

2022

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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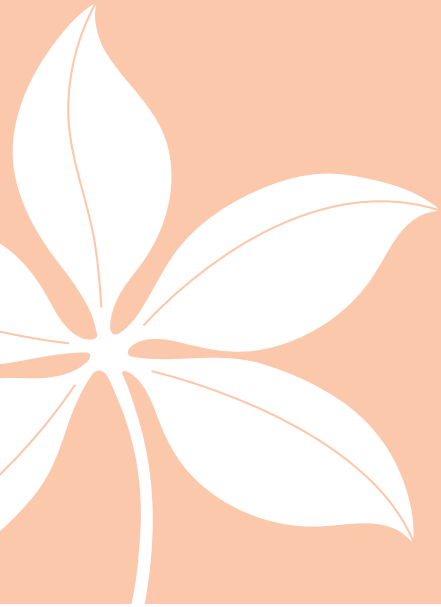


[01]

a letter from the executive team



As we reflect on 2022, we are awestruck by the work of our faculty, researchers, staff, teachers, and students and the wealth of knowledge, passion, and insight they bring forth every day. We are so proud of the range of scholarship, expertise, and skills represented within our centers as well as the lived experience, diversity of perspective, and community relationships that make it all possible. We hope that our mission to improve the well-being of young children comes to life through the pages of this report, and that it illustrates what we can achieve when we partner together through a shared vision. We see this possibility daily in the powerful instructional practices of our early childhood teachers, the bridges they build with families, and when children grow and exceed all expectations. We see it in our project teams as they collaborate, share their multi-disciplinary knowledge with each other, and produce findings that could not be possible in silos. We see it when our staff build partnerships to serve the holistic needs of families and inspire others to join in this partnership. We see the vision at work as our researchers and faculty share their knowledge, as policy makers join us at the table, as community members ask tough questions and learn from each other, and as we collectively seek solutions to the most vexing problems facing young children and their families. We are humbled to participate in our own small ways as a research and policy center, school, and family center within a land-grant university like Ohio State – whose aim is to serve our community, achieve change, and improve lives. If you are reading this, we are



also grateful for you as a partner, donor, or champion of early childhood who is undoubtedly making incredible impact in your own sphere. We could not do any of this alone. Thank you for inspiring us and making us better, and for reminding us that our work is, in the words of Marian Wright Edelman, “for improving the lives of others and for leaving your community and world better than you found it.”

Executive team for the Schoenbaum Family Center and Crane Center for Early Childhood Research and Policy

Laura Justice, Ph.D., executive director

Cameron Lindsey, associate director of business operations

Jamie O’Leary, MPA, associate director of policy and external affairs



[02]

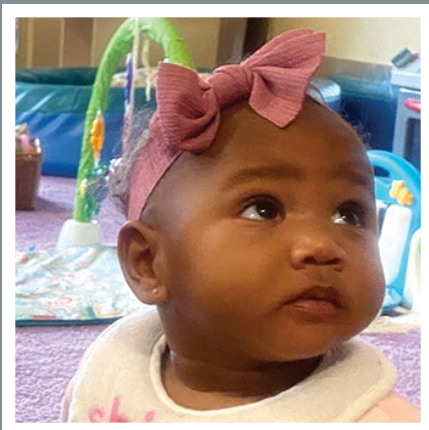
by the numbers



92
CHILDREN EDUCATED AT
A. SOPHIE ROGERS SCHOOL
FOR EARLY LEARNING



2,000
copies of *Read It Again!*
infant/toddler supplement
prepared for statewide launch



390
children and families served
through Early Head Start program



\$9.9 million
across 36 awards
fund programs and research at the
Schoenbaum and Crane Centers



