



Crane Center for Early Childhood Research and Policy and the Schoenbaum Family Center's

# 2021 IMPACT REPORT



**THE OHIO STATE UNIVERSITY**

CRANE CENTER FOR EARLY CHILDHOOD  
RESEARCH AND POLICY



**THE OHIO STATE UNIVERSITY**

SCHOENBAUM FAMILY CENTER






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# 2021 BY THE NUMBERS



**24**  
graduates from A. Sophie Rogers matriculated to kindergarten



**3,352 107 1,758**  
PARENTS TEACHERS CHILDREN  
participated in Crane research projects across 85 sites




**25 MOMS-TO-BE**  
will receive specialized Early Head Start support from pregnancy through the child's third birthday



**\$29 million**  
across 35 active grant awards funds programs and research at the Schoenbaum and Crane Centers



**31**  
free, professional development trainings by our Early Head Start program provided to 308 educators



Crane researchers awarded seven new grants totaling  
**\$6 million**



**14 countries**  
engaged in research collaborations



**98**  
CHILDREN SERVED IN A. SOPHIE ROGERS' CLASSROOMS



**43**  
POLICY NEWSLETTERS



**23**  
ACTIVE RESEARCH PROJECTS





# 2021 BY THE NUMBERS




**17**  
UNIVERSITY & COMMUNITY PARTNERS provided Early Head Start families with holistic services



**5** POLICY LEADERS engaged on issues such as family engagement and early education experiences of families in Franklin County



**72** PUBLICATIONS and 3,469 citations of peer-reviewed research by Crane authors



**32** students interned at A. Sophie Rogers School for Early Learning



**192** infants and toddlers received wellness checks




**\$10 MILLION GRANT** allows Early Head Start to serve 64% more families

**470** FAMILY ENGAGEMENT OPPORTUNITIES provided to Early Head Start families



Faculty research involvement stretched across

7	<b>14</b>	27
FACULTY ASSOCIATES	DEPARTMENTS	FACULTY AFFILIATES
	<b>3</b>	
OHIO STATE CAMPUSES		

TRAINING GROUND FOR OHIO STATE



**14** GRADUATE RESEARCH ASSISTANTS **5** POST-DOCTORAL RESEARCHERS




**1,533** participants in 15 Schoenbaum and Crane Center events







# city partnerships

## **A FIRST-OF-ITS-KIND LANDSCAPE STUDY OF EARLY CHILDHOOD LEARNING OPPORTUNITIES IN FRANKLIN COUNTY**

This year, a team of researchers at the Crane Center conducted a rigorous study – a “landscape scan” – of early childhood learning experiences in Franklin County. In partnership with the City of Columbus and Future Ready Columbus, researchers conducted a comprehensive assessment of families with children birth to 5 years across the county as well as in key priority neighborhoods, Hilltop, Linden, and Southside.

The report of this work, [Early Care and Education \(ECE\) in Franklin County: The ECE Landscape Study](#), was published in September and was the focus of a press briefing with Crane researchers, city council members, and community stakeholders. Dr. Arya Ansari presented findings and Columbus Council President Pro Tempore Elizabeth Brown led a panel discussion and Q&A; panelists included A. Sophie Rogers principal Anneliese Johnson, and Early Head Start prenatal educator and parent, Jennifer Cheeks. The report and briefing were featured by *The Columbus Dispatch*, WCBE radio, and *Columbus Business First* magazine.

## **READY4SUCCESS AND NEW CONTRACT FROM CITY + FUTURE READY COLUMBUS**

Funded by the City of Columbus and its Early Start Columbus initiative, [Ready4Success](#) (R4S) is a kindergarten readiness initiative through which Crane and Schoenbaum staff partner with child care providers to offer professional development and coaching, at no cost. The R4S team is working with 71 participating early childhood teachers to amplify their effective instructional practices to ultimately increase literacy and math skills among preschool children. This year, the program aligned its coaching with the evidence-based, practitioner-friendly [Read It Again](#) curriculum, which helps to build early literacy and language foundational skills. The program is also a partner with the Future Ready Columbus “ready by 5” strategic plan, which aims to get all Franklin County children ready for success in kindergarten. This year, 660 preschool-aged children were screened in reading and math at 94 different program sites.







