



Investee Annual Grant Report

July 2019 – June 2020

Initiative Name: Bridgeport Early Childhood SEL Initiative (BECSELI)

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| <p>Accomplishments</p> | <p><u>Please share 2-3 of the initiative’s major accomplishments from the past year.</u></p> <ol style="list-style-type: none"> 1. Convened 7 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 as Annual Well-being Survey). 3. Trained 86 Bridgeport early childhood RULER Implementation Team members across 23 Bridgeport organizations and center-based programs (Cohort 1) at the 2-day BECSELI RULER Institute in Fall 2019(see Appendix A). 4. Supported Cohort 1 sites by providing access to RULER Online (see Appendix A as RULER Online Platform). 5. Supported 67 Bridgeport early childhood RULER Implementation Team members across 22 Bridgeport organizations and center-based programs (Cohort 1) by way of 2 RULER Implementation Support Meetings in November 2019 and January 2020 (see Appendix A). 6. Served 25 of Bridgeport’s Family Childcare Providers (Cohort 2) at the BECSELI RULER Institute for home-based Provider Series in January and February 2020 (see Appendix A). 7. Translated most of EC RULER Classroom Curriculum and elicited feedback. 8. Responded to COVID-19 in our outreach and support to programs, including 4 meeting opportunities for Cohort 1 directors to address needs as well as a webinar entitled, “Focusing on Wellbeing in These Current Times”. The Yale Center for Emotional Intelligence also developed several free webinars to support school communities, in which Cohort 1 programs were invited to participate. |
| <p>Challenges</p> | <p><u>How has the Covid-19 public health pandemic impacted the organizations within the initiative and/or the initiative’s work this year?</u></p> <ol style="list-style-type: none"> 1. Many if not all center-based programs in Cohort 1 closed for a period of time at the height of COVID-19 pandemic. Sites are beginning to reopen as of July, 2020. 2. SEL needs that have been expressed include more support around self-care and emotional well-being for early childhood educators, families, and children. 3. Staff turnover and reductions in staff have occurred in programs due to funding challenges or state reopening guidelines, which will present challenges related to data and engagement in RULER. 4. Funds to implement new safety and social-distancing guidelines have also delayed some programs in reopening. 5. Programs have sought guidance on how to reopen their operations safely and SEL support on how to “transition back to school” across staff and children. 6. All meetings, webinars, and trainings are being held virtually now and moving forward into Year 3. The development of these online formats for trainings requires additional time, technology, resources, and organizational clarity. |

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| Partners | <p>1. <u>Please list:</u></p> <ul style="list-style-type: none"> • <u>The initiative’s lead organization and main contact(s) for 2019-2020</u> • <u>All 2019-2020 initiative partners and the main contact(s) for each partner</u> <ol style="list-style-type: none"> 1. Alliance for Community Empowerment (formerly Action for Bridgeport Community Development), Tanya Lloyd 2. All our Kin Bridgeport, Jill Keating-Herbst 3. Bridgeport Child Advocacy Coalition / LifeBridge Community Services, Mory Hernandez 4. Bridgeport Prospers / United Way, 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 Clement 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, Craig Bailey, Whitney Sanders, and Daphnee Nicholas <p>2. <u>Does the initiative anticipate any partnership transition (i.e. an organization or main contact joining or leaving the partnership) in the year ahead? If so, please explain.</u></p> <p>In Year 3, the initiative has expressed interest in expanding Steering Committee members to include service agencies that respond to the social-emotional needs of Bridgeport’s early childhood programs. Organizations being considered are Child First, Early Childhood Consultation Partnership (ECCP), and BPS Special Education. The Steering Committee has also discussed creating consistent communication channels between the initiative Steering Committee and the School Readiness Council, Bridgeport Providers Network, and the BPS SEL Task Force.</p> |
| Data | <p>1. <u>Please provide the following information for children served this past school year:</u></p> <ul style="list-style-type: none"> • <u>Total # of children served:</u> • <u>Percentage of students eligible for free or reduced lunch:</u> <p>2. <u>To the extent possible, please attach a summary of outcome data the initiative is currently collecting.</u></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> |
| Looking Ahead | <ol style="list-style-type: none"> 1. What is coming up for the initiative in the next year? This might include big picture goals or priorities. 2. What ramifications might the Covid-19 public health pandemic have on the organizations within the initiative and/or the initiative’s work in the year ahead? <ol style="list-style-type: none"> 1. BECSELI RULER Classroom Curriculum Training (Cohort 1) <ul style="list-style-type: none"> • <i>Challenge:</i> Transition from in-person training to a virtual platform 2. BECSELI RULER Implementation Support Meetings (Cohort 1) <ul style="list-style-type: none"> • <i>Challenge:</i> Will continue to be all virtual 3. BECSELI Annual Well-being Survey starting in January 2021 <ul style="list-style-type: none"> • <i>Challenge:</i> Survey distribution with Cohorts 1 and 2 (potentially virtual dissemination) |



| | |
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| | <p>4. BECSELI RULER Institute for Home-based Provider Series (Cohort 3)</p> <ul style="list-style-type: none"> • <i>Challenge:</i> Co-facilitation with AOK while shifting to a virtual setting <p>5. Recruitment of Center-based programs for Cohort 2</p> <ul style="list-style-type: none"> • <i>Challenge:</i> Partner involvement and commitment challenges for programs due to COVID-19's impact <p>6. BECSELI Leadership Development Institute (Cohort 2)</p> <ul style="list-style-type: none"> • <i>Challenge:</i> Transition from in-person training to a virtual platform <p>7. Community Engagement and Stakeholders Event (Cohorts 1 and 2)</p> <ul style="list-style-type: none"> • <i>Challenge:</i> Partner involvement, timing and social distancing related challenges due to COVID-19 <p>Staff turnover and program closures or delayed openings could be seen as the state reopens. Timeline challenges are anticipated as programs may be in different stages of reopening and may not be able to engage in the initiative's programming at specific points in time. Our goal is to adjust our delivery format(s) accordingly to promote increased flexibility for engagement across trainings and other implementation supports. We will also continuously assess the community's needs across Bridgeport's early childhood programs, educators, families and children, which will help us to identify resource gaps in meeting the priority needs related to social emotional wellbeing.</p> |
| <p>Miscellaneous</p> | <p>Is there anything we didn't ask you that you would like to share with us? <i>(i.e. major speaking engagements, events, publications, awards, or recognitions; new partnerships or grants, etc.)</i></p> <p>None.</p> |

THANK YOU FOR YOUR PARTNERSHIP!

Bridgeport Early Childhood
Social and Emotional Learning Initiative
2020 Tauck Family Foundation
Annual Report Appendix A



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Executive Summary

The purpose of this appendix is to summarize findings from data collected during 2019–2020 by the Bridgeport Early Childhood SEL Initiative (BECSELI). Founded in 2018, BECSELI is a collaborative of key community stakeholders working to ensure coordinated, high quality SEL programming and supports for the early childhood educators, young children, and families of Bridgeport, CT. One goal for BECSELI has been to collect, analyze, and interpret data from center- and home-based teachers, staff, and leaders in Bridgeport’s early childhood community to understand their health and well-being, emotional intelligence, teaching efficacy, SEL pedagogy, and emotions matter mindset.

Data were collected from five sources: (1) **BECSELI RULER Institute for Center-based Providers** (August, 2019), (2) **BECSELI RULER Implementation Support Meetings** (November & January 2020), (3) **RULER Online Platform** (January-June, 2020), (4) **BECSELI Annual Well-being Survey** (January and February, 2020), and (5) **BECSELI RULER Institute for Home-based Provider Series** (January & February, 2020).

- (1) The **BECSELI RULER Institute for Center-based Providers** was held for two days in August, 2019. RULER Institutes focus on building a growth mindset and common language around emotions, skill development in emotional intelligence, and the fostering and sustaining of positive emotional climates where all stakeholders in the school feel empowered to learn, work, and achieve optimally. These topics are grounded by the five key skills of emotional intelligence (i.e., Recognizing, Understanding, Expressing, and Regulating) and RULER’s 4 Tools (i.e., the Charter, Mood Meter, Meta-Moment, and Blueprint). Use of RULER’s Online Platform (<https://ruler.online>) and basic implementation strategies are also discussed at the RULER Institute.

In attendance in August, 2019 were RULER Implementing Teams and other local organizations comprising 86 participants total affiliated with 19 centers and 4 organizations. Prior to this workshop, 36 leaders from these centers attended the Leadership Development Institute during 2018–2019. Results reported in this appendix represent participant feedback about the RULER Institute. High ratings were given about the quality of the institute. Participants rated the Mood Meter as potentially highly valuable in their schools.