76
PUBLICATIONS
and 3,747 citations of
peer-reviewed research
by Crane authors



10
FOCUS GROUPS CONDUCTED
WITH OHIO CHILD CARE
PROVIDERS





14

OHIO GOVERNMENT
OFFICIALS, AGENCIES, AND
POLICY LEADERS ENGAGED



Crane researchers awarded
15 new grants totaling
\$11.6 million



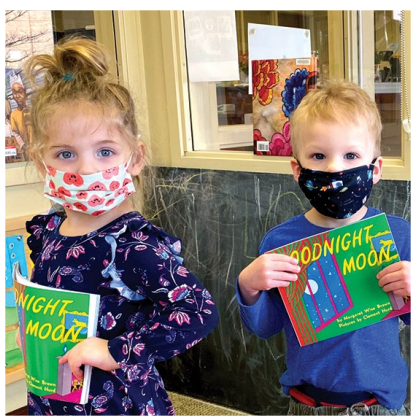
14,324

EARLY HEAD START
PARENT VOLUNTEER HOURS



600

pre-school aged children across
89 local classrooms reached
through Ready4Success



29

children graduated
to kindergarten from
A. Sophie Rogers School



comprehensive evaluation
of Ohio's child care
subsidy program



15 countries
engaged in research collaborations



211

well-child checks for Early
Head Start children





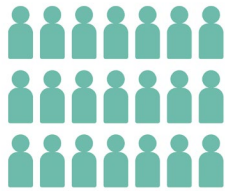
Faculty research involvement across

- 14** DEPARTMENTS
- 9** FACULTY ASSOCIATES
- 28** FACULTY AFFILIATES



Summer Success kindergarten readiness kits distributed to families across 32 zip codes

TRAINING GROUND FOR OHIO STATE



21 GRADUATE RESEARCH ASSISTANTS



5 POST-DOCTORAL RESEARCHERS



7 interviews conducted with other states for child care subsidy evaluation project



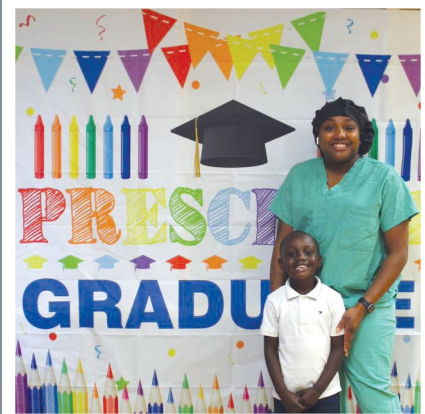
703

hours of Early Head Start professional development shared with educators



43

student internship positions at A. Sophie Rogers School



[845]

early childhood educators signed up for *Read It Again!* kick-off



SCREENINGS FOR EARLY HEAD START CHILDREN

 **208** HEARING

 **209** DENTAL

 **211** VISION

[27,237]

surveys collected
by Crane's Data
Management Core



3,400

copies of Read It Again! Pre-K
supplement prepared for
statewide launch



[106,870]

diapers distributed to
Early Head Start providers
and families



4,106

CHILDREN PARTICIPATED IN
CRANE RESEARCH PROJECTS
ACROSS 50 SITES



43

POLICY NEWSLETTERS



40

preschool providers and
43 teachers supported
through Ready4Success
program



[03]

new grants and funding

The breadth and range of our work is made possible through grant funding, support from our university, and the generous support of donors. We are excited for these new initiatives that were funded in 2022.

NEW RESEARCH FUNDS

The Crane Center was awarded 15 new grants totaling over \$11.6 million to study the complex factors that influence children's learning and development. These awards, coming from the Institute of Education Sciences, the Administration for Children and Families, National Institutes of Health, and the Ohio Department of Education, allow researchers to make discoveries and bring new evidence forth by:

- Improving quality and quantity of access to mental health services for students in schools with high levels of need;
- Developing online training tools for teachers and distributing *Read It Again!* materials statewide;
- Analyzing Head Start data to discover what specific early childhood programs work best for Black children;
- Improving local research capacity in Yucatan, Mexico and studying the home environment and its influence on young Yucatec Maya children's early language trajectories;
- Identifying patterns of public early childhood education use that best relate to positive school readiness and identifying groups of families who have limited access to these public education services;
- Studying how COVID and COVID-related school policies influenced the academic achievement and social-emotional well-being of students

making the challenging transition from elementary to middle school;

- Field testing a social-emotional learning intervention called Mindfulness-Based Collaborative Social Reasoning for middle school students; and
- Developing a new small-group intervention for English learners in grades 3-5 who have reading comprehension difficulties.

