

Schoenbaum Family Center (SFC) and
Crane Center for Early Childhood Research and Policy (CCEC)

Research Guidelines

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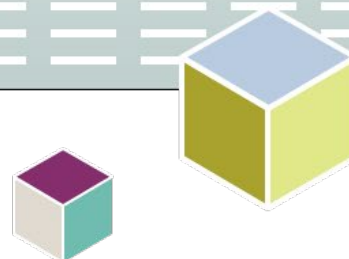


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Throughout this document, the term “Research at SFC” refers to any research conducted within the SFC, or facilitated by the SFC through its resources and/or relationships.



1.0 Overview of the Schoenbaum Family Center (SFC)

The Schoenbaum Family Center (SFC) is a community center affiliated with The Ohio State University and located at 175 East 7th Avenue, in the Weinland Park neighborhood east of campus. Housed within the SFC are the Crane Center for Early Childhood Research and Policy (CCEC), the A. Sophie Rogers School for Early Learning, and the Schoenbaum Family Center Community Programs. The CCEC is a multidisciplinary research center dedicated to conducting high-quality research that improves children's learning and development at home, in school and in the community. The A. Sophie Rogers School for Early Learning provides high-quality, research-based education to approximately 100 infants, toddlers and preschoolers. A model demonstration site, we integrate research, practice, and policy to enhance the developmental skills and school readiness of our students. The Schoenbaum Family Center Community Programs is a network of community partners, including a Family Advocate, health, nutrition, and physical activity programming, and various community training programs, providing information on early childhood programming and family engagement. Together we are making an impact on child, family and community success.

1.1 Crane Center for Early Childhood Research and Policy (CCEC)

The CCEC is a multidisciplinary research center dedicated to conducting high-quality research that improves children's learning and development at home, in school, and in the community. The CCEC conducts research with thousands of children each year throughout the state of Ohio and internationally, and has been awarded over \$50 million to date to support research on early childhood. Research projects in the CCEC are funded a variety of ways, including through large-scale federal grants, grants from foundations and non-profit entities, and a gift from the Crane family. The center averages over 60 peer-reviewed publications each year and houses the premier journal on early childhood education, *Early Childhood Research Quarterly*.

Situated within the College of Education and Human Ecology (EHE), the CCEC collaborates with students, faculty, and staff throughout OSU. [Facility Affiliates](#) from across the university support the mission of CCEC to stimulate research and influence practices and policies that enhance the well-being of children's development. Their research and teaching practices align with the center's commitment to improve children's learning and development at home, in school, and in the community. [Faculty Associates](#) are EHE faculty who actively engage in mission-central research within the CCEC and, in turn, the CCEC provides incentives to support the collaboration. The CCEC is home to numerous Senior Research Specialists and Senior Research Associates, postdoctoral researchers, graduate research associates, undergraduate research assistants, and international visiting scholars from various academic backgrounds. The center also includes a dedicated Data Management Core (DMC) who advise on appropriate technology to meet researchers' needs and oversee data collection and database management, as well as a CCEC Coordinator and a team of Project Directors, Project Coordinators/Program Coordinators, and Field Assessors who provide administrative support and implement the day-to-day research activities of the center.

With a strong emphasis on applied research that has the potential to influence best practices and policies that improve the lives of young children and their families, the CCEC disseminates its research findings to practitioners and policymakers, as well as academia. The CCEC regularly releases practitioner notes, research briefs, and whitepapers on topics relevant to the public, with particular emphasis on the early childhood landscape in Columbus and Ohio. Signature events, including a monthly Lunch and Learn colloquia series, researcher workshops, Hot off the Presses, the annual Symposium on Children and Spring Distinguished Speaker, share cutting-edge research findings and provide training on advanced methodology with practitioners, policymakers, and researchers in fields related to early childhood.

1.2 A. Sophie Rogers School for Early Learning

The A. Sophie Rogers School for Early Learning (i.e., the school) provides early childhood education to children aged six weeks to five years. The program is a full-day (7:30 am – 5:30 pm), year-round (51 weeks a year) program offering full-time early childhood education programming. It includes three preschool classrooms, each serving up to 20 children three- to five- years of age, and four infant/toddler rooms, each serving eight to 10 children younger than three years of age. The total annual enrollment is up to 60



preschoolers and 38 infants/toddlers. All classrooms are staffed by three teachers; a master teacher who heads the classroom along with two co-lead teachers. Teachers of both age groups are assisted by interns and mentor college field placements from The Ohio State University and the community, allowing for overall low child-to-adult ratios. The school typically holds 10 professional development days annually for teachers where children are not present.

The A. Sophie Rogers School for Early Learning curriculum is a national model for best practices and provides a high-quality, research-based education to young children with a commitment to diversity and social justice. Classroom activities are play-based and aligned with Ohio's Early Learning and Development Standards. The school has developed and utilizes a unique curriculum template that is not only based upon Ohio's Standards, but also the children's interests. Daily activities are posted in classrooms and tracked. Teachers meet weekly to devise and plan experiences that will be engaging and meaningful to the children, while also meeting specific educational and developmental goals for each child. Although rich learning experiences are offered throughout the day, curricular goals and intentional teaching experiences are met primarily during the core hours of 8:30 am to 3:30 pm. The school receives high ratings from Step Up to Quality, Ohio's quality rating system for early childhood programs.

