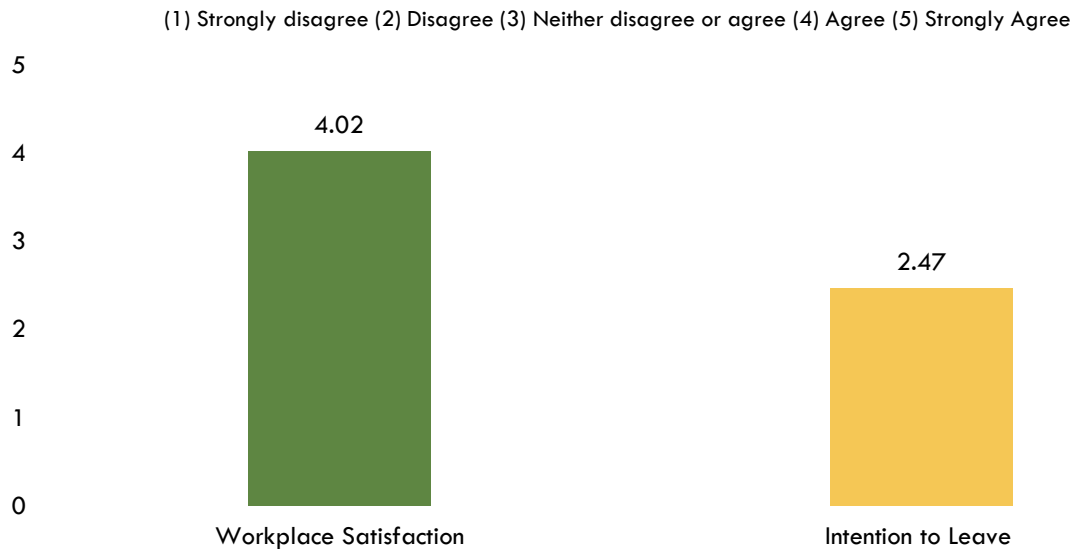


¹⁰ Gullone & Taffe, 2012

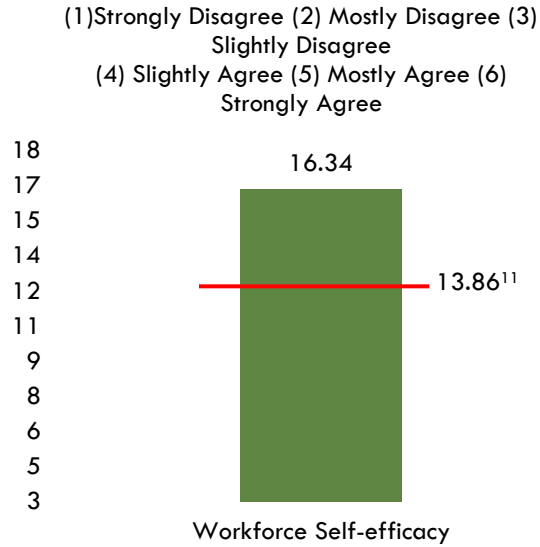
4. Mindsets



5. Workforce Satisfaction and Intention to Leave

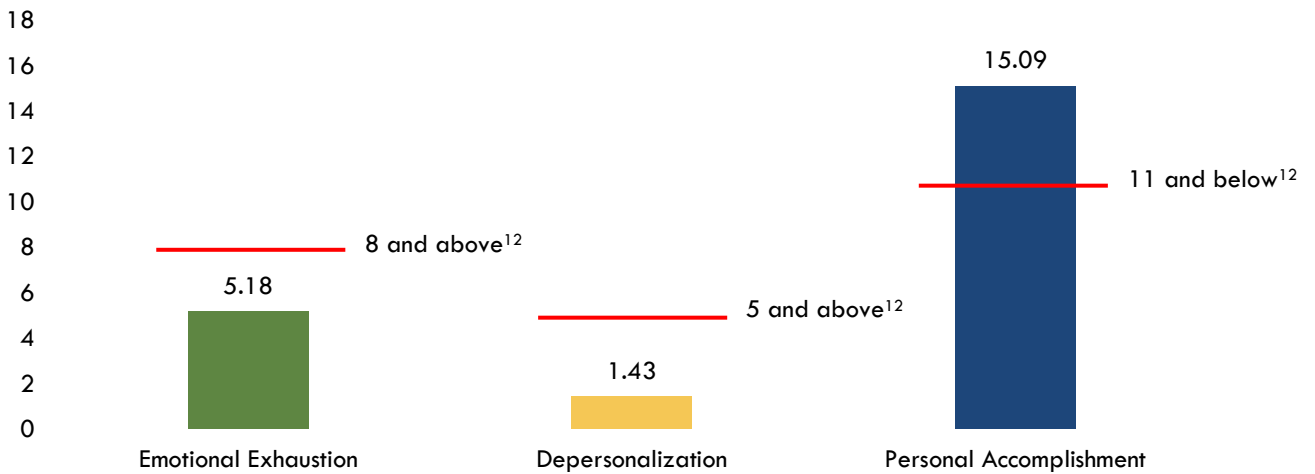


6. Workforce Self-efficacy



7. Stress and Burnout

(1) Never (2) A few times a year or less (3) Once a month or less
 (4) A few times a month (5) Once a week (6) A few times a week (7) Every day



Sleep, Alcohol Use, Social Health, and Physical Health

¹¹ Moeller et al., 2018

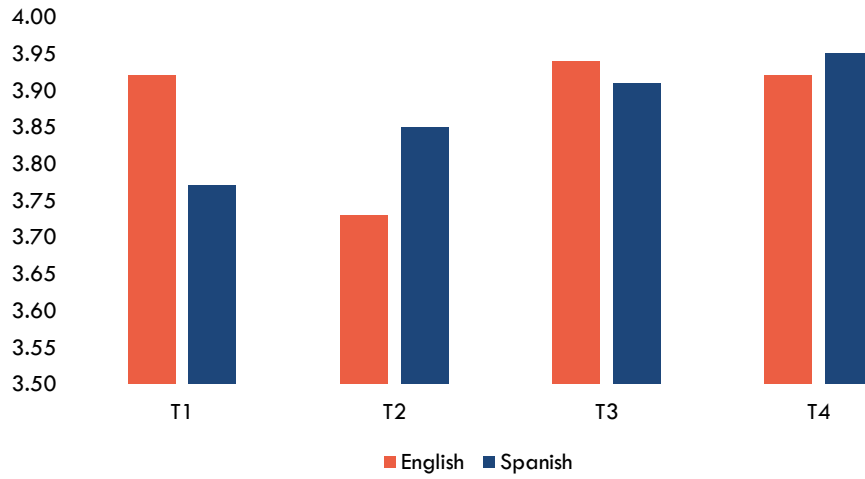
¹² Lee, Kuo, Chang, Hsu, & Chien, 2017

Bridgeport RULER Institute for Family Childcare Providers

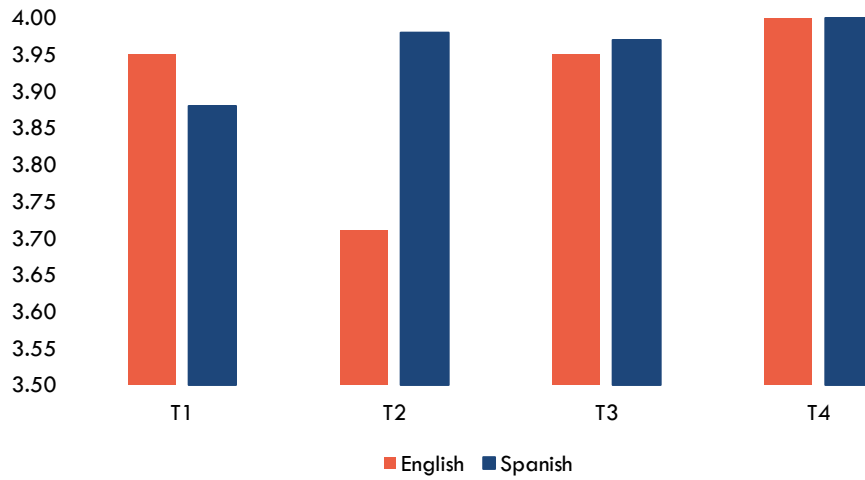
During the Winter and Spring of 2019, BECSELI hosted a RULER Institute for Family Childcare Providers across four sessions in coordination with All Our Kin. The sessions included consecutive and simultaneous Spanish translation. Feedback was encouraging. Confidence in RULER, displayed on 12, generally increased over the 4 sessions (means for T1–T4: 3.83, 3.80, 3.92, 3.94). The quality of the RULER Institute was also rated as high, dipping when trainers switched from simultaneous to consecutive and picking back up (totals for T1–T4: 3.91, 3.87, 3.96, 4.00), mostly due to ratings from English providers. In fact, the largest differences between Spanish- and English-speaking providers were in:

1. “The ways I can see ways to use the Mood Meter in my personal life;”
2. “I learned new ideas for teaching emotions in my classroom;”
3. “The presenter valued participant questions, comments, and ideas;”
4. “The presenter was interesting and engaging;”
5. (5) “The presenter was knowledgeable about the content.”

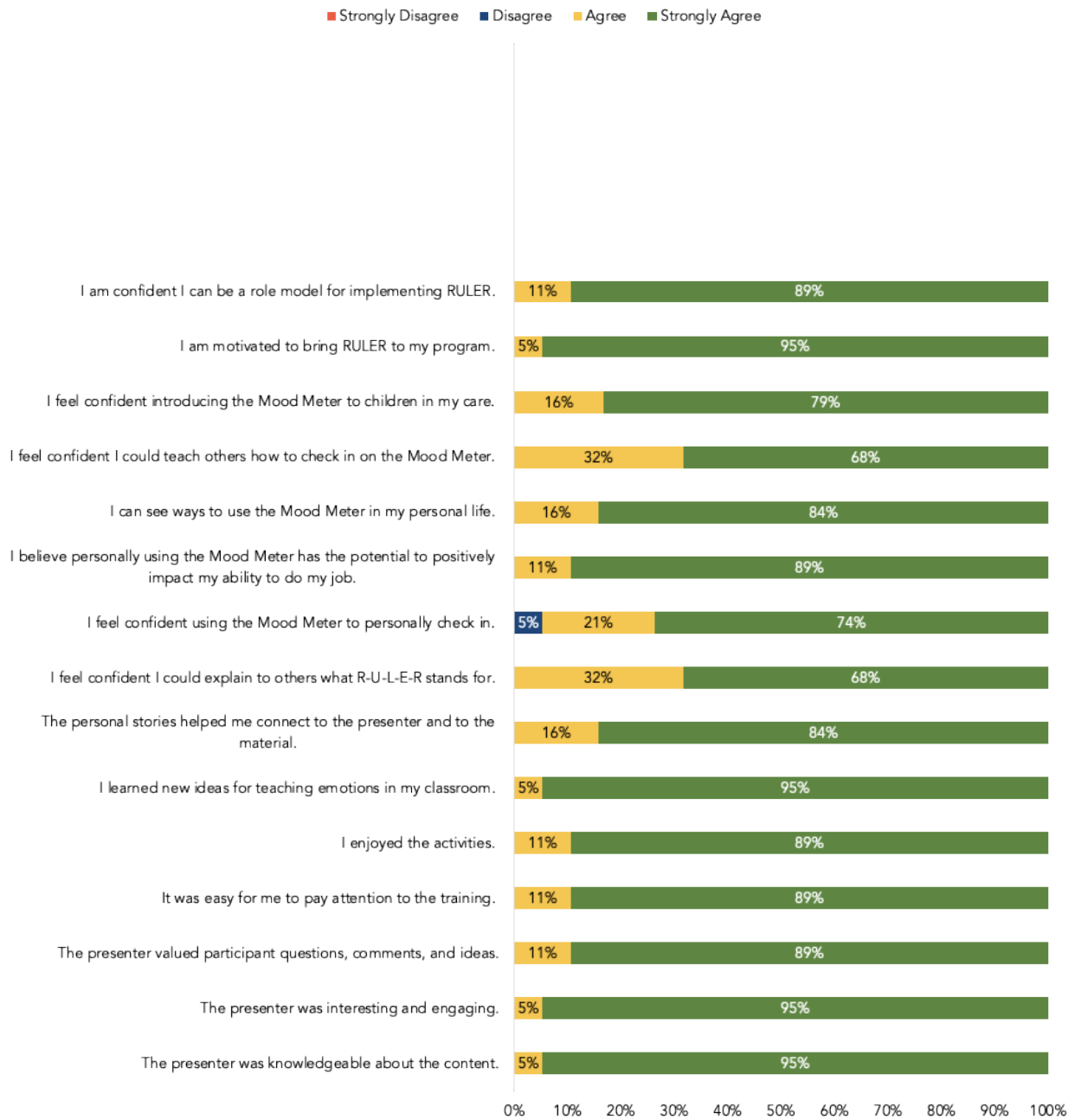