BRIDGING RESEARCH AND PRACTICE

The Crane Center sponsored two internal seed grants this year. A team of Crane scientists and the Early Head Start program were awarded a seed grant to improve classroom conversations in terms of quality and equity. The Crane team included graduate research assistant Monica Lu, faculty associate Dr. Tzu-Jung Lin, post-doctoral scholar Dr. Nan Xiao, graduate research associate Ziyi Wen, and the Early Head Start team included program director Sherrie Sutton, education and community program manager Lisa Welsh, and education coaches Latoya Jackson and Stacy Orbaker.

A second seed grant was awarded to faculty associate Dr. Scott Graves and affiliate Dr. Susan Yoon to look at socialization strategies, or the way ideas are discussed that informs actions, for parents around ethnicity and race. They also examined how external trauma



affects those messages. The A. Sophie Rogers School for Early Learning recruited families for the study.

In addition to these seed grants, partnerships continued with Crane faculty affiliate Dr. Alex Bonus and director of research Dr. Rebecca Dore who were granted a BETHA award to work with COSI on a project incorporating engineering into educational television.

OSU OUTREACH AND ENGAGEMENT AWARDS

Dr. Sunny Munn, Crane's director of evaluation and innovation, won an Ohio State grant to evaluate the expansion of *Read It Again!* into several priority Columbus neighborhoods as part of its partnership with Future Ready Columbus. The team will evaluate program implementation efforts in regards to (a) creating provider buy-in, (b) supporting the fidelity of program delivery at a larger (and less cost-intensive) scale, and (c) supporting the development of learning communities to enhance and sustain provider implementation and collaboration.

Two faculty affiliates also won outreach and engagement grants. Dr. Yoon will pilot, develop, and implement a father-centric virtual dialogic reading intervention, *Daddy Reads with Me*, with Black non-resident fathers and their preschoolers. Dr. Tompkins will scale up the "Senior to Senior" program which connects advanced undergraduate students (i.e., "seniors") with older residents (i.e., the other "seniors") surrounding the Ohio State Lima campus.



[04]

state, county, and city partnerships to improve language and literacy

This year saw the statewide launch of Dr. Justice’s and the Crane Center’s flagship early literacy and language program, *Read It Again!*, as well as county- and city-wide expansion efforts to deliver programming and assess the impact of various levels of implementation. This was made possible through funding partnerships with the Ohio Department of Job and Family Services, Ohio Department of Education, Future Ready Columbus, Ohio State, and Mayor Ginther’s Early Start Columbus program.

READ IT AGAIN!-OHIO

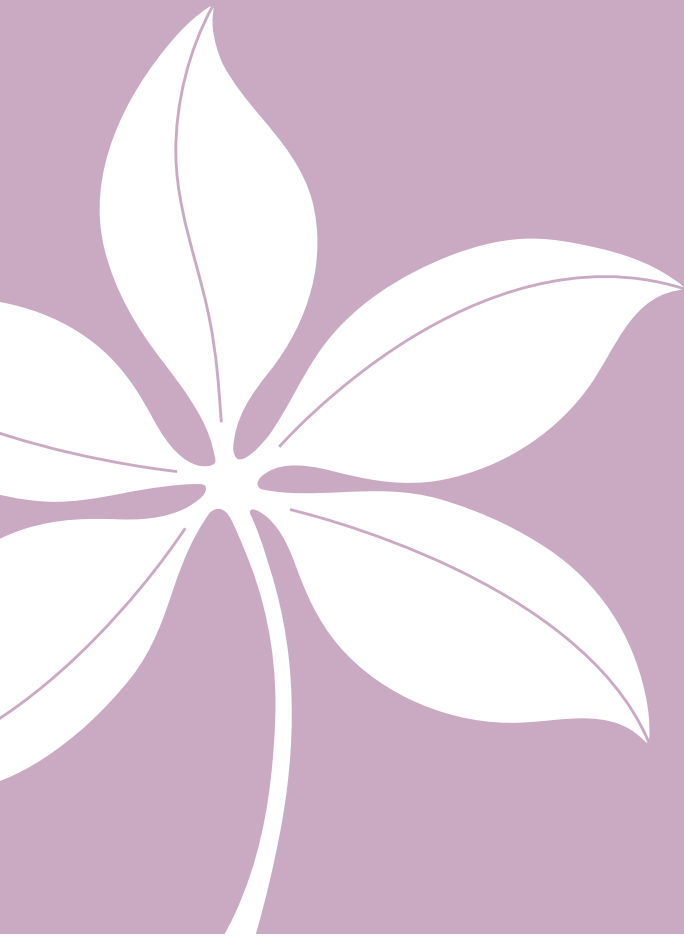
Through a \$4 million state grant, the Crane Center began its expansion of *Read It Again!* to all early care and education providers in Ohio. Designed for early educators working in birth-to-five settings, the curriculum supplement promotes language and literacy foundations through an easy-to-follow format focused on helping children build phonological awareness, print knowledge, vocabulary, and narrative skills. The program provides 60 lessons to be implemented over a 30-week period of instruction, alongside 15 preselected storybooks. Lessons guide teachers on how to use intentional teaching techniques in read-alouds to boost children’s skills in four readiness domains. The new grant allowed Crane’s project teams to develop online training tools for teachers, launch workshops, and begin distribution of *Read It Again!* materials statewide.