The school has a dedicated nutrition program which provides engagement and educational opportunities that center around gardening, family-style meals, and healthy food choices. The school employs a Chef on site to prepare fresh foods daily and work with the children on curricular topics such as gardening and composting. The Chef also coordinates SFC's gardens, which provide fruits and vegetables used to prepare meals and support classroom activities. Children are served a complete breakfast, lunch, and afternoon snack prepared on site in the SFC kitchen. Meals align to Child and Adult Care Food Program (CACFP) regulations and are patterned after the Mediterranean diet, inclusive of whole grains and beans, fresh fruits, vegetables, seeds, lean meats, and fish.

The school is committed to maintaining a mixed-income population, and offers multiple funding pathways for children to enroll in the school. The population served by the school is diverse with respect to race, ethnicity, native language, and socioeconomic status. Children and families who live in the surrounding Weinland Park neighborhood are given priority in enrollment. Families may pay full private tuition, enroll through a subsidized pathway such as Early Head Start or Columbus City Schools, or be gifted with a scholarship. Families may also be subsidized by Publicly Funded Child Care (PFCCP). Approximately half of the families with children enrolled in the A. Sophie Rogers School for Early Learning live at or below the federal poverty level. Individualized Education Plans or Individualized Family Service Plans are other areas of diversity that fluctuate each enrollment year.

The SFC maintains a state-of-the-art observation deck overlooking all classrooms located in the A. Sophie Rogers School for Early Learning. The observation deck is available for both students and investigators. Investigators may use the observation deck to conduct observations related to their research projects. The observation deck is open between the hours of 7:30 AM-12:00 PM and 3:00 PM-5:00 PM Monday-Friday except for school closures. The observation space for each classroom is equipped with up to eight audio listening stations which allow the observer to hear interactions in the classroom below. Audio transmitting equipment is situated in up to four areas of each classroom, allowing for observers to focus on specific interactions taking place throughout the classroom. Additionally, the week's curriculum as well as student photos, names, and ages are displayed in each observation area.

1.3 SFC Community Programs

SFC Community Programs house The Ohio State University-Early Head Start Partnership Program (OSU-EHS Partnership), and The JP Morgan Chase Library Outreach. The OSU-EHS partnership is a collaborative project of childcare centers, family childcare providers, and community agencies under the leadership of the university that focuses on services to young children six weeks to three years-old located in high needs neighborhoods in Columbus, Ohio. This partnership is unique in the way it leverages existing community resources provided by agency partners and directs them towards the children and families it serves. The partnership has four main goals: (1) expand access to high quality services for low-income infants, toddlers, and their families; (2) create a network of community partnerships to provide high-quality comprehensive services; (3) implement a quality program that is aligned to the Head Start Program Performance Standards



(HSPPS); and (4) engage parents in their role as primary caregivers for their children and help parents achieve self-sufficiency. To achieve its goals, the partnership has established collaborations with center-based and home-based childcare providers and 10 community agencies in Columbus, Ohio.

The JP Morgan Chase Library Outreach, located at SFC, maintains a selection of diverse books for children and adults and is open to anyone in the community. The library is maintained by a full-time librarian who routinely hosts story time for children and helps our neighbors access public computers and other resources.

2.0 CCEC Research Infrastructure and Resources

The CCEC supports research that improves children's learning and development at home, in school, and in the community. Members of the OSU community have the opportunity to collaborate with the CCEC in such endeavors. The CCEC has 8,000 square feet of dedicated research space, including multiple conference rooms, dedicated transcribing and coding space, workstations and private offices. The CCEC has an established research infrastructure and a growing list of available resources.

2.1 CCEC Pre- and Post-Award Support

The CCEC provides comprehensive pre- and post-award support to OSU researchers seeking external funding to support their work. Our dedicated Grants Specialist Team assists investigators in navigating the grant application process from pre-submission development to post-award implementation and reporting.

Pre-award supports:

- Identification of funding opportunities
- Identification of the technology and data-related needs of your project
- Consultation on the analytical approach to be used, including statistical analyses
- Identification and solicitation of letters of support for external partners, such as school districts
- Development of the budget and budget justification
- Submission of ePA005 (university approval to seek off-campus funding)
- Navigation of the application process including gathering, organizing, and submitting grants

Post-award supports:

- Budget management, including personnel, budget projections, cost-sharing, updates, etc.
- Assistance with reporting requirements, including effort, mid-year, annual, special and close-out reports
- Administrative assistance, such as meeting and event planning, purchasing, travel, and interpretation of university, state, and federal policies surrounding grants
- Research facilities, shared workspace, and meeting spaces, including large classrooms/event spaces, intimate conference rooms, student work areas (for data entry and coding), and flexible student workspaces
- Technological support, including software installation and email support through OIT in the College of Education and Human Ecology
- Data management, through the CCEC's Data Management Core, including executing evaluation of the technology- and data-related plans of your project, indicating available computer equipment and software, and providing information regarding other available technology (e.g., SharePoint, Noldus, scanners, TeleForm)
- Research materials, including test manuals, assessment materials, and audio-visual equipment to support project activities (pending availability)

For more information on pre- and post-award support provided by the CCEC, please email our Grants Specialist, Eric Schwendeman at schwendeman.2@osu.edu.