- (2) The **BECSELI RULER Implementation Support Meetings** were held in November & January 2020 for RULER Implementing Teams. A third was scheduled for April 2020 but canceled due to Covid-19. In November, 48 participants attended representing 12 centers and 3 community organizations, and in January, 50 attended representing 15 centers and 5 community organizations and programs. A total of 67 different Bridgeport educators attended one or both of these meetings. Data represent participants' ratings of RULER implementation as well as how "on track" they felt in implementing RULER. Participants ratings of their implementation increased slightly between November and January while their feelings of "on track" remained constant.
- (3) The **RULER Online Platform** (<https://ruler.online>) provides RULER Implementation Teams with professional learning opportunity all staff and supports for well-being. These supports include (a) 2 interactive online Courses (i.e., Introduction to Emotions and Emotional Intelligence and RULER Tools of Emotional Intelligence), (b) 87 videos, audio reflections, tipsheets, activities, and keyword cards to support RULER implementation (i.e., Distance Learning, RULER Basics, Using the RULER Tools, RULER in the Classroom, RULER for Families, and Mindfulness), (c) RULER's Classroom Curricula (i.e., pre-K–12), and (d) online tools (i.e., the Charter, the Mood Meter, a journal, strategies for practicing emotional intelligence). Data in this report reflect usage statistics since January. Overall, 16 out of 18 centers implementing RULER are enrolled on the Platform. Three organizations or multi-site leadership teams are on the platform as well. Of the 16 centers, 15 or 94% have had at least one active user since January. The total number of active users has also remained relatively constant from between 59 and 63 active users. The number of Platform visits steadily increased between January and June from 232 to 887 total. The number of downloaded resources also steadily increased from 96 in January to 388 total in June.
- (4) The **BECSELI Annual Well-being Survey** was distributed to leaders representing their sites at the January BECSELI RULER Implementation Support Meeting. The purpose of the survey was to explore the SEL practices and well-being of early childhood educators participating in BECSELI. The survey consists of questions that assess educator perceptions of their feelings, SEL Practices, school climate¹, emotion regulation²,

¹ Hoy, Smith, and Sweetland, 2002

² Gross & John, 2003

mindsets³, workforce self-efficacy⁴, and stress and burnout⁵. 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 120 surveys.

Leaders then distributed surveys to 226 staff with 120 surveys returned or 53%. In comparison to 2019, 203 surveys were distributed and 122 were returned or 60%. Between 2019 and 2020 BECSELI Annual Well-being Survey distributions, 69 people or 58% were the same from 2019 to 2020. Raw comparisons for the full samples (120 and 122) between 2019 and 2020 are presented in this appendix. Year-over-year statistical comparisons for the 69 who took the survey in 2019 and 2020 revealed no pattern of significant differences, meaning their scores were about the same between 2019 and 2020.

- (5) The **BECSELI RULER Institute for Home-based Provider Series** included 25 participants over 4 sessions held in January and February, 2020. In comparison, 20 participants attended in 2019. Results reflect home-based providers feelings about the quality of the series as well as their feelings about RULER implementation. Participants gave the highest ratings for the quality of the series and the lowest ratings for their readiness to implement RULER. Results were similar between 2019 and 2020. There was little variation over the series in participants' readiness to implement RULER or in the quality of the series.

³ Brackett, Floman, & Dweck, 2018

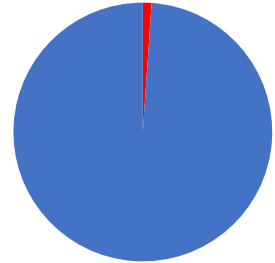
⁴ Floman, Brackett, Schmitt, & Baron, 2018

⁵ Riley, Mohr, & Waddim, 2017

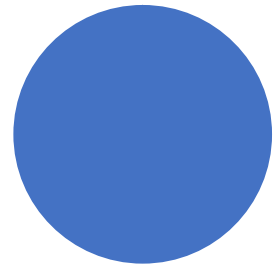
RULER Institute for Center-based Providers (August, 2019)

Overall, participants ($N = 84$ out of 86 participants) rated the BECSELI RULER Institute for Center-based Providers as satisfactory with high ratings for the trainers and delivery of content:

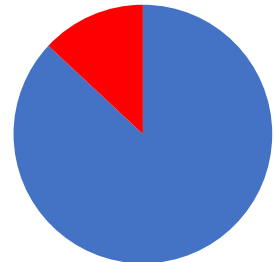
99% of participants were satisfied with both days of the RULER Institute (i.e., "How satisfied with today's training?").



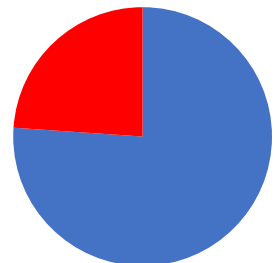
100% of participants felt the trainers were effective. (i.e., "How effective were the trainer(s) today?").



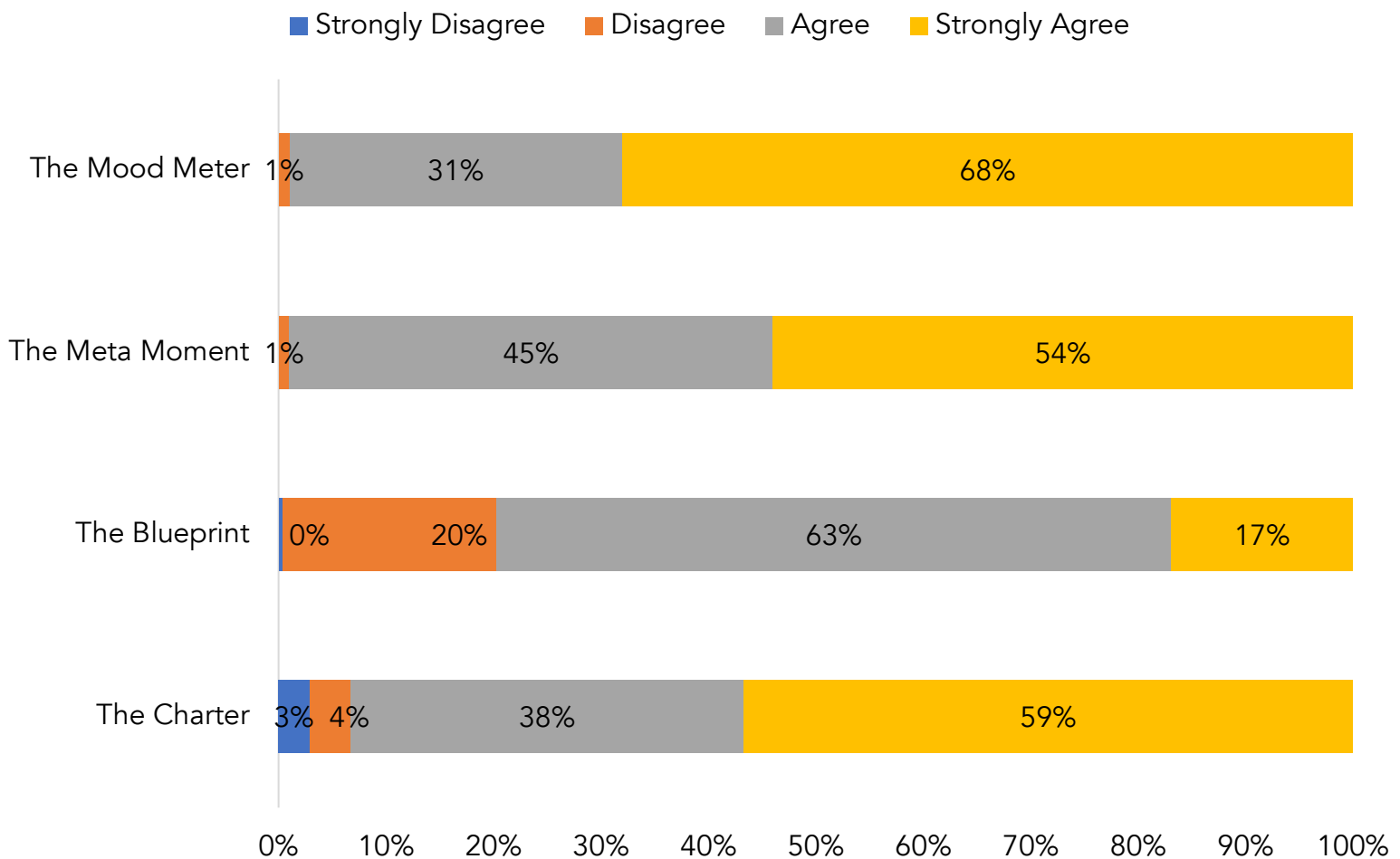
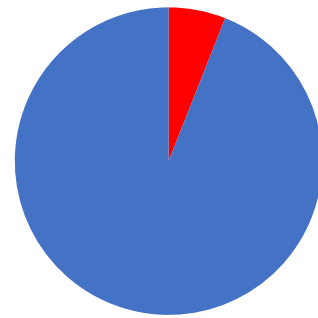
87% of participants indicated that part of their satisfaction with the RULER Institute was due to the trainers' knowledgeable about RULER and the context in which each of the tools would be used.