Principal Investigator: Dr. Sunny L. Munn
Co-Investigators: Dr. Laura Justice, Dr. Kelly Purtell
Project Director: Jennifer Bostic

READ IT AGAIN!-FUTURE READY COLUMBUS

Read It Again! strengthens young children’s early foundations in literacy and language – which ultimately paves the way for enhanced kindergarten readiness. This year Crane partnered with Future Ready Columbus, a nonprofit collective-impact organization, to align with county-wide investments as part of the Future Ready Columbus plan to raise the number of Franklin County children demonstrating kindergarten readiness from 40% to 100% by 2030. Expansion is targeted in Linden and Whitehall – identified as two of the top five communities that might benefit from early childhood literacy investments in Franklin County. The project team will assess implementation to learn how to scale programming and sustain provider implementation and collaboration.

Principal Investigator: Dr. Sunny L. Munn
Co-Investigator: Jamie O’Leary
Project Coordinator: Krista Pattison



READ IT AGAIN!-READY4SUCCESS

Funded by the City of Columbus through the Early Start Columbus program, Ready4Success is a kindergarten readiness initiative aimed at increasing children's literacy and math skills by offering free professional development and coaching for early educators. Ready4Success amplifies effective instructional practices using instructional coaching and *Read It Again!*, an evidence-based, practitioner-friendly curriculum supplement. This year, the Ready4Success team worked with 40 preschool providers to reach 600 preschool-aged children across 89 local classrooms and launched new response-to-interventions for participating classrooms.

Principal Investigator: Dr. Sunny L. Munn

Co-Investigator: Jamie O'Leary

Project Director: Shelby Dowdy

[05]

focus on equity

Our centers are rooted in the College of Education and Human Ecology's commitment to diversity and social justice. Through research, community engagement, and collaboration, this year we made new discoveries about equity and inclusion, expanded our focus on anti-bias and anti-racist teaching practices, and centered equity in day-to-day practices and programs.

INTENTIONAL FUNDING STRUCTURES TO CREATE DIVERSE LEARNING ENVIRONMENTS

The A. Sophie Rogers School for Early Learning is built on a mixed-income model that is designed intentionally to bring together families from a variety of neighborhoods, backgrounds, and experiences to create richly diverse classrooms. This year, the model was made possible through the use of several enrollment pathways through partnerships with Early Start Columbus, Ohio's publicly funded child care, Early Head Start, Columbus City Schools, and the Child Care Access Means Parents In School program.