Researchers also have the opportunity to conduct their project at the Schoenbaum Family Center in an authentic, high-quality early childhood education setting through our partners, the A. Sophie Rogers School



for Early Learning and SFC Community Programs. More information on this opportunity is detailed in Section 3.0.

2.2 CCEC Resources

The CCEC maintains a growing list of additional resources to facilitate cutting-edge research within the context of early childhood. If you are interested in utilizing any supports, please complete our [online application](#).

- The **Data Management Core (DMC)** provides state-of-the-art research based technology at the CCEC. The DMC can customize data collection and management processes for projects of varying scale, from federally awarded grants to smaller state & local projects. Services provided by the DMC include: Database Administration; Digital Survey and Test Forms; Data Technology Training and Support; Audio & Video Management (including digitally blurring identifiable aspects of recordings).
- The CCEC offers several research technologies for research use. The **Actiwatch 2** is a wrist-worn physical activity and sleep monitor, validated for use in all ages. The **LENA** system is a gold-standard technology used to measure early language environments. We also have **tablets** available to aid in electronic data collection activities within SFC.
- The CCEC has an extensive catalog of **standardized assessment materials** (e.g., Bayley Scales of Infant and Toddler Development, Brigance IED) that are available for use.
- The CCEC has trained GRAs available to offer **data collection support** within the A. Sophie Rogers School for Early Learning.
- The CCEC have **facilities** to support research, including meeting facilities, which range from intimate conference rooms to a large SFC classroom, as well as student workrooms (for data entry and coding), and space to perform data collection activities with participants.

3.0 Conducting Research within the SFC (A. Sophie Rogers School for Early Learning and SFC Community Programs)

The A. Sophie Rogers School for Early Learning and SFC Community Programs support research relevant to children and families via their partnership with the CCEC. The SFC welcomes research representing an array of disciplines, epistemologies, and methodologies, as conducted by OSU faculty, research staff, and students (i.e., investigators). Two categories of research are commonly conducted within the SFC: (1) archival research and/or (2) active research. Investigators may propose either type of research, or a combination of both types using the online application process described in Section 4.0 of this document.

3.1 Archival Research

The A. Sophie Rogers School for Early Learning and SFC Community Programs regularly collect and archive data collected for programmatic purposes concerning the children (infants, toddlers, and preschoolers), parents/families, and staff. Archival data is housed in ChildPlus and children are followed longitudinally for the duration of their enrollment. De-identified data can be used for: (1) stand-alone archival research projects, (2) teaching purposes (student and instructors can request data), and (3) projects that combine archival data with active research. A table summarizing available archival data is available in Appendix A.

3.1.1 Accessing, Use, and Destruction of Archival Data

When an application to conduct research using SFC archival data is approved, the investigator will receive instructions for obtaining the data. In some cases, a password-protected dataset may be emailed to the investigator. In other cases, the investigator may be given a password and instructions for downloading the file from a secure website.



SFC archival data may be used for the proposed and approved purposes only. If investigators wish to conduct additional studies using obtained datasets, they must submit an additional SFC Research Application.

Upon completion of research using SFC archival data, the investigator will permanently destroy their copies of the data files.

3.2 Active Research

The SFC also welcomes research that involves active data collection initiated, coordinated, and conducted by investigators. Such research may be observational, correlational, or experimental in nature and may combine actively collected data with archival data available in ChildPlus. This can be conducted in the A. Sophie Rogers School for Early Learning or through our SFC Community Programs.

The number of active research projects taking place at the same time is limited to preserve the integrity of both the research and educational programming of the center(s) involved, as well as to not burden children, staff, and families involved in the research. The number of active research projects at any given time will depend on the nature of those projects and the extent of involvement of children, staff, and families. Please note that during April and October of each year, the A. Sophie Rogers School for Early Learning conducts required programmatic assessments for all children enrolled in the school. As such, it may not be possible to accommodate research studies that involve high levels of teacher and/or student involvement during this time.

4.0 Proposal and Review Process for Research Conducted within the SFC

All research conducted within the A. Sophie Rogers School for Early Learning and SFC Community Programs must be proposed to and approved by the SFC Research Advisory Board. The Advisory Board may include SFC and CCEC administration, A. Sophie Rogers School for Early Learning educators, and OSU researchers. All potential investigators are required to follow the process outlined in this section; should particular investigators wish to discuss or solicit input on proposed projects (e.g., to design a study that best fits within the SFC context) before submitting their research proposal to the SFC Research Advisory Board, they are encouraged to send an email to SFCresearch@osu.edu.

Although a SFC Research Application can be submitted for review at any time, the following documentation must be on file with the SFC Research Advisory Board before a timeline to start the research project can be determined.

- An approval letter or statement of exemption from the IRB (archival and active research)
- IRB-approved consent form (active research)
- Completed background check for all staff physically visiting SFC to collect data (active research; detailed in Section 5.2)

4.1 SFC Research Application and Required Materials

To propose research conducted at the A. Sophie Rogers School for Early Learning or SFC Community Programs, investigators must review and agree to the SFC Research Guidelines outlined in this document and complete the online SFC Research Application.