76% of participants indicated that part of their satisfaction with the RULER Institute was due to the content and delivery.

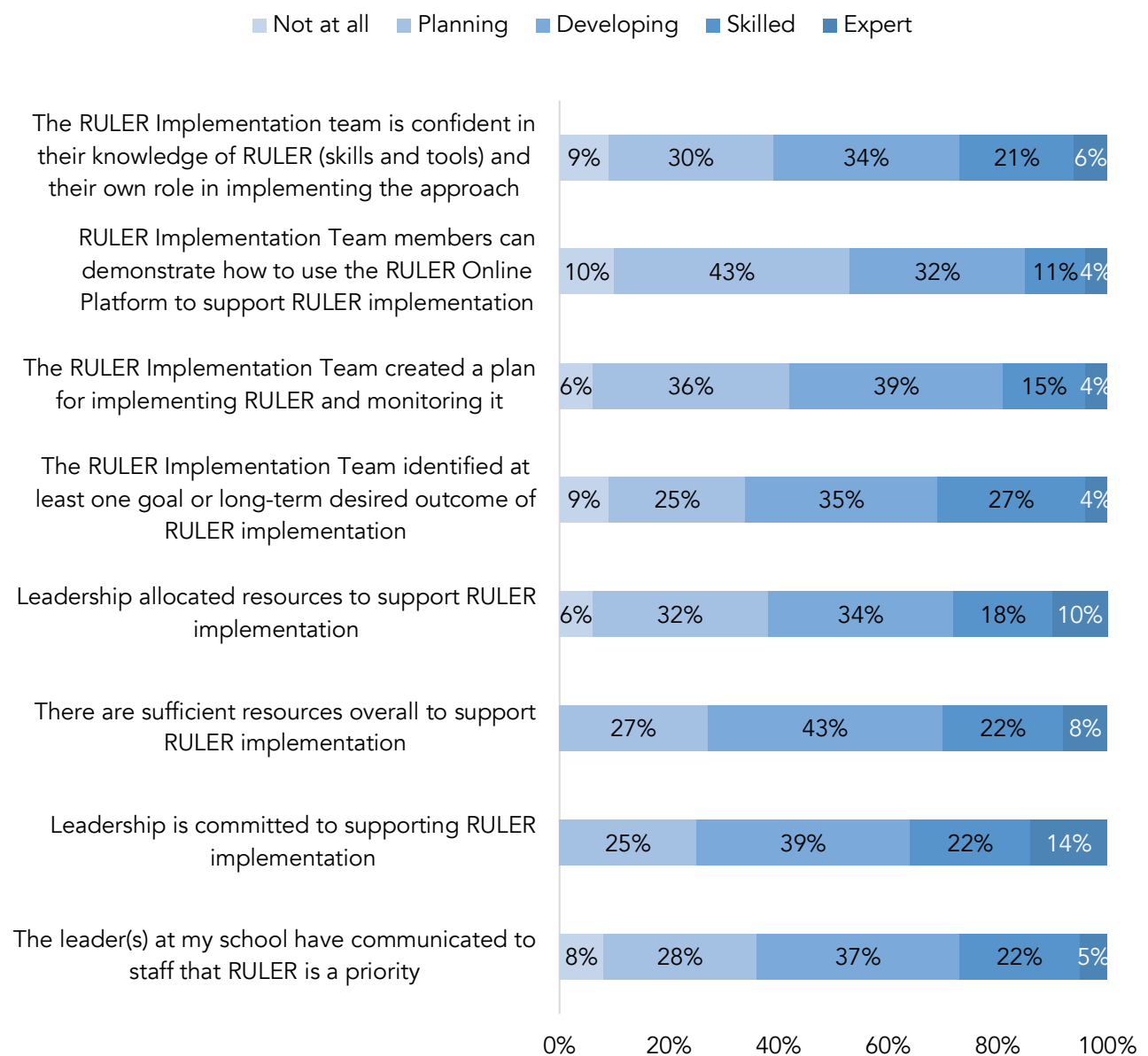


Participants of the RULER Institute in August were also asked about the value of each of RULER’s 4 Tools (e.g., “How much do you agree with the statement: I see the value of using the Mood Meter in my school?”). Overall, 94% of participants agree or strongly agree that the RULER Tools were valuable with some variation by Tool (see below, scale = 0–3 *M*s = 2.11–2.61, *SD*s = 0.46–0.62). The Mood Meter was the highest rated tool (*M* = 2.61) and the Blueprint was the lowest rated tool (*M* = 2.11).

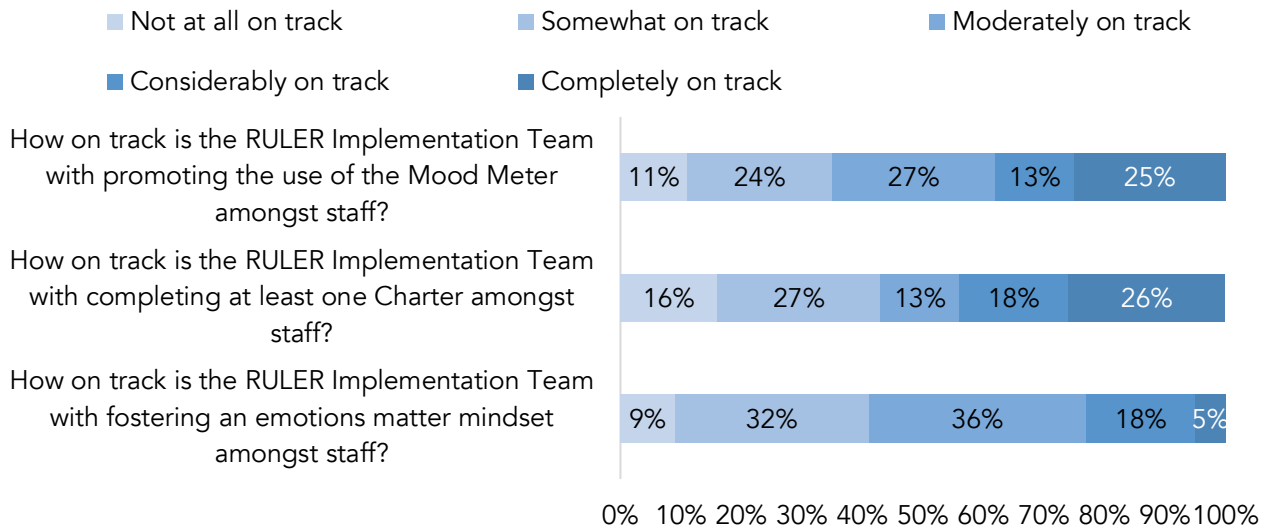


RULER Implementation Support Meetings (November, 2019 & January, 2020)

At the first RULER Implementation Support meeting in November ($N = 48$), participants varied in their ratings of RULER implementation with 7% rating themselves overall as an Expert, 20% as Skilled, 37% as Developing, 31% as Planning, and 5% as Not at All. There was some variation in their ratings of RULER implementation (see below). More participants rated their leadership’s commitment to RULER highly (i.e., 27% as Skilled and Expert) and fewer participants rated their use of the online platform highly (i.e., 13% as Skilled and Expert). See page 12 for Platform usage statistics.