STUDYING THE ROLE OF RACE AND GENDER IN CHILDREN'S STORYBOOK LEARNING

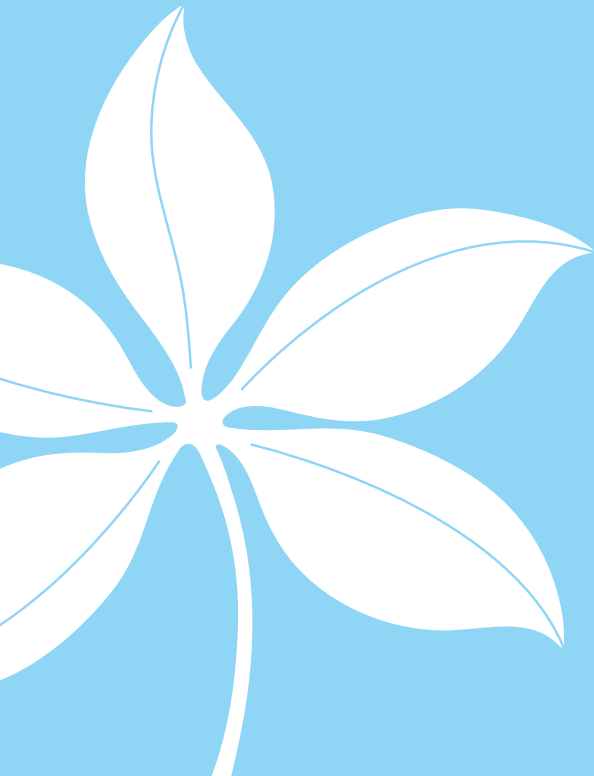
Crane's director of research Dr. Rebecca Dore examined how storybook characters that vary in similarity to a child's own life may affect their learning. The study investigated effects of character race and gender on 6- to 8-year-olds' learning and found that identifying with the race of a storybook character helped children freely recall story details on their own. Gender, on the other hand, did not affect the children's ability to freely recall details of the story.

ANTI-BIAS AND ANTI-RACIST TEACHING PRACTICES AND CULTURALLY DIVERSE CLASSROOMS

At this year's National Head Start conference, Early Head Start education coaches Latoya Jackson and Stacy Orbaker presented strategies for early childhood teachers to create anti-bias and anti-racist learning environments to benefit all children. This year, Jackson also launched a monthly series centered on culturally diverse and racially affirming books with activities for teachers and families to implement. The initiative helped expand the diversity and cultural representation within Early Head Start classroom libraries across central Ohio and provided resources for important anti-bias and anti-racist conversations.

DIVERSITY TRAINING FOR EARLY EDUCATORS

Ready4Success supports teacher professional development within the city of Columbus. This year, 315 early childhood educators completed Module 1 of the Ready4Success Diversity Training, and 239 participants completed Module 2 of the training. Participants came from both Early Start Columbus community programs and Columbus City Schools pre-k classrooms.



INTENTIONAL ANTI-BIAS AND ANTI-RACIST APPROACH TO BOOK SELECTION

Providing inclusive books that are representative to all children is critically important. In alignment with the launch of three *Read It Again!* projects, our teams (led by principal investigator Dr. Sunny Munn) followed an evidence-based, 10-step selection process for choosing anti-bias or anti-racist books, which informed the book sets being delivered across the state of Ohio.

INCLUSIVE PLAY AT RECESS

Crane faculty associate Dr. Matt Brock and his colleagues studied social skill development in first-grade children with disabilities. Researchers developed a peer-mediated intervention that paired 3-5 “peer partners” with a child with disabilities in order to incorporate them into their play at recess. The intervention had positive results: All participating students with disabilities made significant gains in social interactions, appropriate peer play, and individual social skills goals. All peer partners enjoyed supporting a buddy at recess, and most would volunteer to do so again in the future.

EXAMINING THE LIKELIHOOD OF STUDENT SUSPENSION BASED ON RACE AND SIZE

Research shows that students with a larger body mass index have a greater possibility of being suspended, but a study led this year by Crane faculty associate Dr. Scott Graves found that a student’s probability for suspension based on their body mass index was not statistically significant for Black students. A Black student at any size still had a greater likelihood of suspension than their non-Black peers.