The [SFC Research Guidelines](#) (i.e., this document) provide requirements and expectations for conducting research with the SFC. The SFC Research Guidelines Agreement, which is part of the online application, acknowledges that investigators have read and agree to abide by these guidelines. A copy of the SFC Research Guidelines Agreement can be found in Appendix B. The agreement must also be signed through the online SFC Research Application.

On the [SFC Research Application](#) (found here: <https://tinyurl.com/SFCResearchApp>), investigators briefly outline the research they wish to conduct, in terms of purpose, method, data collected/utilized, and potential results/implications; and the involvement of SFC staff/administration in the research process (if any).



Investigators must indicate whether archival research, active research, and/or use of SFC research supports (e.g., DMC, research technology) is proposed. Investigators must also provide a concise research statement that will be used for the SFC website and/or other SFC documentation. Although it is possible to complete the SFC Research Application without documentation of IRB approval and the IRB approved consent form(s), a timeline to conduct research cannot be provided until all documentation is received by the SFC Research Advisory Board. If you have these materials at the time of application, they can be uploaded during the application process. A copy of the SFC Research Application can be found in Appendix C, however, the form must be completed and submitted through the online link to be routed for review.

4.2 SFC Research Application Due Dates and Review

SFC Research Applications are accepted on an ongoing basis and will be reviewed at a SFC Research Advisory Board meeting following the submission date. Investigators proposing active research may be required to meet with the SFC Research Advisory Board to further discuss the proposed research.

Review of proposals is largely for the purposes of (1) maintaining human subjects protections for children, families, and staff at SFC, (2) ensuring that we can feasibly accommodate the proposed research (e.g., sufficient availability of participants, no competing research at the same time) at SFC, and (3) cataloging the research conducted at and/or supported by the SFC. Proposals are expected to be of high quality. When reviewing proposals, the SFC Research Advisory Board may consider the significance of the project, how well the work aligns with the mission of the SFC, and methodological integrity of the proposed research. The latter two components will be weighed more heavily when constrained time and resources limit the number of active research projects that can be conducted within the same timeframe.

Investigators will be notified of SFC Research Advisory Board decisions via email. Applications are typically reviewed within two to three weeks of receipt. The SFC Research Advisory Board reserves the right to revisit approval decisions upon notification of changes to approved research projects.

5.0 Conducting Active Research within the SFC

Investigators conducting research at SFC are reminded that they are *guests* at SFC. Investigators and any research staff are expected to abide by all SFC/CCEC policies, including those described below.

5.1 Standards for Behavior and Dress

All members of the community, including investigators and research staff, are expected to serve as role models for the children enrolled in the program. As such, all persons are expected to exhibit model behavior and demonstrate respect for others.

Investigators and research staff should be mindful of their attire when at SFC and wear professional yet comfortable clothing. SFC/CCEC reserves the right to ask those inappropriately attired to change before entering the facility.

5.2 Working with Children

Investigators are encouraged to establish methodology to collect data within the classroom setting. For example, by collecting data in a quiet corner of the classroom. Due to Ohio Department of Jobs and Family Services regulations, investigators conducting research with children cannot work one-on-one or one-to-many with children in a private setting, including school hallways.

All investigators and research staff physically visiting SFC to collect data must have completed background checks on file with SFC, **using background check code 5104.013. There are no exceptions to this requirement.** In addition, there are several training and paperwork requirements necessary to meet Ohio Department of Jobs and Family Services regulations for working with children. A detailed step-by-step guide to completing a background check and associated paperwork will be provided to you by the CCEC Coordinator upon project approval. Costs associated with background checks and associated paperwork are not covered by the SFC.



All investigators/research staff who will work with children must first visit the classroom to allow the children to become familiar with them. Investigators should work with SFC staff to meet this requirement.

5.3 Consent Forms, Consent Process, and Child Assent

Consent forms for collecting staff, caregiver, and/or child data must meet the requirements of and be approved by the Institutional Review Board of The Ohio State University. Investigators should take care to ensure that consent forms are written clearly and concisely, avoiding technical language. We recommend that consent forms are written at a fourth-grade reading level, are no more than two pages in length, and include a brief, IRB-approved, bullet-point cover letter. For projects that plan to access archival data and connect it to actively collected data, investigators should be sure to specify this information on consent forms. For example, the consent form should state, *“The research staff will also access your child’s records at the Schoenbaum Family Center to get information about your child’s social and academic development as well as demographic information about your family.”*

Procedures for collecting informed consent from participants should adhere to OSU IRB Guidelines and be in accordance with Human Subjects Protection requirements. When conducting research with students enrolled at the A. Sophie Rogers School for Early Learning, investigators should distribute recruitment and consent paperwork in parent mailboxes located within the SFC Town Square. It is advantageous for the investigator to include the child’s name on the consent form prior to distribution. Therefore, it is recommended that the investigator request access to identifiable information (i.e., class rosters) for recruitment purposes as part of the IRB application. Families should be instructed to return their signed consent form to the SFC front desk. Investigators are required to notify the SFC front desk when consent forms are distributed, and to provide an envelope/folder including the study name and PI, along with extra copies of the consent form to the SFC front desk. This envelope/folder will be used to store returned consent forms. It is advantageous to print consent forms on colored paper. Verbal recruitment activities and distribution of recruitment materials during pick-up, drop-off, and other center activities are encouraged and in such cases we may request that the investigator provide a recruitment script. These procedures should be approved by the SFC Research Advisory Board in advance. At no time should teachers or administrators or other SFC staff be involved in recruiting participants.