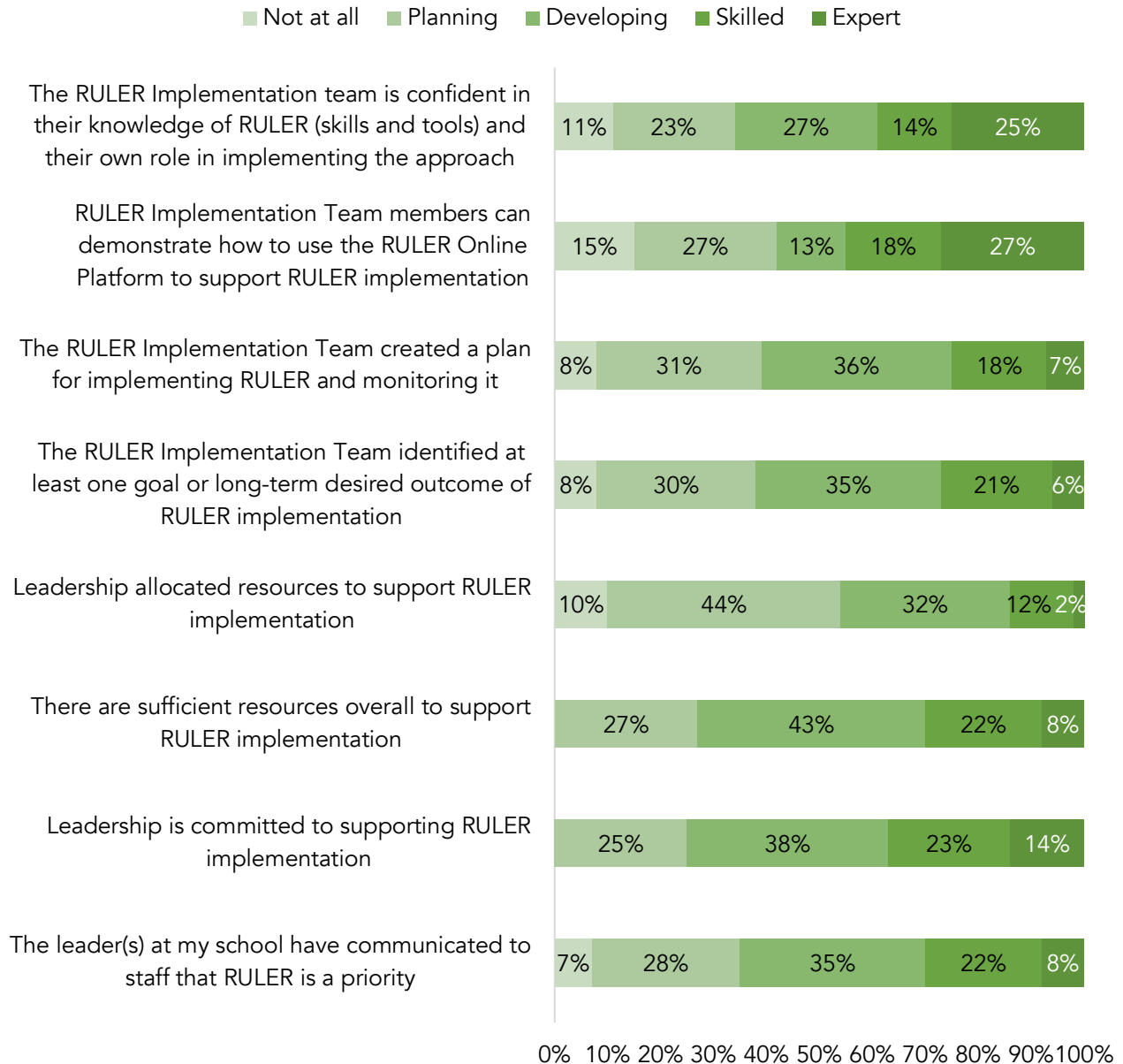


At the first RULER Implementation Support meeting in November (N = 48), participants varied in how “on track” they felt in implementing RULER with 19% rating their teams overall as Completely on Track, 16% as Considerably on Track, 25% Moderately on Track, 28% as Somewhat on Track, and 12% as Not at All On Track. There was some variation in how “on track” participants felt (see below). Participants felt the most on track in their completion of a Charter (i.e., 41% Considerably or Completely on Track) and the least on track fostering an emotions matter mindset amongst staff (i.e., 20% as Considerably or Completely on Track).



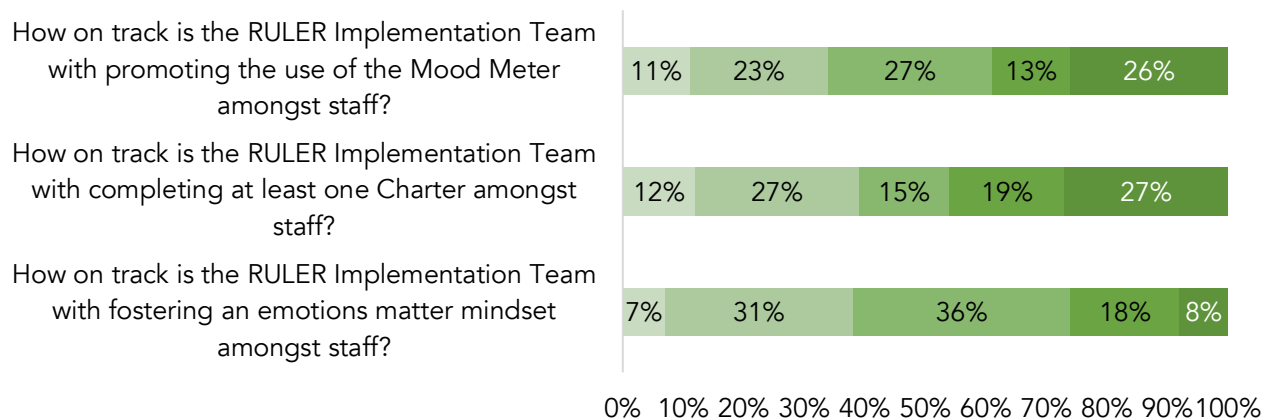
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At the second RULER Implementation Support meeting in January (*N* = 50), participants varied in their ratings of RULER implementation with 13% rating themselves overall as an Expert, 19% as Skilled, 32% as Developing, 29% as Planning, and 7% as Not at All. There was some variation in their ratings of RULER implementation (see below). In contrast to November, more participants indicated expertise in using the Online Platform (41% Skilled or Expert) and fewer participants rated their leadership’s allocation of resources to support RULER as high (14% Skilled or Expert).

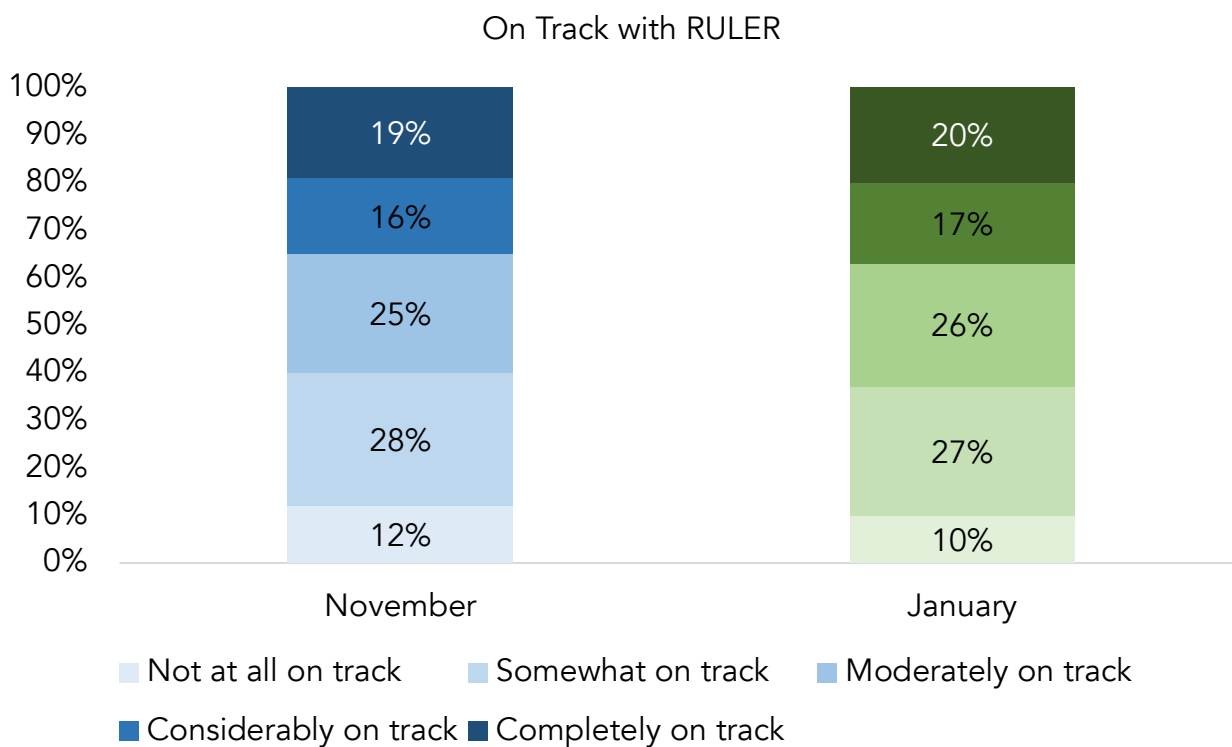
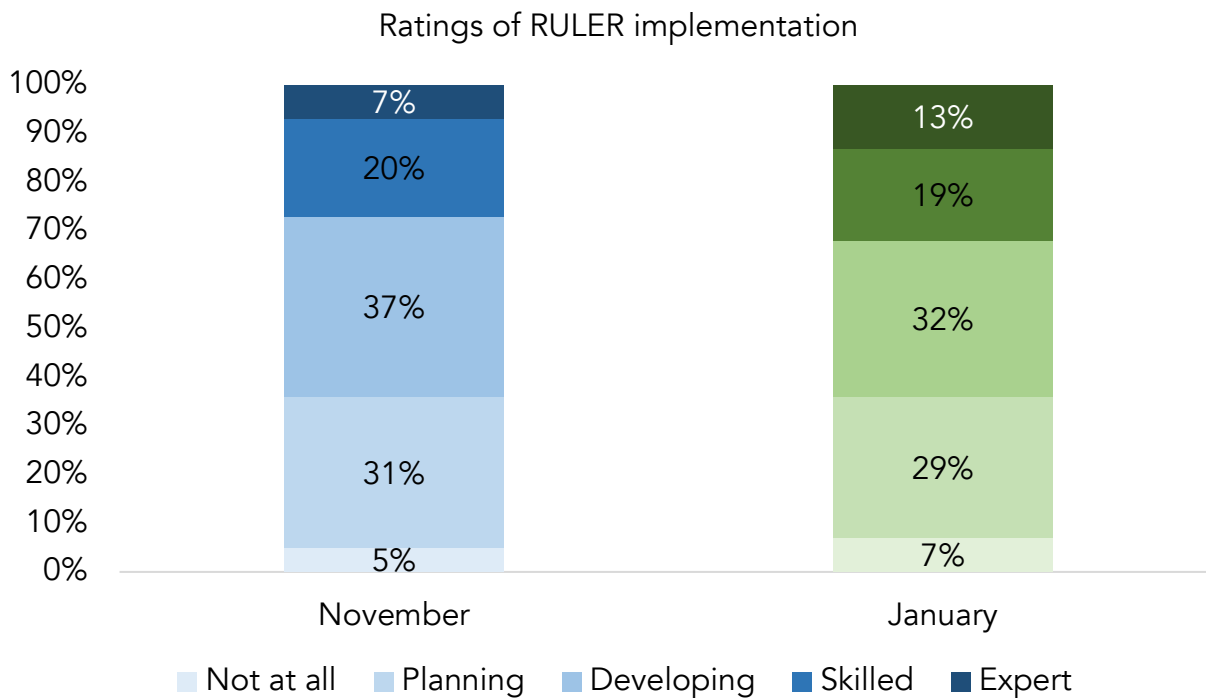