GAPS IN EXTRACURRICULAR ACTIVITIES START AS EARLY AS KINDERGARTEN

Participation in extracurricular activities promotes school readiness, language skills, and socioemotional development. A study led by former Crane Center graduate students found that gaps in extracurricular participation emerged based on children’s race and maternal education level. Specifically, 47% of children whose mothers had a high school-equivalent education or less participated in athletics as compared to 96% of children whose mothers held a graduate/professional degree. Additionally, white children were 2.5 times more likely to take part in athletics compared to their non-white peers.

[06]

strengthening the birth-to-3 continuum

The Schoenbaum Family Center is home to the OSU-Early Head Start partnership program, a federally funded project that provides access to quality early childhood education for infants and toddlers in the most vulnerable neighborhoods. OSU-Early Head Start also partners with agencies to help support families in poverty with comprehensive mental and health services.

2022 GROWTH

Through a \$10 million federal expansion grant, Schoenbaum's OSU-Early Head Start program expanded services this year to 64% more families, including through the provision of new slots at center-based and home-based providers in priority zip codes. Two innovative programs were also added: a home visiting program for 30 families educating their children at home and a prenatal service to support 25 pregnant women through to a healthy delivery.

IDENTIFYING EARLY INTERVENTION NEEDS

Research shows that more children of the COVID generation talk, walk, and interact later and less frequently and are more prone to behaviors such as physical aggression and separation anxiety. To address this, OSU-Early Head Start provided developmental and mental health support to 17.5% of its children with guidance from developmental and behavioral specialists at OSU's Nisonger Center.

INCREASED SUPPORT FOR EDUCATION AT HOME AND IN CLASSROOMS

In response to requests from early educators, OSU-Early Head Start partnered with OSU's Nisonger Center to create 15-minute, podcast-style conversations on topics such as challenging behaviors and instructing mixed-aged groups. The OSU-Early Head Start education team also developed learning kits for families educating their children at home that included play-with-purpose books and supplies on themes such as diversity, cooking, and construction. Newly established play-and-learn groups also gave families opportunities to meet, connect, and get resources on topics like health and nutrition, childproofing, and the importance of child well-visits and immunizations.

PUSH TOWARD EXCELLENCE

During a visit from Dr. Bernadine Futrell, director of the Office of Head Start in Washington D.C., OSU-Early Head Start held a reflective roundtable discussion about the program's successes and future challenges.



[07]

a model of high-quality early care and education

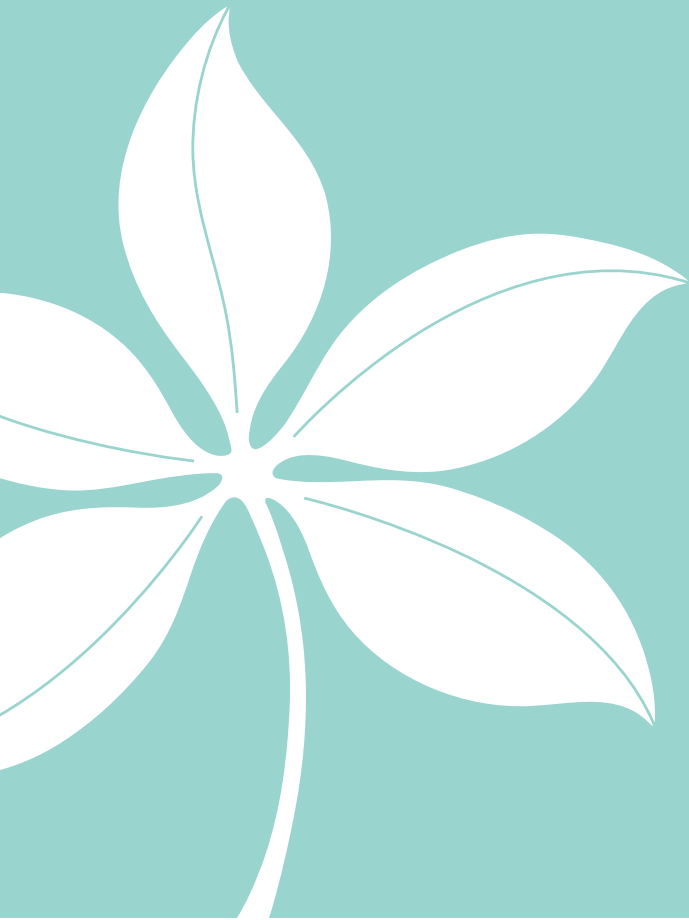
Our leaders, teachers, and staff at the A. Sophie Rogers School for Early Learning provide an enriching, joyful, high-quality learning environment for the infants, toddlers, and preschoolers who are enrolled. They continually remind us what is possible through caring teacher-child relationships, warm and nurturing guidance, and language-rich environments that every baby and child deserves.