In addition to consent, assent must be obtained when conducting research directly with children. Given children’s ages, formal verbal assent as defined by IRB is not required. However, no child should be forced to participate in research activities. Research activities should be stopped if the child becomes distressed or no longer wants to participate. Investigators and research staff must respect a child’s refusal to participate, despite having parental consent.

5.4 Video and Audio Recording

Projects involving video and/or audio recording must take precautions to ensure that confidentiality of participants is maintained. All investigators agree to store video and audio recordings according to and comply with [OSU’s Research Data Policy](#). Investigators must provide clear guidelines as to how data will be collected and stored on the SFC Research Application. Additionally, investigators should outline how they will handle video and audio recording, when non-consenting children are present in the classroom (for example, an entire classroom is video-recorded, but only 90% of students have informed consent on file).

5.5 Use of Staff Resources at SFC

Investigators should not task teachers or other staff with obligations outside their regular work day/normal responsibilities to support their research (e.g., photocopying research materials, asking educators to collect consent forms) unless the individuals are consented research participants and the activities were outlined in the consent document.

5.6 SFC Parking

Parking at SFC is limited. Many of the parking spots in front of SFC are reserved, and parking is **not allowed** in the Weinland Park Elementary School lot. Investigators and research staff are encouraged to use on-



street parking. On-street parking is available on East 7th Avenue, Summit Street, and North 4th Street. Those parking are reminded to be mindful of signs noting parking restrictions and street cleaning.

5.7 Facility Entry and Security

SFC is a locked facility. All visitors to SFC, including investigators and research staff, must sign in and out at the front desk during each visit. Visitors should use the main entrance of SFC to gain entry to the facility. Investigators and research staff requiring after-hours access will need to make special arrangements with SFC administration. Visitors are not permitted to leave the SFC facility with children. If you are conducting research with children who attend the A. Sophie Rogers School for Early Learning during school hours, you are not permitted to leave the school area of SFC.

5.8 Identification Badges

All investigators and research staff must display an identification badge while at SFC. For students and employees of The Ohio State University, the Buck ID serves as the identification badge. Non-OSU investigators and research staff should use the picture ID provided by their respective agency or organization. Identification badges must be prominently displayed at all times while in the SFC.

5.9 Use of the Observation Deck

Investigators utilizing the observation deck should check in at the SFC front desk and receive a visitor badge to be displayed while in the building as well as a copy of SFC Observation Rules. Investigators are reminded when using the observation deck to limit any activities that might be distracting to educators and students. Investigators who do not adhere to the SFC Observation Rules will not be permitted to return to conduct research at SFC.

5.10 Research During Operating Hours

SFC is open from 7:30 am to 5:30 pm, Monday through Friday. The A. Sophie Rogers School for Early Learning is a year-round program. However, the school is occasionally closed for holidays and professional development days. The calendar for the current year is posted on the [school website](#).

Active research within the A. Sophie Rogers School for Early Learning that involves disrupting the regular classroom schedule (e.g., child assessments, intervention) may only be conducted during particular times. These times must not impede child participation classroom instruction or in special opportunities such as art, gym, and music. Further, the SFC Research Advisory Board may not be able to accommodate active research projects in the A. Sophie Rogers School for Early Learning during the months of October and April, as these are typically reserved for required programmatic assessments. Generally, the most advantageous times to collect active data are Mondays, Wednesdays, and Fridays between the hours of 9:00 and 11:30 AM. A research schedule and list of participating children should be provided to the teachers of children involved in the research. Other times may be arranged, upon consultation with the SFC Research Advisory Board, depending on the needs of the study and the classroom schedule.

For those conducting research involving SFC Community Programs, non-disruptive data collection times should be discussed and arranged with the individuals and/or organizations involved.

5.11 Research Outside of Operating Hours

Investigators seeking to conduct research after hours (i.e., outside of Monday-Friday, 7:30 am to 5:30 pm) will need to make arrangements with the SFC Research Advisory Board and the SFC Building Coordinator. Research occurring after hours may incur additional requirements. After hours research will require investigators to ensure proper supervision for children and families and that SFC equipment and space is properly cared for. Investigators may be required to hire after-hours security personnel and/or to be on the premises with their research staff at all times.



6.0 Confidentiality and Security of Data collected within the SFC

Investigators and research staff must adhere to the highest standards regarding data confidentiality and security. Investigators with approved archival research proposals agree not to make any efforts to identify individuals whose data is included in SFC archival data; in cases in which linking archival data to actively collected data is necessary, investigators are required to seek explicit permission for such procedures in their IRB application and obtain participant consent to do so. Investigators should consult the OSU policies regarding research, data, and human subjects' protections available at <http://orrrp.osu.edu/irb/osupolicies/>.

7.0 Dissemination of Research Conducted within the SFC

Investigators conducting research within the A. Sophie Rogers School for Early Learning and SFC Community Programs agree to a number of parameters concerning the documentation and dissemination of research findings. These include protecting the confidentiality of research participants, acknowledging SFC/CCEC in all research products, documenting all research products with the SFC Research Advisory Board, and disseminating findings to the SFC/CCEC community.