Confidence in Using RULER



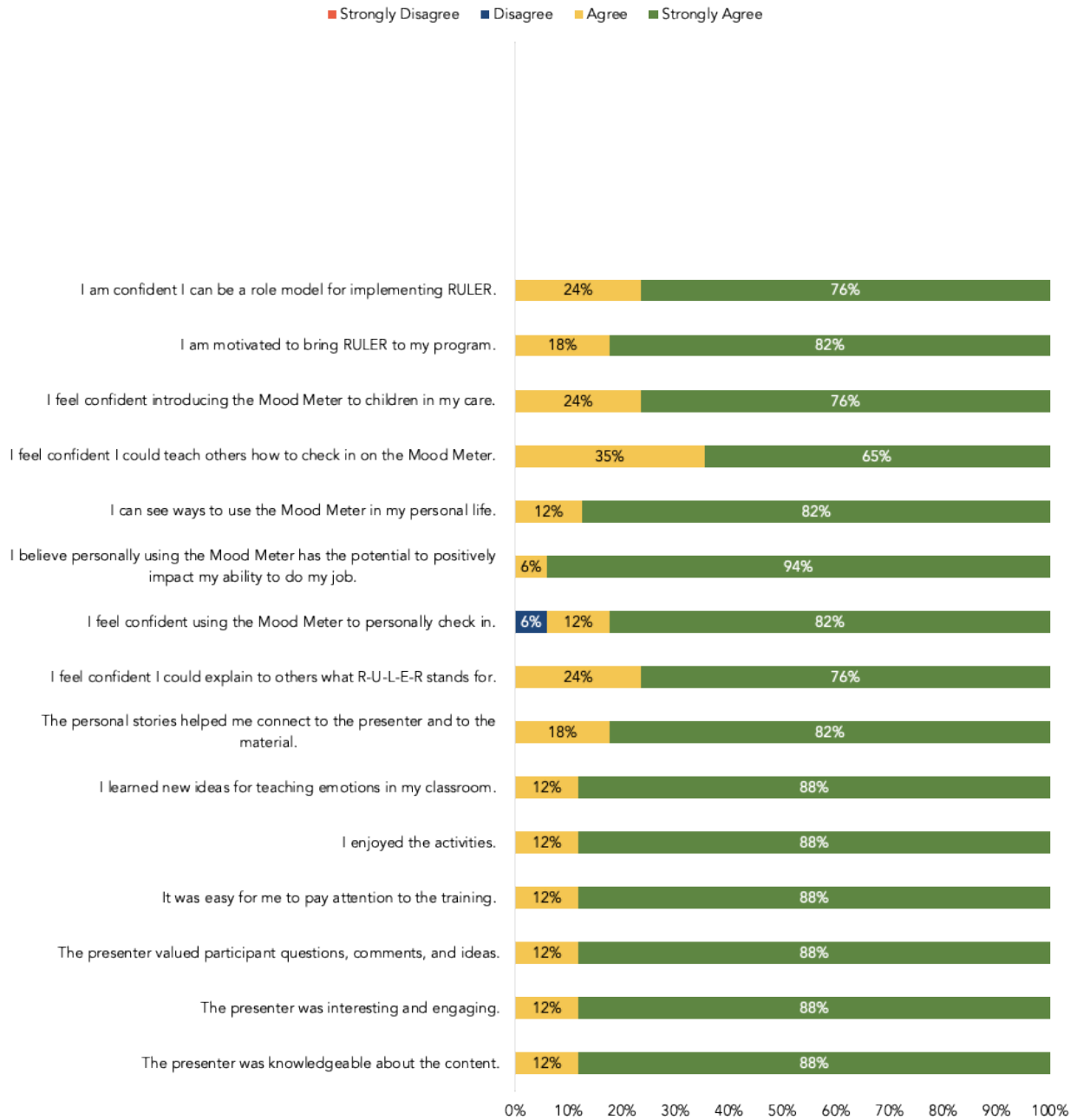
Quality of RULER Institute



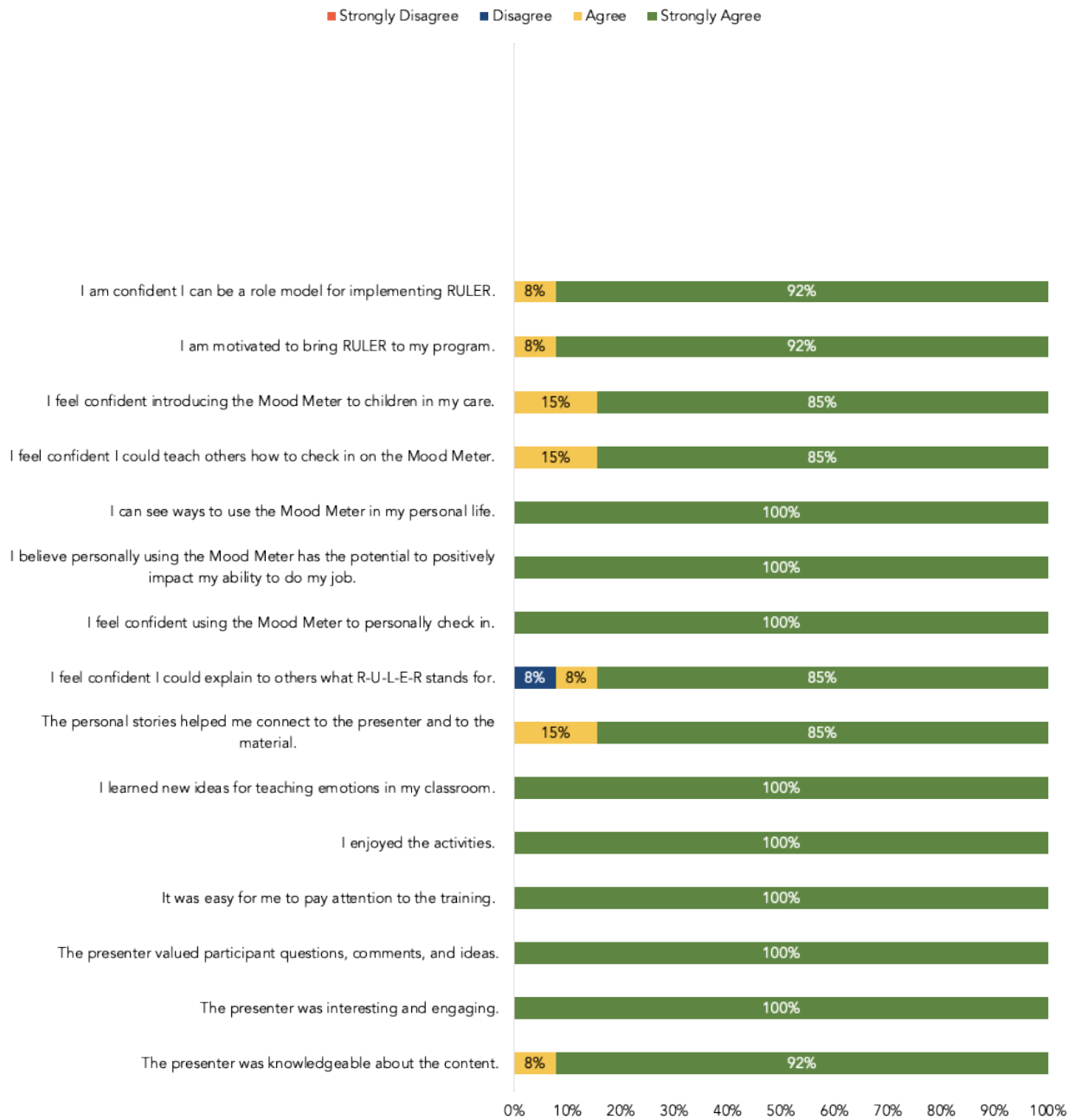
T1



T2



T3



T4