# expanding for impact

## **\$10 MILLION EXPANSION GRANT FOR THE OSU EARLY HEAD START PARTNERSHIP PROGRAM**

This year the OSU Early Head Start Partnership Program (OSU-EHS) [received a federal expansion grant](#) of \$10 million, enabling them to build upon and expand vital services supporting the health, learning, and well-being of young children and families in central Ohio. Specifically, OSU-EHS expanded its services to serve 64% more children – an additional 103 child care slots to the 160 children already served – and began offering prenatal support to 25 soon-to-be mothers, thereby strengthening the prenatal to early childhood support spectrum. The program also expanded its network of community partnerships who offer holistic support for families and children in nutrition and meal planning; dental, vision, and health services; mental health support; and workforce development. Finally, the grant created new services for families educating their children at home by providing a home-based coach who will offer training and resources, in addition to access to monthly social gatherings for children and families.









# brief research & analysis

*In addition to peer-reviewed research, Crane staff, faculty, and scientists write and publish shorter snapshots and analyses of data and research on key topics in early childhood care and education.*

## **IT'S A STRUGGLE: TRANSITIONING CHILDREN INTO KINDERGARTEN**

One of the earliest and most important transitions that children face is their entry to kindergarten. The transition to kindergarten is a big change and often very challenging for children as they enter formal schooling. In a [white paper](#), *It's a struggle: Transitioning children into kindergarten*, Drs. Kelly Purtell, Hui Jiang, Laura Justice, Tzu-Jung Lin, and others shared their findings from research about kindergarten transition experiences. Specifically, they studied five areas of transition difficulties, how common difficulties were, and which children were more likely to experience them. Using a questionnaire that surveyed kindergarten teachers, the majority of kindergarten teachers surveyed (72%) said children had difficulty in at least one area of kindergarten transition. The authors also found that transition difficulties tended to co-occur, meaning children were likely to either have no difficulties or all five of the difficulties (making friends, following schedules, academic demands, working in groups, and being organized).

## **OHIO GOVERNOR'S IMAGINATION LIBRARY**

The Ohio Governor's Imagination Library program expands book access to Ohio children from birth to age 5, in the hopes that it will positively influence early literacy and kindergarten readiness. In September, Crane and Schoenbaum executive director Dr. Laura Justice was invited to speak at an Ohio Imagination Library press conference about the science behind early literacy and the importance of parents reading to their children from birth. The press conference was held at the Wexner Medical Center where First Lady Fran DeWine urged Ohio hospitals to partner with the Imagination Library to increase the enrollment of newborns in the program.

Dr. Justice, alongside Jamie O'Leary and Caitlin Lennon, also authored a [brief](#) on the research behind shared book reading programs as well as an analysis of the program's reach across the state after two years of implementation. The percentage of children enrolled in Imagination Library across Ohio's counties ranged from 23% to 65%, with the average being 41.6%. According to data examined in the brief, there is a positive correlation between childhood enrollment in the program and the proportion of people of color in a county, which may further suggest that Ohio's Imagination Library is an equitable way of expanding book access and literacy development among children birth to age five.