7.1 Protection of Research Participants

Investigators are required to protect the privacy of the families, children and staff. Hence, no mention of them is permitted in any of the research products. Investigators must use language such as, *"This study was conducted in an early childhood education setting located in a large Midwestern city."*

7.2 SFC/CCEC Acknowledgment

Investigators conducting research within the SFC agree to include the following acknowledgement statement on all dissemination products: *"This work was supported by the Schoenbaum Family Center (SFC) and the Crane Center for Early Childhood Research and Policy (CCEC) at The Ohio State University."*

7.3 Documentation of Research Products

Investigators are required to report all products (e.g., presentations, publications) resulting from research conducted at SFC. Investigators should submit a copy of or provide a complete citation of the research product(s) to the SFCresearch@osu.edu. This information will be used to generate SFC research reports.

7.4 Dissemination to SFC Community

At the conclusion of the research, investigators are required to submit to the SFC Research Advisory Board a brief lay summary of the project and findings, not to exceed one page. This will be distributed to the SFC/CCEC community. Brief lay summaries should be emailed to SFCresearch@osu.edu within a reasonable timeframe after project completion. The SFC Research Advisory Board may also request that investigators lead a brown bag discussion of their research findings for the benefit of the educators at the A. Sophie Rogers School for Early Learning and/or for the research community.

8.0 Opportunities to Pay it Forward

The SFC and CCEC support cutting-edge research. As such, we are committed to supporting the research community in their initiatives related to early learning, child health, and development, including physical activity and nutrition, and family/community engagement. Those engaged in conducting research with the SFC/CCEC and/or those who use the offered supports are strongly encouraged to pay it forward to the SFC. Ongoing needs provide excellent opportunities to support the mission of SFC. Examples include:

- Gift cards for teaching staff involved in project
- Donations to support the A. Sophie Rogers School for Early Learning. These donations will be used to support resources such as art supplies, school meals, tuition, books, and playground equipment. See the link below to make a gift to the school.



- <https://www.giveto.osu.edu/makeagift/?fund=315567>
- Donations to support the administrative infrastructure of the Schoenbaum Family Center and to enhance teacher pay, in order to ensure the highest quality and support for the children and families we serve. See the link below to make a gift to the school.
 - <https://www.giveto.osu.edu/makeagift/?fund=310828>
- Classroom materials, school materials, and/or materials for ancillary spaces (we can provide a list of needs upon request).



Appendix A: SFC Research Guidelines Agreement (you will be asked to sign this agreement as part of the SFC Research Application)

I have read the SFC Research Guidelines. I agree to abide by these policies, as well as relevant policies set forth by the Office of Responsible Research Practices, Institutional Review Board, and SFC administration. Moreover, I assume responsibility for ensuring that any additional investigators and/or staff involved in the current SFC research will also abide by these policies.

I acknowledge that I have read and agree to the policies concerning dissemination of SFC research. I will acknowledge the contribution of SFC/CCEC in all products by including the following statement in all dissemination efforts: "This work was supported by the Schoenbaum Family Center (SFC) and the Crane Center for Early Childhood Research and Policy (CCEC) at The Ohio State University."

In addition, I will report all products stemming from the research to the SFC Research Advisory Board, I will submit a brief lay summary of the project to the SFC Research Advisory Board, and, if requested, lead a brown bag discussion of research findings.



Appendix B: SFC Research Application (must be completed and submitted online; note that only questions relevant to the type of project are asked in the online application)

Name:

Dept Affiliation/Department:

Email Address:

Phone Number:

Job Position:

Who is your research advisor?

Project Title:

Concise research statement (<500 characters indicating purpose, method, implications; may be used on website):

Detailed Research Statement (purpose, research aims, method, implications, analytical plan):

In what way would you like to collaborate with the Schoenbaum Family Center (SFC)? Select all that apply.

- Archival Data (already-collected data for programmatic purposes)
- Active Data (primary data collection within SFC)
- I am interested in using SFC Research Supports (e.g., Actiwatch2, DMC, Standardized Assessments; see page 5 of SFC Research Guidelines for complete descriptions of available supports).
- Classroom Observation Only (no teachers/students present)

Do you plan to use the archival data for teaching purposes?

What class do you intend to use the data for?

Please select the archival data you are requesting:

- Caregiver Entrance Questionnaire: Family Demographic and Background Information
- Spring Caregiver Survey: Family Program Satisfaction and Feedback
- Indirect Child Assessment: Ages and Stages Questionnaire
- Indirect Child Assessment: Ages and Stages Questionnaire: Social Emotional
- Direct Child Assessment: Preschool Language Scale
- Direct Child Assessment: Brigance IED

From what year(s) are you requesting archival data?

- 2015-2016
- 2016-2017

From whom will you collect active data? Select all that apply.

- Infants/Toddlers (age 6 weeks to < 3 years)
- Preschoolers (age 3-5 years)
- Parents/Caregivers
- Teachers
- Administrators

Please list the name (first and last) of any individual(s) who will work in the classroom.



All investigators and staff physically visiting SFC to collect data must have a completed background check (using background check code 5104.013) and associated paperwork on file with SFC. A projected start date cannot be confirmed until all background check paperwork is on file at SFC. Please sign below to indicate agreement with the SFC Background Check Policy.