At the second RULER Implementation Support meeting in January ($N = 50$), participants varied in how “on track” they felt in implementing RULER with 20% rating their teams overall as Completely on Track, 17% as Considerably on Track, 26% Moderately on Track, 27% as Somewhat on Track, and 10% as Not at All On Track. There was some variation in how “on track” participants felt (see below). Participants again felt the most on track in their completion of a Charter (i.e., 41% Considerably or Completely on Track) and the least on track fostering an emotions matter mindset amongst staff (i.e., 21% as Considerably or Completely on Track).

- Not at all on track
- Somewhat on track
- Moderately on track
- Considerably on track
- Completely on track

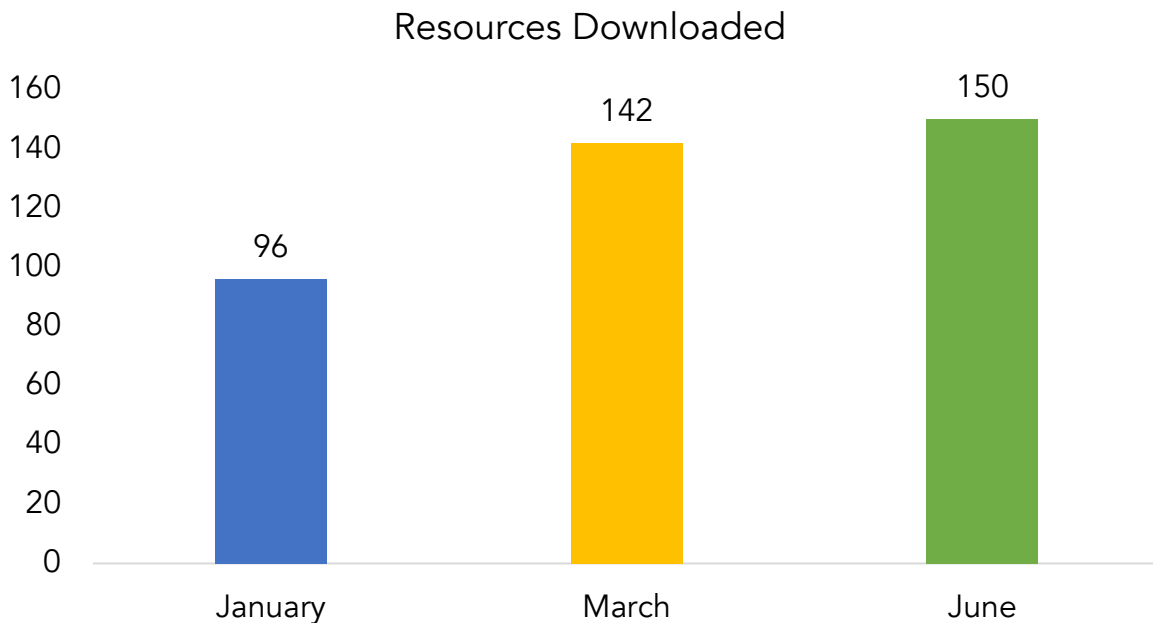
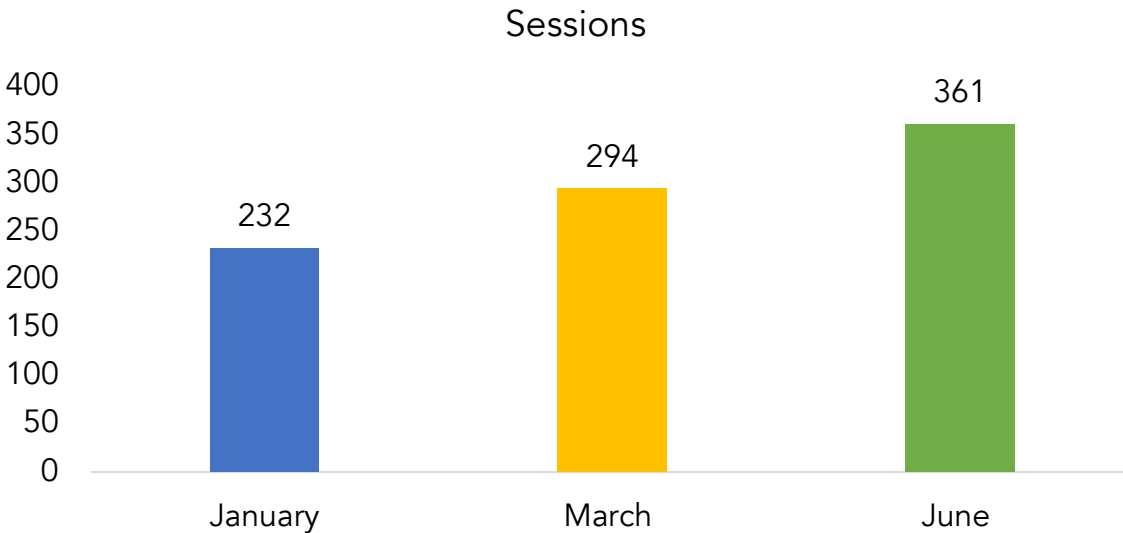


Participants rated themselves higher in their implementation of RULER in January than in November (20% as Skilled or Expert vs. 32% Skilled or Expert). However, participants felt about the same between November and January and in how “on track” they were in their implementation of RULER (35% as Considerably on Track or Completely on Track vs. 37% as Considerably on Track or Completely on Track).



RULER Online Platform (January–June, 2020)

Between January and June, 2020, the number of active user sessions for RULER’s Online Platform (<https://ruler.online>) steadily increased. Similarly, the number of downloaded resources steadily increased.