# equity

*Throughout 2021, Crane and Schoenbaum focused on equity in as many actionable ways as possible through research, events, learning communities for educators, advocacy, and more.*

## **BOOK STUDY FOR EARLY CHILDHOOD EDUCATORS ADDRESSES RACIAL BIAS**

*Don't Look Away: Embracing Anti-bias Classrooms* by Drs. Iheoma Iruka and Stephanie Curenton guide early childhood professionals to address bias in their own classrooms and adopt culturally responsive practices. This year, a book study program was [created](#) as part of a collaborative partnership among the book's authors (Iruka and Curenton), educators Meredith Schilling, Vanessa Shrontz, Eshelle Yarborough, Amber Fridley, and Jessica Junk from the A. Sophie Rogers School for Early Learning as well as education specialists from the Ohio State Early Head Start Partnership Program. Conducted over seven weeks, the book study provided an opportunity for educators to identify and minimize biases in the classroom, school, and community; raise their awareness via self-reflection about their own implicit racial biases; leverage the strengths that children of color and their families bring into the learning environment; and provide explicit anti-racist and anti-bias teaching strategies to change and improve classroom practices. Over 90% of participants reported that the book study provided new information and that they had a better understanding of how racism impacts children across systems.

As part of this collaboration, an evaluation was conducted that measured the impact of the book study on early educators' racial consciousness and practices. The [white paper](#) resulting from this evaluation was written by the book's authors as well as EHS staff Latoya Jackson, Sherrie Sutton, Stacy Orbaker, and Lisa Welsh. The collaboration also sought to provide a working model of how *Don't Look Away* can be used with early education and care programming to advance systemic change around bias and to introduce concrete means for anti-bias programming in these settings.

## **RESEARCHING CHILD CARE FOR PARENTING STUDENTS**

Crane researchers continued their [work on CCAMPIS](#), which stands for Child Care Access Means Parents in School, a federally funded program assisting parenting students from low-income households by providing funds for high-quality, accredited child care services. The Crane Center partners with OSU's Office of Diversity and Inclusion ACCESS Collaborative in an ongoing research project geared toward understanding the experiences and challenges of parenting students and identifying their needs as students navigating universities. In late 2020, researchers authored a [white paper](#) that shared findings from two focus groups of parenting postsecondary students. These findings were also shared during a Crane Research Forum in February 2021.



## ADVOCATING FOR EARLY CHILDHOOD EDUCATORS IN THE MIDST OF COVID-19

At the outset of 2021 when COVID-19 vaccinations were approved and available, each state was responsible to determine who would be first in the vaccination priority line. In Ohio, the initial vaccine rollout did not include early childhood educators among priority groups named. Jamie O'Leary and Dr. Laura Justice wrote an [op-ed](#) published in the *74 Million* pointing out how this reflected broad disparities in how society treats our children's youngest teachers disparately in comparison to K-12 teachers. Several staff from the A. Sophie Rogers School for Early Learning, including Vanessa Shrontz and Anneliese Johnson, were [featured](#) in *The Columbus Dispatch* on this same topic.

## IMPROVING EQUITY IN PRACTICE AND RESEARCH

This year the Crane Center held two major events focused on equity. In the spring, Dr. William Jackson from Village of Wisdom spoke about [building ideal learning environments for children of color](#) that center positive racial identity and how bias and racism interfere with children's mechanisms for learning: attention and motivation. Joining him was a panel of early childhood educators from the Schoenbaum Family Center who shared practical application ideas, including implementing anti-bias and anti-racist practices in an infant/toddler classroom, a preschool classroom, and through a multi-site book study for educators.

In fall of 2021, the annual Symposium on Children event brought Dr. Angel Harris from Duke University and author of *The Broken Compass* to speak on [challenging ourselves: rethinking family engagement](#). His research showed that not all family engagement strategies work for all families, particularly among families with diverse backgrounds. Joining Dr. Harris was a line-up of experts offering additional expertise on effective family engagement. Dr. Sherri Killins Stewart of the BUILD Initiative spoke about how state systems can elevate voices of color to hear feedback on how systems are working for all families. Dr. Lisa A. Gennetian from Duke University offered a behavioral economic perspective on scaling family engagement programs without compromising quality. Finally, Melissa Johnson of The Starting Point Learning Center and Family Adolescent & Child Community Engagement Service (FACCES) shared about her entrepreneurial launch of FACCES which build comprehensive support for the community as a way to strengthen families and engage with them.











