### Accomplishments

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**

### Challenges

1. **Execution of Workgroups to achieve BECSELI’s goals**
   - 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**
   - 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

### Partners

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
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

The initiative does not anticipate organizations or their main contacts to join or leaving the partnership at this time.

### Data

The Initiative has indirectly 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.
### Looking Ahead

1. **Bridgeport EC RULER Institute** on August 19 and 20th
   - **Challenge**: Implementation
2. Year 2 data collection starting in January 2020
   - **Challenge**: Incorporating partner perspectives
3. **Bridgeport EC RULER Institute for Family Childcare Providers** Cohort 2
   - **Challenge**: Implementation
4. Recruitment for Center-based Cohort 2
   - **Challenge**: Partner involvement
5. Community Engagement and Outreach Event
   - **Challenge**: Partner involvement

### Miscellaneous

None.

### Investee Cohort Gathering

Date Saved!

**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 Climate;¹
3. Emotion Regulation;²
4. Mindset;³
5. Workplace Satisfaction and Intention to Leave;⁴
6. Workforce Self-efficacy;⁵
7. Stress and Burnout, and
8. Sleep, Alcohol Use, Social Health, and Physical Health.⁶⁷⁸⁹

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, Ivecic, 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.

Educators said these agreements...

- 100% describe feelings that the students want to have in the classroom (93%)
- 90% describe what everyone in the classroom need to do to create a positive classroom environment (97%)
- 80% had been referenced at least once per week in the last month to promote a positive classroom environment (99%)

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

All teachers report that they...

- 100% explained to the students how to use these emotion regulation strategies (100%)
- 90% helped students use these emotion regulation strategies at least once a week to manage a difficult situation (100%)
45% of educators teach their students how to visualize the best version of themselves to help them regulate their emotions.

These same teachers...

-displayed visual depictions of students’ best selves in your classroom (86%)
-asked students to be their best selves at least once a week to manage a difficult situation (98%)

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

Teachers felt that...

-they have explained to students how to use these strategies for addressing past, present or future conflicts (95%)
-their conflict resolution strategies focus on understanding another person’s perspective (95%)
-in the past month, used the conflict resolution strategies with students at least once a week to understand the perspective of real or functional character(s) in a book who were in a challenging situation (98%)
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...

- that there is someone at their school who actively encourages teachers to use strategies to support social and emotional development (89%)
- that there is a group of teachers and/or administrators at their school who provide them with useful feedback or support around using strategies to support students’ social and emotional development (89%)
- that training they’ve received at their school was effective in terms of preparing them to implement strategies in their classroom to support students’ social and emotional development (85%)

Educators feel that their program or approach ...

- integrates well, very well or extremely well with the general curriculum (87%)
- meets the needs of most or all of their students well, very well, or extremely well (86%)
- is useful, very useful, or extremely useful in terms of teaching practical social and emotional skills (89%)
- is useful, very useful, or extremely useful in terms of promoting positive school climate (88%)
2. School Climate

(1) Rarely (2) Sometimes (3) Occurs Often (4) Occurs Very Frequently (5) Occurs Daily

- Staff Collegiality: 3.13
- Professionalism: 3.06
- Institutional vulnerability: 2.28

3. Emotion Regulation

(1) Strongly disagree (2) Disagree (3) Somewhat Disagree (4) Neither Agree nor Disagree (5) Somewhat Agree (6) Agree (7) Strongly Agree

- Cognitive Reappraisal: 35.74
- Suppression: 14.15

10 Gullone & Taffe, 2012
4. Mindsets

(1) Never Matter (2) Rarely Matter (3) Sometimes Matter (4) Very Often Matter (5) Always Matter

- Emotions Matter
  - (1) Strongly Disagree (2) Mostly Disagree (3) Slightly Disagree (4) Slightly Agree (5) Mostly Agree (6) Strongly Agree
  - Score: 4.46

- Emotional Intelligence
  - (1) Strongly Disagree (2) Mostly Disagree (3) Slightly Disagree (4) Slightly Agree (5) Mostly Agree (6) Strongly Agree
  - Score: 2.48

5. Workforce Satisfaction and Intention to Leave

(1) Strongly disagree (2) Disagree (3) Neither disagree or agree (4) Agree (5) Strongly Agree

- Workplace Satisfaction
  - Score: 4.02

- Intention to Leave
  - Score: 2.47

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

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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.”
I am confident I can be a role model for implementing RULER.