Please describe how you will obtain informed consent.

Describe infant/toddler involvement (e.g., how they will be involved, time required, data collection method (observation/direct assessment)):

Will you provide incentive(s) for infant/toddler participation?

Please describe what incentive(s) you will provide to participating infants/toddlers and when infants/toddlers will receive the incentive(s):

Describe preschooler involvement (e.g., how they will be involved, time required, data collection method (observation/direct assessment)):

Will you provide incentive(s) for preschooler participation?

Please describe what incentive(s) you will provide to participating preschoolers and when preschoolers will receive the incentive(s):

Describe parent/caregiver involvement (e.g., how they will be involved, time required, data collection method (online, in person)):

Will you provide incentive(s) for parent/caregiver participation?

Please describe what incentive(s) you will provide to participating parents/caregivers and when parents/caregivers will receive the incentive(s):

Describe teacher involvement (e.g., how they will be involved, time required, data collection method (online, in person)):

Will you provide incentive(s) for participating teachers?

Please describe what incentive(s) you will provide to participating teachers and when teachers will receive the incentive(s):

Describe administrator involvement (e.g., how they will be involved, time required, data collection method (online, in person)):

Will you provide incentive(s) for administrator participation?

Please describe what incentive(s) you will provide to participating administrators and when administrators will receive the incentive(s):

Does your project involve video and/or audio-recording?

Please detail your procedures for maintaining confidentiality and secure storage of video and/or audio recordings, inclusive of how you will ensure non-consenting children are not audio and/or video recorded:



In what SFC research supports are you interested? Select all that apply.

- Data Management Core (customize data collection & management processes)
- Research Technology - Actiwatch 2 (physical activity & sleep monitor)
- Research Technology - LENA (assessment of language environment)
- Research Technology - Tablet (assist in electronic data collection)
- Standardized Assessment (e.g., Bayley, Brigance)
- Data Collection Assistance (GRAs may be available to assist with data collection)
- Research Facilities

Which standardized assessment(s) are you interested in using?

Desired Start Date (mm/dd/yyyy) note: start dates cannot be confirmed without IRB approval/exempt documentation and completed background check (if applicable)

Anticipated Project Completion Date (mm/dd/yyyy):

Estimated Duration of Active Data Collection (in weeks):

Is this project funded?

Who is the funding agency?

Is this study IRB Approved?

Please upload IRB approval letter. If the study is exempt, please upload IRB documentation to support this.

Please upload IRB approved consent form(s).

How did you hear about SFC Research Opportunities?

The SFC and CCEC support cutting-edge research. As such, we are committed to supporting the research community in their initiatives related to early learning, child health and development, including physical activity, nutrition, family, and community. Those engaged in conducting research with the SFC/CCEC and/or those who use the offered supports are strongly encouraged to pay it forward to the A. Sophie Rogers School for Early Learning or relevant SFC Community Program. Ongoing needs provide excellent opportunities to support the mission of SFC. Will you provide support to these programs in any of the following ways? Select all that apply.

- Gift cards for teaching staff/parents involved in project
- Materials or gift cards for classroom materials, school materials, and/or ancillary spaces
- Donation to support the A. Sophie Rogers School for Early Learning (<https://www.giveto.osu.edu/makeagift/?fund=315567>)
- Donation to support the Schoenbaum Family Center (<https://www.giveto.osu.edu/makeagift/?fund=310828>)
- Other
- None

I have read the SFC Research Guidelines. I agree to abide by these policies, as well as relevant policies set forth by the Office of Responsible Research Practices, Institutional Review Board, and SFC administration. Moreover, I assume responsibility for ensuring that any additional investigators and/or staff involved in the current SFC research will also abide by these policies. I acknowledge that I have read and agree to the policies concerning dissemination of SFC research. I will acknowledge the contribution of SFC/CCEC in all products by including the following statement in all dissemination efforts: This work was supported by the Schoenbaum Family Center (SFC) and the Crane Center for Early Childhood Research and Policy (CCEC) at The Ohio State University. In addition, I will report all products stemming from the research to the SFC Research Advisory Board, I will submit a brief lay summary of the project to the SFC Research Advisory Board, and, if requested, lead a brown bag discussion of research findings.



Appendix C: SFC Data Archival Elements (2015-present)
See Below:



Schoenbaum Family Center Archival Data Request Form

Assessment	Definition	Administration Date	Items Requested	Reliability	Scoring and Interpretation
Child and Caregiver Entrance Questionnaire	A one-time survey of caregivers of children upon enrollment in the A. Sophie Rogers School for Early Learning that records family demographic information for programmatic purposes	Upon enrollment	<p>Chronic medical problems (Y/N)</p> <p>Individualized Education Plan (IEP) or Individualized Family Service Plan (IFSP) (Y/N)</p> <p># of individuals in home</p> <p># of individuals in home under age 18</p> <p>Parents' marital status (Coded as married/unmarried)</p> <p>Maternal Education Level (Coded as H.S. diploma or less; AA, AS, 2-year degree or more)</p> <p>Paternal Education Level (Coded as H.S. diploma or less; AA, AS, 2-year degree or more)</p> <p>Child Birth Year</p> <p>Gender</p> <p>Race (Coded as Black or African American, White, Other/Unspecified)</p> <p>Hispanic/Latino (Y/N)</p> <p>Federal Poverty Level (%)</p> <p>Days Absent within Date Range (Specify Date Range in Application)</p>	Not applicable	Federal poverty level is updated annually for each child in April-June. Investigators are reminded not to report any information which could potentially identify participants, including but not limited to findings pertaining to sample sizes of five or fewer individuals, in accordance with Common Rule regulations.
Ages and Stages Questionnaire – 3rd edition	The Ages & Stages Questionnaires®, Third Edition (ASQ-3™) is designed to screen young children for developmental delays – that is, to	Annually in August/September or upon enrollment	<p>Communication Subscale</p> <p>Gross Motor Subscale</p>	Cronbach's alpha = .51-.87; sensitivity	No raw scores are available. Scores are recorded as Above Cutoff (A), Cautionary (C), or Below Cutoff (B). If the child's score is <i>above</i>

	identify those children who are in need of further evaluation and those who appear to be developing typically. The ASQ-3 has 21 questionnaires to use to assist with the screening and monitoring of children with possible developmental delays from 1 month to 5 ½ months of age.		Fine Motor Subscale Problem Solving Subscale Personal-Social Subscale	= 75-100%; specificity = 70-100%	<i>cutoff</i> , the child's development appears to be on schedule. If the child's total score is <i>cautionary</i> , the child's development is close to the cutoff. Provide learning activities and monitor. If the child's score is <i>below cutoff</i> , further assessment with a professional may be needed.
Ages and Stages Questionnaire – Social Emotional	Ages & Stages Questionnaires®: Social-Emotional (ASQ®:SE) are meant to be used in conjunction with a general developmental tool (like the ASQ-3) that assesses cognitive, communicative and motor development. ASQ:SE helps to identify the need for further social and emotional behavioral assessment in children from 3 months to 5 ½ years old at eight age intervals: 6, 12, 18, 24, 30, 26, 48, and 60 months. These eight ASQ:SE questionnaires each address seven behavioral areas: self-regulation, compliance, communication, adaptive functioning, autonomy, affect, and interaction with people. Like the ASQ-3, the ASQ:SE system is designed to be completed by parents or caregivers of young children rather than by trained professionals.	Annually in August/September or upon enrollment	Total Score	Cronbach's alpha = .69-.91; sensitivity = 70.8-84.6%; specificity = 89.5-98.2%	No raw scores are available. Scores are recorded as Above Cutoff (A), Cautionary (C), or Below Cutoff (B). If the child's score is above cutoff, refer the child for a mental health evaluation.
Brigance Inventory of Early Development (IED) III	The IED III Standardized provides a variety of standardized scores (standard scores, percentiles, and age equivalents) to support identification of special needs and provide documentation for referrals. The IED III Standardized contains 55 norm-referenced assessments, which allow educators to compare a child's performance to that of a nationally representative sample of children the same age. The IED III Standardized includes scores in five domains (Physical Development: Gross and Fine Motor Skills; Language	Annually in September/October and March/April	Physical Development: Total Domain Score Physical Development: Gross Motor Composite Score Physical Development: Fine Motor Composite Score Language Development: Total Domain Score Language Development: Receptive Language Composite Score	Internal Consistency = .85-.99; Test-retest reliability = .89-.95; Interrater reliability = .82-.96	Scores are composite scores. No raw scores are available. The IED III Standardized provides assessment results in the form of normative scores. The interpretation of a child's assessment results (normative scores) is based on a comparison of the child's performance to the performance of a nationally representative sample of same-aged children. The standard score (composite score) for a subdomain or domain has a mean of 100 points and a standard deviation of 15 points. A composite score of

	<p>Development: Receptive and Expressive Language Skills; Academic Skills/Cognitive Development: Literacy and Mathematics Skills; Adaptive Behavior: Daily Living Skills; and Social and Emotional Development: Interpersonal and Self-regulatory Skills), demonstrating broad content coverage and strong alignment to state and Common Core standards.</p>		<p>Language Development: Expressive Language Composite Score</p> <p>Academic Skills/Cognitive Development: Total Domain Score</p> <p>Academic Skills/Cognitive Development: Literacy Composite Score</p> <p>Academic Skills/Cognitive Development: Mathematics Composite Score</p> <p>Adaptive Behavior: Total Domain Score</p> <p>Adaptive Behavior: Daily Living Composite Score</p> <p>Social and Emotional Development: Total Domain Score</p> <p>Social and Emotional Development: Interpersonal Composite Score</p> <p>Social and Emotional Development: Self-Regulatory Composite Score</p> <p>Total Developmental Score</p>	<p>100 indicates that, based on the performance of same-aged children in the normative sample, the child's performance is average for his or her age. A score of 115 indicates the child is performing above average (one standard deviation above the mean) and a score of 85 indicates that the child is performing below average (one standard deviation below the mean).</p>
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Please specify the academic years for which data is requested (since 2015-2016).

For requested items, if applicable, please specify the age range in months of children for whom you are requesting data.

If known, please specify the classrooms for which you are requesting data.

Infant/Toddler

Room 130

Room 134

Room 138

Room 146

Preschool

Room 124

Room 128

Room 142

If known, please specify the individual children for whom you are requesting data.