# practice & school

## **FAMILY DISCUSSION SERIES**

The A. Sophie Rogers School for Early Learning (ASR) hosted several virtual family discussions in the spring on topics of interest to families with young children enrolled in our school. Topics included social-emotional development, enriching story time, and kindergarten transitions.

## **EXPANDING FAMILY ENGAGEMENT**

ASR teachers partnered with CETE's Ohio Statewide Family Engagement Center to create the RealTalk webinar series for parents of young children. The series consisted of six webinars, led by ASR teachers, focused on common topics for caregivers of young children such as teaching children about race, equity, and diversity, kindergarten readiness, and sibling rivalry. [Watch all six webinars here.](#)

## **REPRESENTATION MATTERS: SCHOOL PROJECT FOCUSED ON EQUITY, EQUALITY, AND JUSTICE**

ASR teachers strive to intentionally incorporate anti-bias and anti-racist practices in their early childhood classrooms. In one such example, infant/toddler teachers Emily Manahan and Eshelle Yarborough [implemented](#) developmentally appropriate lessons on equity, equality, and justice in their classroom. The teachers reviewed the composition of the classroom's print materials more deliberately, made sure to highlight Black and brown authors, and made a point to ensure every book contained representation of differing abilities, gender expressions, or racial representation. The teachers said of the lessons, "We know that to be actively anti-racist, it is not enough to only teach children to be kind, but that we must explicitly teach the pitfalls of racial and social disparity in everyday classroom experiences."

## **COMPREHENSIVE LITERACY STATE DEVELOPMENT GRANT**

ASR was awarded a [Comprehensive Literacy State Development grant](#) in the summer of 2020. In 2021, the school was able to build its work as a model literacy demonstration site and a training ground for other early childhood professionals.



## **ASR EXPERTS PRESENT AT CONFERENCE ON YOUNG CHILDREN**

Three educators from ASR were selected to present at the [Ohio Association for the Education of Young Children's annual conference](#). Held virtually this year, the conference is a state-wide gathering of early childhood professionals to share issues, discover solutions, and learn from the nation's leading trainers, authors, and advocates on educational topics with young children. ASR educators and topics included Vanessa Shrontz speaking on "It's Time for a Conversation!: Building Classroom Community through Conversation;" Samantha Peterson presenting "Read It Again-I/T!: An Infant-Toddler Curriculum Supplement to Promote Language and Literacy Foundations;" and Anneliese Johnson discussing "Using Reggio Emilia Foundations to Support Development."

## **ASR TEACHER CONTRIBUTES TO EARLY CHILDHOOD EDUCATION LITERATURE**

Master Infant/Toddler teacher Dilshad Tolliver contributed to the new edition of [Developmentally Appropriate Practice in Early Childhood Education Programs](#), published by the National Association for the Education of Young Children. This book is known as an essential resource for the field of early childhood education. Tolliver's work is included in Appendix A, "Teaching with Developmentally Appropriate Practice: Snapshots and Reflections" and is titled "We Put Paper on the Floor: Supporting the Emergent Literacy Skills of Infants and Toddlers."

## **COSI'S "BIG SCIENCE" CELEBRATION**

This year, COSI's [Big Science Celebration](#) went virtual in their effort to connect the community to dynamic experiments and engaging hands-on science activities. More than 100,000 people participated, and ASR teachers created some of their experiences, including lessons on Plant Capillary Action Explanation for Preschoolers by Oliva Diaz Melgarejo, Propagation of Plants by Meredith Schilling, Volume Experiment by Vanessa Shrontz, Discussing Cause & Effect with Preschoolers by Kari Welch, and Jet Propulsion in Octopus by Whytnie Strain.