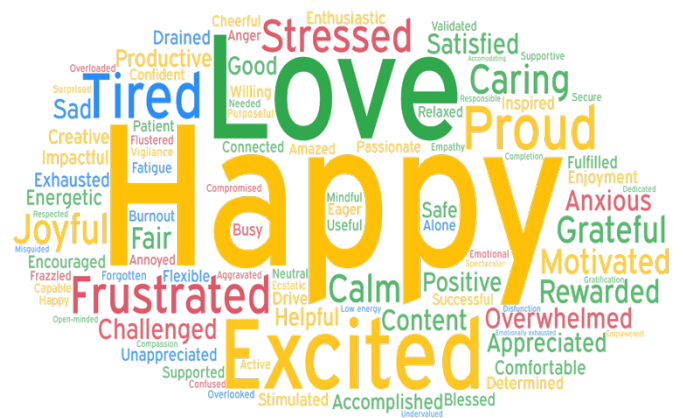


Annual Well-being Survey (January–February, 2020)

Feelings

Educators were asked to name three feelings they experience most at school:

In 2019, the top three feelings reported were Happy (16%), Love (7%) and Excited (7%).



2019

In 2020, the top three feelings reported were Happy (14%), Tired (5%), and Excited (4%).

Educators were also asked to name three feelings they want to experience most at school:

In 2019, the top three feelings reported were Happy (12%), Appreciated (8%), and Supported (5%).



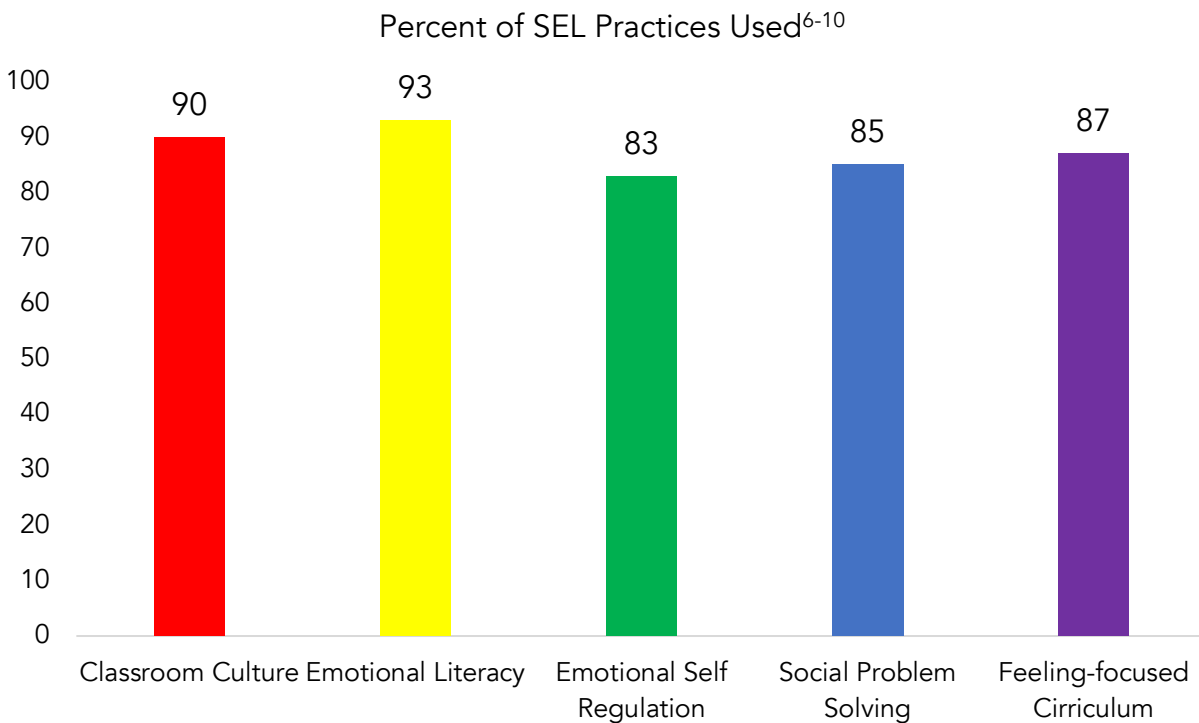
2020



2019

In 2020, the top three feelings reported were Happy (14%), Appreciated (8%), and Excited (6%).

Annual Well-being Survey (January–February, 2020) SEL Practices



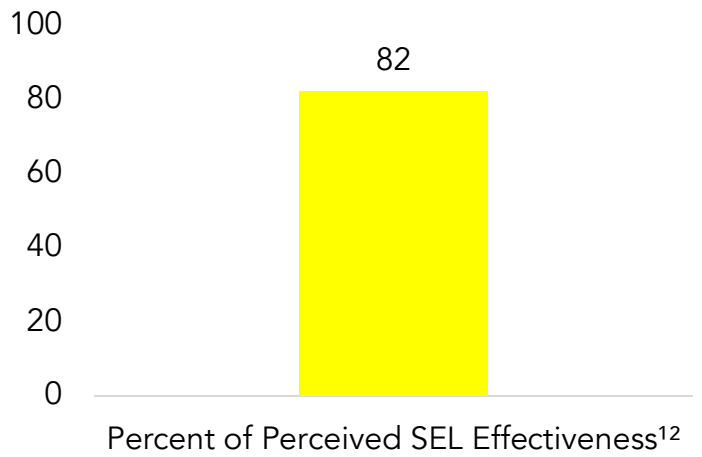
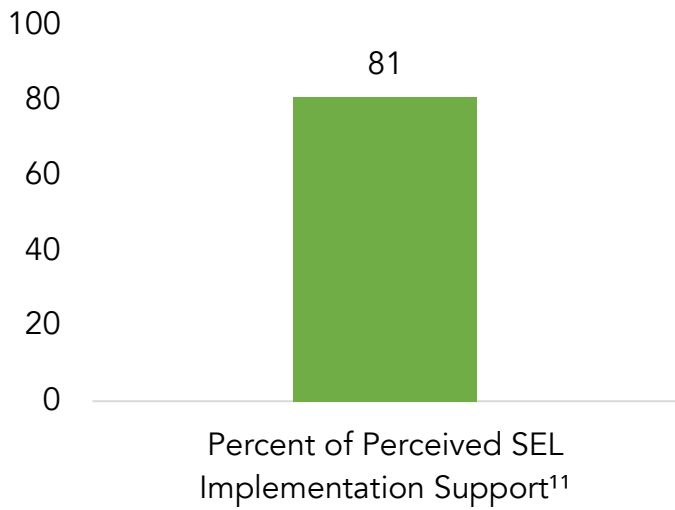
⁶ e.g., “Since the start of the school year, have you worked collaboratively with students to define shared classroom expectations for a positive classroom environment?”

⁷ e.g., “Is a visual aid showing a range of emotions prominently displayed in your classroom?”

⁸ e.g., “Do you teach any specific emotion regulation strategies to your students?”

⁹ e.g., “Do you teach any specific conflict resolution strategies to your student?”

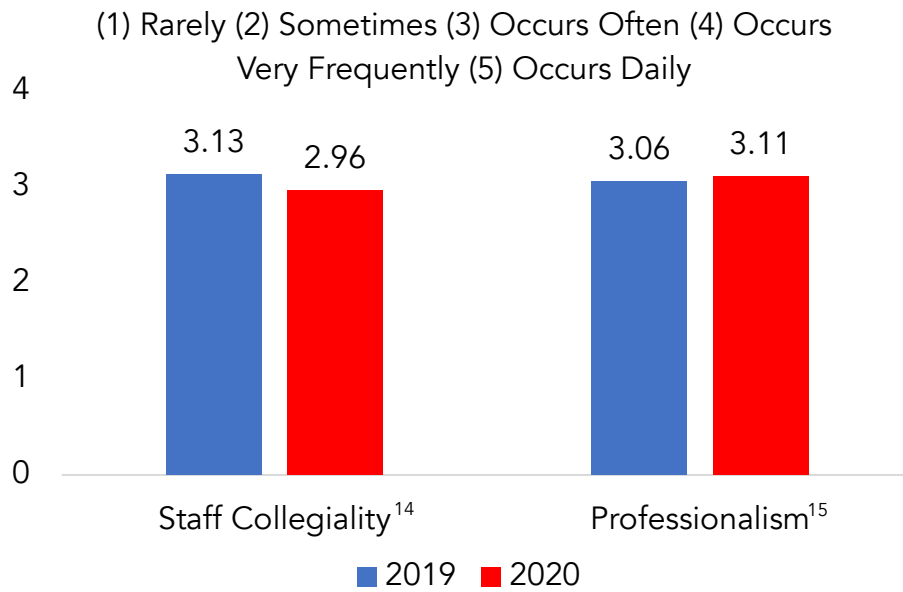
¹⁰ e.g., “In the past month, about how often have you asked students to brainstorm emotion regulation strategies (e.g. self-talk, visualization, etc.) that they or a character could use in specific situation?”