- Strongly Disagree: 11%
- Disagree: 8%
- Agree: 89%
- Strongly Agree: 95%

I am motivated to bring RULER to my program.

- Strongly Disagree: 5%
- Disagree: 85%
- Agree: 9%
- Strongly Agree: 5%

I feel confident introducing the Mood Meter to children in my care.

- Strongly Disagree: 16%
- Disagree: 74%
- Agree: 8%
- Strongly Agree: 5%

I feel confident I could teach others how to check in on the Mood Meter.

- Strongly Disagree: 32%
- Disagree: 68%
- Agree: 0%
- Strongly Agree: 0%

I can see ways to use the Mood Meter in my personal life.

- Strongly Disagree: 18%
- Disagree: 84%
- Agree: 0%
- Strongly Agree: 0%

I believe personally using the Mood Meter has the potential to positively impact my ability to do my job.

- Strongly Disagree: 11%
- Disagree: 8%
- Agree: 89%
- Strongly Agree: 95%

I feel confident using the Mood Meter to personally check in.

- Strongly Disagree: 5%
- Disagree: 21%
- Agree: 74%
- Strongly Agree: 5%

I feel confident I could explain to others what RULER stands for.

- Strongly Disagree: 32%
- Disagree: 68%
- Agree: 0%
- Strongly Agree: 0%

The personal stories helped me connect to the presenter and to the material.

- Strongly Disagree: 16%
- Disagree: 84%
- Agree: 0%
- Strongly Agree: 0%

I learned new ideas for teaching emotions in my classroom.

- Strongly Disagree: 5%
- Disagree: 95%
- Agree: 0%
- Strongly Agree: 0%

I enjoyed the activities.

- Strongly Disagree: 11%
- Disagree: 89%
- Agree: 0%
- Strongly Agree: 0%

It was easy for me to pay attention to the training.

- Strongly Disagree: 11%
- Disagree: 89%
- Agree: 0%
- Strongly Agree: 0%

The presenter valued participant questions, comments, and ideas.

- Strongly Disagree: 11%
- Disagree: 89%
- Agree: 0%
- Strongly Agree: 0%

The presenter was interesting and engaging.

- Strongly Disagree: 5%
- Disagree: 95%
- Agree: 0%
- Strongly Agree: 0%

The presenter was knowledgeable about the content.

- Strongly Disagree: 5%
- Disagree: 95%
- Agree: 0%
- Strongly Agree: 0%
T2

- I am confident I can be a role model for implementing RULER: 24% Disagree, 76% Agree
- I am motivated to bring RULER to my program: 18% Disagree, 82% Agree
- I feel confident introducing the Mood Meter to children in my care: 24% Disagree, 76% Agree
- I feel confident I could teach others how to check in on the Mood Meter: 35% Disagree, 65% Agree
- I can see ways to use the Mood Meter in my personal life: 12% Disagree, 82% Agree
- I believe personally using the Mood Meter has the potential to positively impact my ability to do my job: 6% Disagree, 94% Agree
- I feel confident using the Mood Meter to personally check in: 12% Disagree, 82% Agree
- I feel confident I could explain to others what RULER stands for: 24% Disagree, 76% Agree
- The personal stories helped me connect to the presenter and to the material: 18% Disagree, 82% Agree
- I learned new ideas for teaching emotions in my classroom: 12% Disagree, 88% Agree
- I enjoyed the activities: 12% Disagree, 88% Agree
- It was easy for me to pay attention to the training: 12% Disagree, 88% Agree
- The presenter valued participant questions, comments, and ideas: 12% Disagree, 88% Agree
- The presenter was interesting and engaging: 12% Disagree, 88% Agree
- The presenter was knowledgeable about the content: 12% Disagree, 88% Agree
<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree (%)</th>
<th>Strongly Agree (%)</th>
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<tbody>
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### T4

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