# policy & evaluation

*As part of its mission, Crane and Schoenbaum seek to translate research for policy audiences and to provide analysis and insight for real-world clients.*

## **CRANE FACULTY ASSOCIATE DR. KELLY PURTELL PRESENTS AT STATE KINDERGARTEN READINESS SUMMIT**

In June, Crane faculty associate Dr. Kelly Purtell presented at a statewide summit on kindergarten readiness, hosted by the Ohio Department of Education and Ohio Head Start, who collaborate to improve connections between early childhood programs and their receiving elementary schools. Dr. Purtell said of the event, “it engaged a lot of teachers and administrators from preschools and elementary schools across the state and it was overall about partnership building to improve the K transition.”

## **POLICY EVALUATION OF CHILD CARE SUBSIDIES IN WYOMING**

This year, Crane policy team members Caitlin Lennon and Jamie O’Leary, executive director Dr. Laura Justice, along with faculty associate and associate professor in OSU’s Department of Human Sciences and John Glenn College of Public Affairs Dr. Lauren Jones, completed a policy evaluation study of Wyoming’s Child Care Subsidy Program. Launched in summer 2020, the 18-month analysis examined key trends related to the state’s publicly funded child care program by analyzing the program’s utilization rates, risks, and funding; compared these processes to neighboring states; and engaged in a strategic planning process inclusive of the agency, parents, and child care providers to ultimately improve the equity and accessibility of the state’s program.



*(Left): Columbus City Council President Pro Tempore Elizabeth Brown, Dr. Arya Ansari, Jennifer Cheeks, Quisean Jennings, Matt Smydo, Anneliese Johnson, and Jane Leach at a press briefing on Crane’s study on early education experiences of local families.*





# in the media

- Crane faculty associate [Dr. Lauren Jones penned an op-ed](#) for *The Columbus Dispatch* using her research on the impact of family tax credits to argue that the child tax credit should be made permanent.
- [Columbus Monthly wrote a feature](#) on Crane's Kids in Columbus Study which aimed to better understand the kinds of community resources that families in Franklin County, Ohio access and use.
- This year, Crane researchers completed a comprehensive study of early childhood learning experiences of families with children birth to five in Franklin County, in partnership with the City of Columbus and Future Ready Columbus. A press briefing was held to present the findings of the study and was featured by [The Columbus Dispatch](#), [WCBE radio](#), and [Columbus Business First magazine](#).
- Faculty associate Dr. Shayne Piasta was a guest on South Side Early Learning's podcast "Circle Time" twice this year, discussing [alphabet learning](#) and [phonological awareness](#).
- Director of research and media expert Dr. Rebecca Dore was a guest on the podcast "We Gotta Talk with Sonni" along with Dr. Roberta Golinkoff (University of Delaware) to discuss how to raise children in a technological world. Dr. Dore stressed that it is important for families and caregivers to think less about the quantity of screen time but more about the quality and context of media that children are using. Listen to the [podcast](#) or [watch the show](#).
- Ohio State News covered Crane research on [Pandemic screen time tops six hours a day for some kindergartners](#) as well as [How a virtual program may help kids get ready for kindergarten](#).







# research

*The Crane Center's program of research continued its stellar track record of publications, projects, and grant awards in areas of discovery relevant to childhood well-being.*

## **CRANE RECEIVES \$6 MILLION IN FEDERAL FUNDS TO SUPPORT WORK**

How children learn and develop is complex and influenced by biological, social, and environmental factors. In 2021 Crane was awarded seven new grants totaling nearly \$6 million dollars. These awards, coming from a variety of sources including the Institute of Education Sciences, National Institutes of Health, and the Spencer Foundation, will allow researchers to make discoveries and bring new evidence to bear in key areas, including:

- Studying how the pandemic impacted children's learning, achievement, and social development
- Looking more deeply at how characteristics of a child's school impact their academic and social skill gains
- Expanding research expertise to understand the role of toxic stress in early childhood development
- Utilizing technology to closely monitor children's interactions with others in early childhood classroom settings
- Examining language intervention practices in public schools and translating research on language interventions into practice in schools
- Preparing future scholars to work with students with severe disabilities and receive research mentorship