¹¹ e.g., "How useful was the training you've received to date in preparing you to implement your school's social-emotional learning (SEL) approach?"

¹² e.g., "How well does your school's social-emotional learning (SEL) approach teach students practical social-emotional skills?"

Annual Well-being Survey (January–February, 2020) School Climate¹³

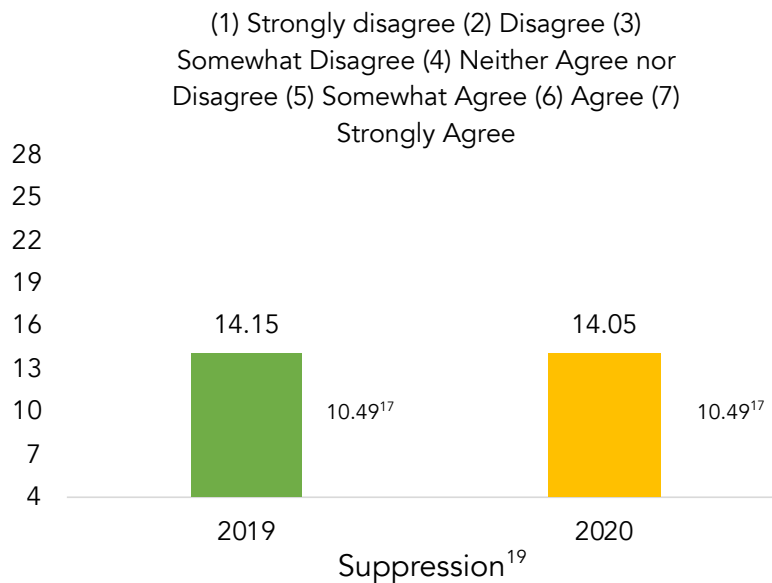
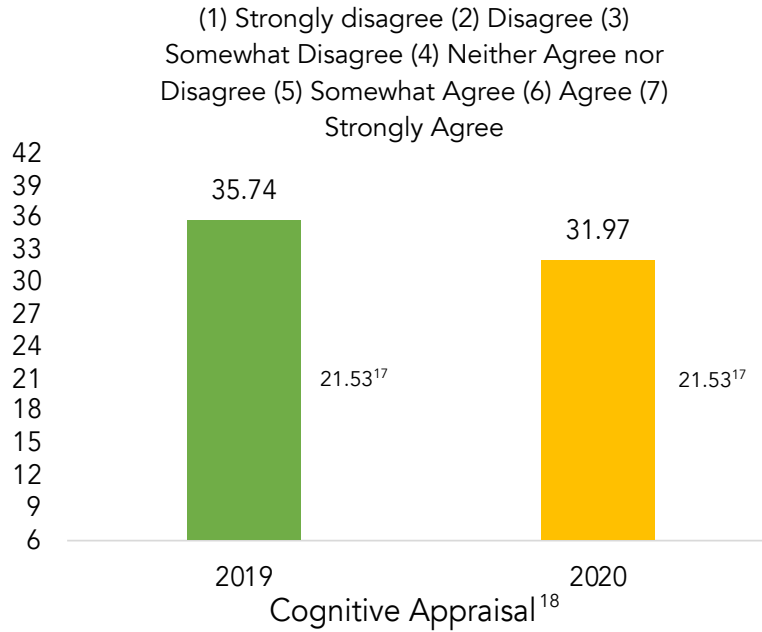


¹³ Hoy, Smith, and Sweetland, 2002

¹⁴ e.g., "Teachers help and support each other."

¹⁵ e.g., "The lead administrator or director maintains definite standards of performance."

Annual Well-being Survey (January–February, 2020) Emotion Regulation¹⁷



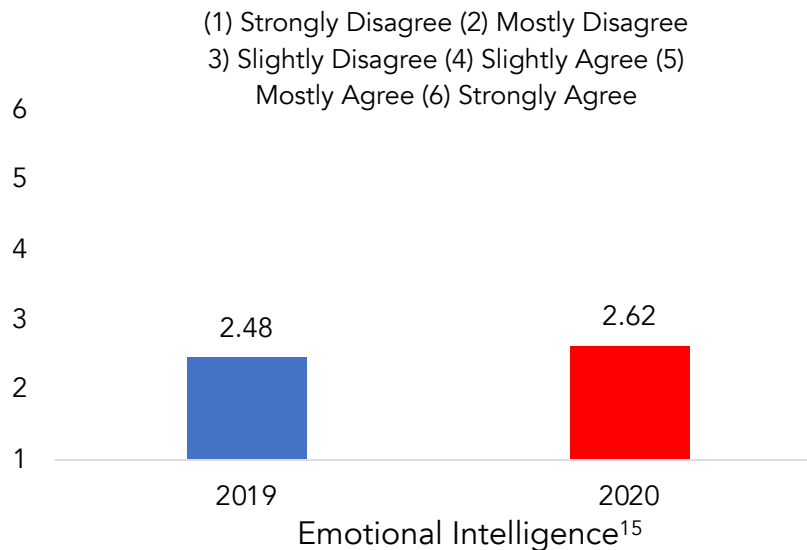
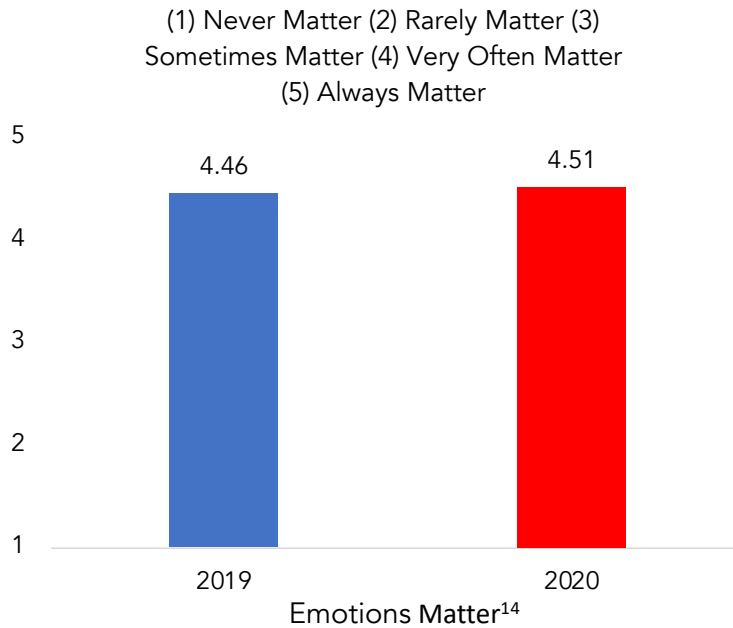
¹⁶ Gullone & Taffe, 2012

¹⁷ Gross & John, 2003

¹⁸ e.g., “When I want to feel more positive emotion (such as joy or amusement), I change what I’m thinking about.”

e.g., “I control my emotions by changing the way I think about...”

Annual Well-being Survey (January–February, 2020) Mindsets²⁰

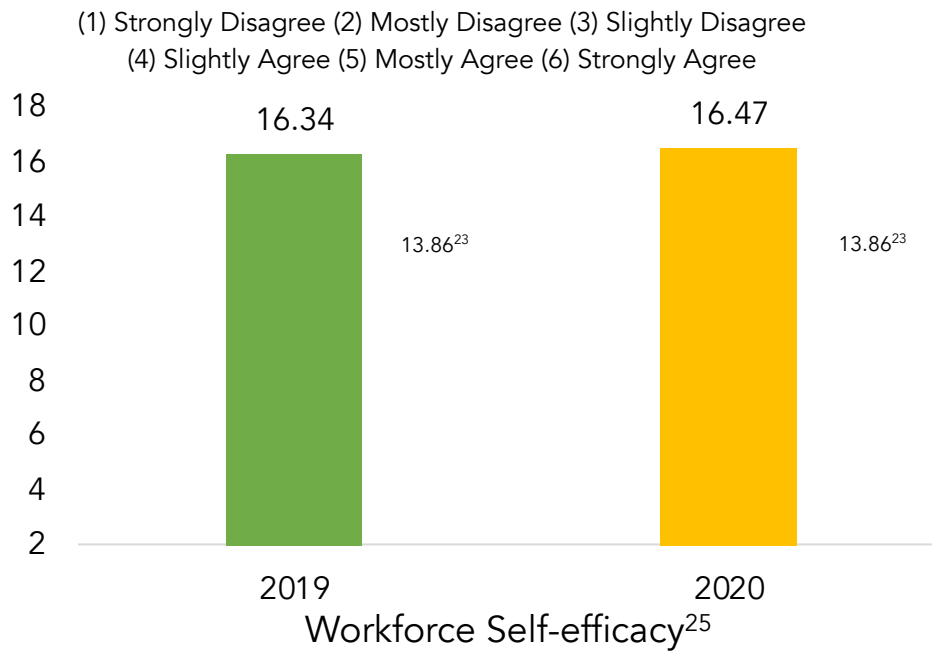


²⁰ Brackett, Floman, & Dweck, 2018

²¹ e.g., "For building and sustaining relationships, emotions _____."

