

Tulsa Study of School Experiences & Early Development (SEED) Newsletter

AN UPDATE ON THE GEORGETOWN UNIVERSITY & UNIVERSITY OF OKLAHOMA - TULSA SEED STUDY

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WHAT IS TULSA SEED?

The Tulsa SEED Study is a **longitudinal study of publicly-funded pre-k programs for low-income children in Tulsa, Oklahoma**, following children from age 3 through 4th grade. The study aims to understand **the effects of pre-k on self-regulatory, education, and health outcomes** and the **role of classroom supports and context** in explaining those effects.

Tulsa SEED is led by Principal Investigators Drs. Anna Johnson and Deborah Phillips at Georgetown University, in collaboration with Dr. Diane Horn at University of Oklahoma – Tulsa and Dr. Gigi Luk at McGill University.*

Tulsa SEED is made possible through funding from the Heising-Simons Foundation, the George Kaiser Family Foundation, the University Strategic Organization Initiative at the University of Oklahoma, the Foundation for Child Development, the Spencer Foundation, and the National Institutes of Health (NIH).

*The full SEED study team includes Drs. Sherri Castle and Anne Martin, April Dericks, Jane Hutchison, Anne Partika, and Owen Schochet.



For more information on Tulsa SEED:

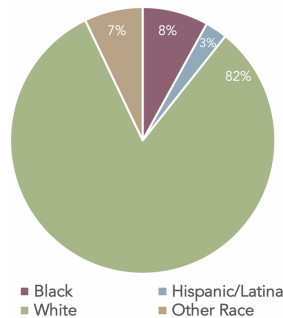
Visit our OU-Tulsa website: <http://www.ou.edu/tulsa/early-childhood-education-institute/current-projects/seed>

Visit our Georgetown website: <http://cdsplab.georgetown.domains/early-care-and-education/>

Who are the teachers leading classrooms in the Tulsa SEED study?

The Tulsa SEED Study collects data on teachers in each study year. Below we present a snapshot of the teachers leading classrooms in which the approximately 1,150 study children experienced 4-year-old preschool education in 2017-2018. Teacher survey data were collected on 113 lead teachers serving low-income children in publicly-funded programs, including Tulsa Public Schools (TPS) school-based classrooms, charter school classrooms, Head Start classrooms, and Educare early intervention classrooms.

Demographic information on teachers leading 4-year-old preschool classrooms

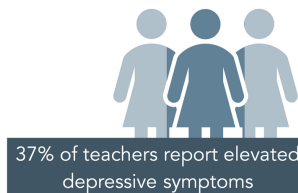


The average teacher has nearly 14 years of experience in early childhood education

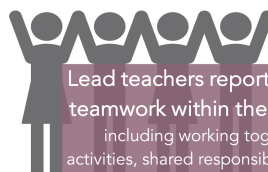


76% have a bachelor's degree or higher in ECE

Stressors and supports experienced by teachers leading 4-year-old preschool classrooms



Teachers typically agree that their programs have a high quality of work life in terms of respect and support among coworkers.



Lead teachers report high levels of teamwork within their classrooms including working together to plan activities, shared responsibility, and valuing the opinions of all team members.

Although no teachers received SNAP benefits in the past 3 years, 1 in 4 report some level of food insecurity