## **A LOOK AT ONGOING CRANE PROJECTS:**

**ELO:** Early Learning Ohio (ELO) started as a five-year award from the Institute of Education Sciences following children from kindergarten through third grade to examine classroom ecology and what factors impact learning, achievement, and social development over time. Uniquely positioned with consecutive years of pre-pandemic data, ELO received additional grant money to rapidly extend their research and capture data aimed at understanding how the pandemic affected children in Ohio, specifically in the areas examined through the ELO study.

- Principal investigator: Dr. Laura Justice
- Co-investigators: Dr. Kelly Purtell, Dr. Hui Jiang, Dr. Tzu-Jung Lin

**FLIP:** This five-year Crane study is testing the effects of Focus on Learning, Interaction, and Play (FLIP) at Recess (a play-based intervention for elementary students with significant disabilities) in a large-scale randomized-controlled trial with elementary schools in Central Ohio. Researchers support teachers and school staff to implement FLIP at Recess and measure the short- and long-term effects on peer interactions, play skills, social competence, and social connections.

- Principal investigator: Dr. Matt Brock
- Co-investigators: Dr. Laura Justice, Dr. Tzu-Jung Lin

**Kindergarten Transition Practices:** This five-year Crane project aims to fundamentally advance our understanding of young children's transition into kindergarten. The intervention examined within this project focuses on connections among community, teachers, families, peers, and children as the primary way to successfully transition children to kindergarten and support them as they adjust.

- Principal investigator: Dr. Laura Justice
- Co-investigators: Dr. Kelly Purtell, Dr. Hui Jiang, Dr. Rebecca Dore

**LET'S KNOW!2:** Let's Know!2 is five-year project funded by the National Institute of Health. The study provides intensive small-group oral language intervention to at-risk first grade students and measures the impact on reading comprehension. The study will follow students through the third grade, monitoring how much their vocabulary, reading comprehension, and oral language skills have improved.

- Co-principal investigator: Dr. Shayne Piasta



**PEACH:** The Preschoolers' Experiences & Activities in Childcare (PEACH) project is a four-year project funded through the Institute of Education Sciences. The PEACH team of scientists seeks to improve understanding of how classroom processes, teacher practices, and children's interactions with peers in the classroom influence aspects of children's preschool experiences. This project will provide valuable information relevant to policymakers, practitioners and researchers invested in improving children's preschool experiences and their social development.

- Principal investigator: Dr. Kelly Purtell
- Co-investigators: Dr. Arya Ansari, Dr. Laura Justice

**SMALL Talk:** This five-year longitudinal Crane study identifies risk factors for early language impairment and how parenting and chronic stress may affect language development. The goal of this study is tied to public health in that identifying risk factors is the first step to prevention. In 2021 additional dollars were given to SMALL Talk to incorporate cross-discipline diversity and grow the number of underrepresented researchers in the national scientific workforce. The project recently added Dr. Nancy Mendoza to their team, who brings expertise on caregivers and caregiver-focused interventions with specific interest these dynamics among Latinx families and in grandparents who parent young children. Her lens of social work and gerontology adds another layer of understanding to this study.

- Co-principal investigators: Dr. Kammi Schmeer, Dr. Laura Justice
- Co-investigators: Dr. Kelly Purtell, Dr. Hui Jiang





## RESEARCH PUBLICATIONS

This year, Crane researchers were hard at work publishing high-caliber research on issues that impact our youngest learners. In 2021, they published 64 peer-reviewed research articles and their work was cited 2,920 times. Their work was featured in a variety of leading publications and represented a wide range of cutting-edge research techniques. Below are just a few highlights of this year's large body of work.