MODEL DEMONSTRATION SITE FOR THE STATE

As part of the Ohio Department of Education's focus on improving student literacy from birth through grade 12, Comprehensive Literacy State Development grants were awarded to establish model literacy sites across Ohio, of which the Schoenbaum and Crane Centers were awardees. This year, funds were used to implement *Read It Again!*, a supplemental language and literacy curriculum that supports tiered intervention for children who may benefit from extra support. This was done in both infant/toddler and preschool classrooms at the A. Sophie Rogers School for Early Learning. Vice principal Samantha Peterson served as an onsite literacy coach, offering mentorship and feedback to teachers and direct support to families daily. The grant also funded a family engagement specialist role. Sarah Simpson is an experienced

youth librarian who supported teachers with *Read It Again!* in classrooms. She also engaged school families through events featuring dancers, musicians, and costumed book characters from the community. Importantly, Sarah also supported families by demonstrating best, evidence-based practices during live family story times, being a direct link for families to procure books, and serving as a resource on best reading practices to use at home.

The A. Sophie Rogers School's success and innovation using these grant funds were recognized by the Ohio Department of Education, including as an early adopter of *Read It Again!* prior to statewide dissemination. The school was also invited to join the statewide literacy team to further the Ohio Department of Education's early literacy agenda.



HOLISTIC SERVICES

During the pandemic, holistic support and services were paused for health and safety concerns. This past year, the A. Sophie Rogers School for Early Learning re-established these partnerships and contracts to offer comprehensive support to school children and families. University partners include the College of Social Work and the College of Education and Human Ecology's School Psychology and Couple and Family Therapy programs. The school also contracted with a speech-language pathologist who worked onsite and provided critical services to children enrolled in the program. Additionally, the school welcomed back a much-loved partner, the Buckeye Paws program, which brings licensed therapy dogs to promote positive mental health support for children and teachers alike.



[08]

evidence to inform policy

We hope to share research findings and evidence with decision makers in ways that can inform public debate and policy processes – and ultimately lead to action. This year, the Crane Center completed its second statewide child care subsidy evaluation. Through quantitative and qualitative research and policy analysis, the project engaged with state leaders in our own back yard in hopes of improving equity of Ohio’s program.

EXAMINING OHIO’S PUBLICLY FUNDED CHILD CARE

This year, a cross-disciplinary team from the Crane Center evaluated Ohio’s publicly funded child care program for the Ohio Child Care Resource and Referral Association and the Ohio Department of Job and Family Services. The team analyzed various aspects of Ohio’s program, including how publicly funded child care is used by providers and families, the market rate survey method (contrasted with methods used by other states), funding options for the program, utilization across the state, and perspectives from provider and families. The eight-month project involved quantitative data analysis, qualitative data collection through interviews and focus groups with providers, parents, and policy staff, and a thorough review of state child care plans. The group delivered a final presentation and report to state stakeholders in December.

Principal Investigator: Dr. Lauren Jones
Co-Investigator: Jamie O’Leary
Project Coordinator: Caitlin Lennon
Qualitative Research Lead: Dr. Sunny Munn
Graduate Research Associates:
Marialejandra Guzman Cruz, Julie Fitz, Nahae Kang
Graduate Research Assistant:
Rachel Martinez-Vazquez
Undergraduate Research Assistant: Shivani Patel



[09]

kindergarten readiness and the transition to kindergarten

Our areas of research and practice allow us to have rare insights on the window of time before, during, and after the transition to kindergarten – a critical period for young children.