²² e.g., "You can learn new things, but you can't really change your emotional intelligence."

Annual Well-being Survey (January–February, 2020) Workforce Self-efficacy²³

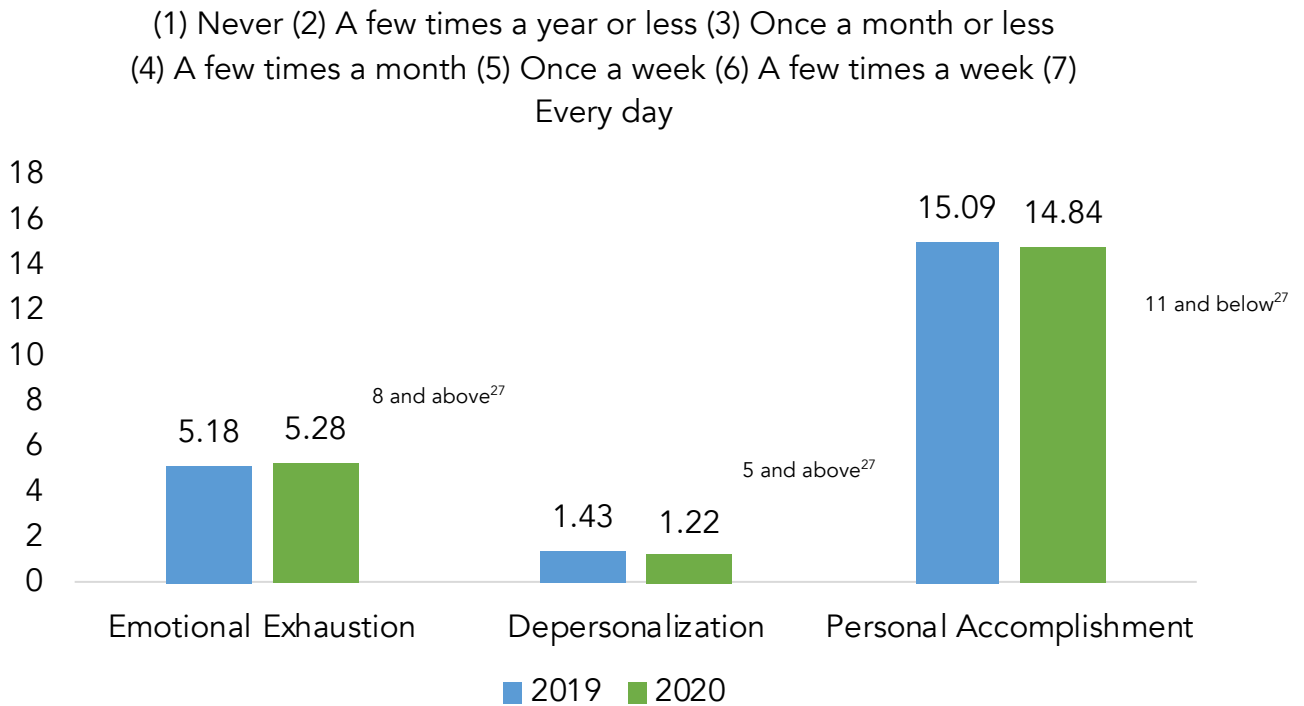


²³ Floman, Brackett, Schmitt, & Baron, 2018

²⁴ Moeller et al., 2018

²⁵ e.g., "If I put in the effort, I can do well at my work."

Annual Well-being Survey (January–February, 2020) Stress and Burnout²⁶

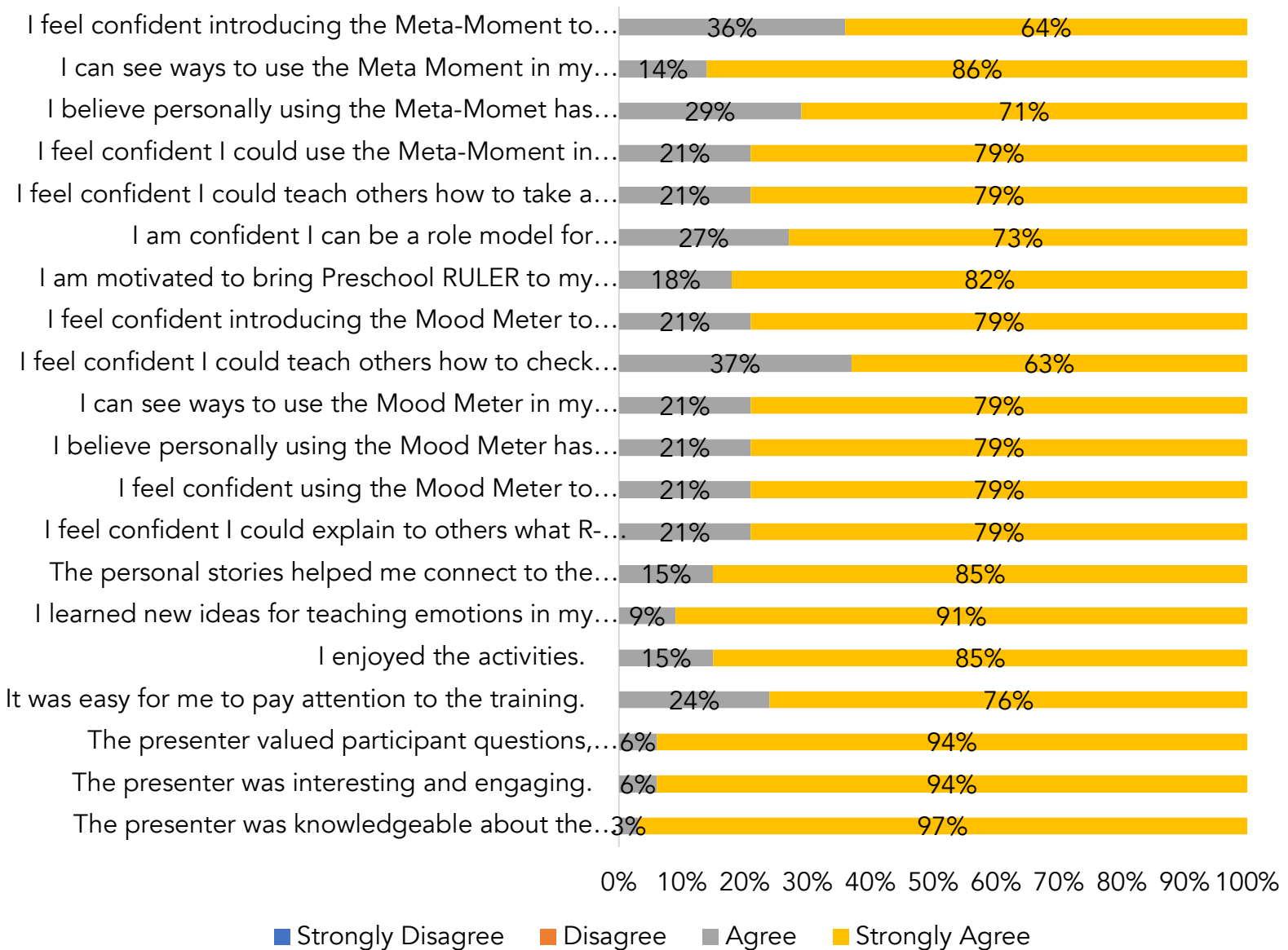


²⁶ Riley, Mohr, & Waddim, 2017

²⁷ Lee, Kuo, Chang, Hsu, & Chien, 2017

RULER Institute for Home-based Provider Series (January–February, 2020)

Participants at the RULER Institute for Home-based Providers ($N = 25$) gave high ratings for the series, scale = 1–4 M s = 3.65–3.98, SD s = 0.17–0.49. The highest rated item was about the presenters as knowledgeable about the content, $M = 3.98$, and the lowest rated item was about participants’ confidence in teaching others how to check in on the Mood Meter, $M = 3.65$).



There was little variation over the series and between English and Spanish speakers. Note that data were only collected from 2 of the 4 sessions.