### Using head-mounted cameras to understand preschoolers' classroom conflict

Navigating conflict with peers is an important part of young children's development. When children experience peer conflict, it can help them develop social understanding and – when handled well – maintain and build friendships in the classroom. This Crane [study](#) used head-mounted cameras to examine preschool peer conflicts, as well as how and when teachers intervene. Researchers suggest administrators use the study findings to facilitate professional development to help teachers learn strategies to support children's conflict resolution.

- Crane researchers: Maureen Myrttil, Dr. Tzu-Jung Lin, Dr. Kelly Purtell, Dr. Laura Justice, Allie Hamilton
- Published in: *Early Childhood Research Quarterly*

### Using technology to measure child-directed speech

A Crane [study](#) employed machine learning (a form of artificial intelligence) to develop, validate, and test an automatized system to identify child-directed speech (CDS) occurring in a preschool classroom environment. CDS, or speech directed specifically to a child (rather than overheard by the child), is especially important in language development. The authors advised that researchers could use this facial recognition technology to identify children's adult and peer interactions. This would expand the research on [classroom social networks](#), which contributes to children's learning and development.

- Crane researchers: Dr. Hugo Gonzalez Villasanti, Dr. Laura Justice, Leidy Johana Chaparro-Moreno, Dr. Tzu-Jung Lin, Dr. Kelly Purtell
- Published in: *Plos One*



### **Kindergartener screen time during the pandemic averaged 6 hours a day**

A Crane [study](#) found that children's media use increased from an average of three and a half hours a day to more than six hours a day during the pandemic. Not entirely surprising, caregivers also reported more media use on weekdays than on the weekend. Study authors found the type of media use ranged from educational purposes to entertainment and to social connections with friends and families.

- Crane researchers: Dr. Rebecca Dore, Dr. Kelly Purtell, and Dr. Laura Justice
- Published in: *Journal of Developmental Behavior Pediatrics*

### **Summer Success at Home: Virtual Kindergarten Readiness Camp during the Summer of 2020**

Crane researchers and project staff conducted a [study](#) to examine the feasibility, social validity, and preliminary impacts of the virtual summer learning program conducted in 2020 that was designed to improve school readiness for incoming kindergartners. Researchers found that (1) Parent interest in the program exceeded the 100 available slots; (2) Virtual programming was feasible, and children were generally engaged in lessons; (3) Children showed significant gains in literacy, math, and social-emotional skills; (4) Parents were highly satisfied with the program and wish that it was longer than four weeks.

- Crane researchers: Dr. Rebecca Dore, Dr. Laura Justice, Abigail K. Mills, Dr. Mitsu Narui, and Kari Welch
- Published in: *Early Education and Development*

### **Impacts of care from other adults on infant learning**

Dr. Britt Singletary, Crane Center postdoctoral researcher, investigated how the exposure to non-parental, specifically non-maternal, infant care is associated with greater early cognitive and language outcomes in infants aged 13-18 months. The study found that infants exposed to more AMC did earn higher scores for cognition but did not experience impacts on the expressive or receptive language subtests. Overall, the [study](#) provided information about cognitive development that comes from AMC among children in an age group not often studied.

- Crane researcher: Dr. Britt Singletary
- Published in: *Human Nature*

### **Prevalence and prediction of kindergarten-transition difficulties**

Crane researchers sought to better understand the challenges that children experience transitioning to kindergarten. The [study](#) examined difficulties in five areas: making friends, following schedules, meeting academic demands, working within groups, and being organized. More than 70% of the children in the study were reported to have difficulty in at least one area, and over 30% of children had challenges in all five areas. Meeting academic demands and being organized were two of the most common challenges kindergarteners experienced.

- Crane researchers: Dr. Hui Jiang, Dr. Laura Justice, Dr. Kelly Purtell, Dr. Tzu-Jung Lin
- Published in: *Early Childhood Research Quarterly*

### **“We’re more than a daycare”**

Dr. Shayne Piasta, Crane Faculty Associate, co-authored a [study](#) investigating the labels used to describe early child care professionals both by researchers and by professionals themselves. This research is of high importance because of the country’s recent efforts to professionalize the field of early childhood. During interviews, teachers expressed the sentiment that their work was teaching or educating young children within preschool settings to prepare them for formal schooling. This notion was strongly tied to participants’ views of themselves as teachers.

- Crane researcher: Dr. Shayne Piasta
- Published in: *Early Childhood Education Journal*

### **Grade-level and cumulative outcomes of absenteeism**

In this [study](#), nationally representative data from the Early Childhood Longitudinal Study Kindergarten Class of 2011 were used to examine the grade-level and cumulative outcomes of school absenteeism between kindergarten and fifth grade for students’ school performance in the United States. Students who were more frequently absent in any year of elementary school demonstrated lower academic, executive function, and socioemotional outcomes. Students who were consistently absent throughout elementary school tended to have lower outcomes across developmental domains in the long-term. The negative links between absenteeism and outcomes were larger for Black than white students, but few other subgroup differences were found.

- Crane researcher: Dr. Arya Ansari
- Published in: *Child Development*



## CRANE ADDS EXPERTS TO FACULTY ASSOCIATE PROGRAM

The Crane Center was pleased to add two new faculty associates to the team this year. Dr. Lauren Jones is an associate professor in both the Department of Human Sciences and the John Glenn College of Public Affairs. Dr. Jones' research interests lie in understanding factors that affect the ability of children and families to flourish, and how government policy can help families get ahead. Dr. Jones has been working with Crane's policy department on the analysis of the State of Wyoming's childcare subsidy program. Crane featured Dr. Jones discussing [tax policies and child development](#) at a 2021 Crane Research Forum.

Dr. Scott Graves is an associate professor of School Psychology in the Department of Educational Studies. Dr. Graves' research agenda is focused on identifying strengths in African American children that lead to positive social–emotional and academic outcomes. Dr. Graves first partnered with the Crane Center in 2019 presenting on [understanding the narratives regarding suspension and expulsion for Black boys](#). This fall, Dr. Graves [presented](#) on the [study](#) titled “School-based behavioral interventions for racial inclusion and equity: Are interventions ‘evidenced-based’ for all?”

### 2021 Crane faculty associates:

- [Dr. Arya Ansari](#), assistant professor, Human Sciences
- [Dr. Matthew Brock](#), associate professor, Educational Studies
- [Dr. Scott Graves](#), associate professor, Educational Studies
- [Dr. Lauren Jones](#), associate professor, Human Sciences and John Glenn College of Public Affairs
- [Dr. Tzu-Jung Lin](#), associate professor, Educational Studies
- [Dr. Shayne Piasta](#), associate professor, Teaching and Learning
- [Dr. Kelly Purtell](#), assistant professor, Human Sciences

## CHILDREN'S USE OF YOUTUBE VIDEOS

Crane's director of research Dr. Rebecca Dore worked with colleagues to collect data from 359 parents of children under 8. Parents reported on their child's YouTube use by going in their viewing history and copying and pasting links to the videos children had watched recently. Parents also answered questions about who (if anyone) watched with the child and their perceptions of the videos. These data will be used to understand the types of content children are viewing on YouTube and how parents are supporting their interests and learning from educational content on the platform.







# AUTHOR NOTE

This report was written by Jamie O’Leary, associate director of policy, Caitlin Lennon, communications and policy specialist, and Janelle Williamson, strategic coordinator.

A special thank you to Melanie Tracy, service integration coordinator for OSU Early Head Start, and Anneliese Johnson, principal of the A. Sophie Rogers School for Early Learning, who also contributed to the content.

The report was designed by Cathy Kupsky.



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RESEARCH AND POLICY



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**Partnering to improve children’s well-being through research, practice and policy.**

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