Kindergarten Readiness

SUMMER SUCCESS

Summer Success is a four-week summertime program focused on kindergarten readiness that is funded by the City of Columbus. Canvas bags filled with educational materials, books, and activities, valued at approximately \$80 each, were distributed along with week-by-week manuals for caregivers to support literacy-building activities. Families could also participate in a weekly journaling activity and earn up to \$20 per week. The program was aimed to serve families in high-need areas across the city of Columbus, and 268 kits were distributed to families with a broad reach across the city to a total of 32 zip codes. When asked, 98% of caregivers indicated that the Summer Success kit helped them prepare their child for kindergarten.

A. SOPHIE ROGERS SCHOOL FOR EARLY LEARNING

This year, A. Sophie Rogers had 29 children matriculate to kindergarten. To facilitate the transition, the school hosted sessions for parents and caregivers on kindergarten readiness, as well as a webinar wherein A. Sophie Rogers' principal Anneliese Johnson and vice principal Samantha Peterson presented on kindergarten readiness and transitions. Families exchanged information about schools, learned about

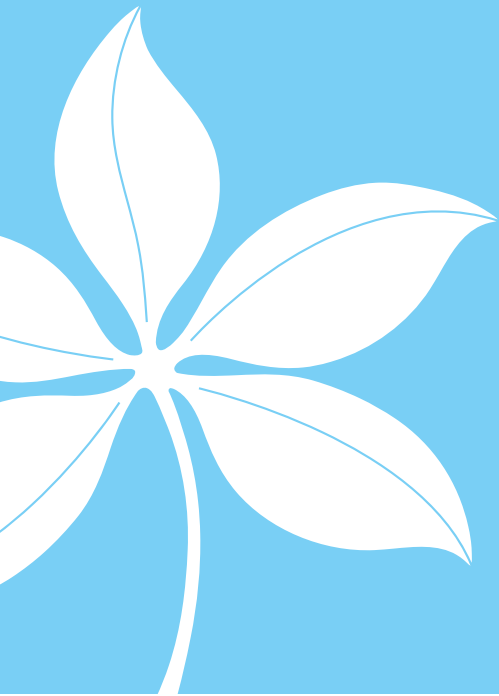
transportation and about how centralized enrollment in the district works. The school provided backpacks to graduates with school supplies and children's story books about elementary school. A. Sophie Rogers' classrooms worked on writing their own picture books about kindergarten expectations, made a list of questions to mail to kindergarten teachers, and created collages of school year photos as well as "what I want to be when I grow up" photos.

Kindergarten Transition

RESOURCES FOR ALL WHO SUPPORT CHILDREN'S TRANSITION TO KINDERGARTEN

The transition to kindergarten is one of the earliest transitions U.S. children experience and typically marks the beginning of formal schooling. Success in kindergarten sets children up for long-term academic achievement and the development of social skills. This important transition can also be incredibly challenging. The Schoenbaum and Crane Centers partnered to better understand this transition and published resources for all who support children during this critical window whether through research, practice, or policy. In 2022, these efforts included:

- Dr. Laura Justice, Dr. Kelly Purtell, Dr. Hui Jiang, Dr. Rebecca Dore, project coordinators Amanda Grady and Timea Pap, and graduate



research assistant Julie Planke worked on a five-year research project on kindergarten transition practices. Initial results from the project show that the classroom intervention led to significantly higher levels of parent involvement.

- Dr. Jing Sun, Dr. Laura Justice, Dr. Hui Jiang, Dr. Kelly Purtell, Dr. Tzu-Jung Lin, and Dr. Arya Ansari authored a research brief on the specific areas of transition difficulty for young children.
- Dr. Kelly Purtell, Dr. Hui Jiang, Dr. Laura Justice, and Dr. Tzu-Jung Lin authored a white paper to highlight how common difficulties are and which children are likely to experience them.
- Dr. Kelly Purtell presented on this research during a Crane Research Forum. Dr. Purtell also presented at the Ohio Head Start Association's Ohio Heading to Kindergarten Transition Summit which focused on building partnerships and best practices for collaboration between early care and education programs, public schools, and community partners.
- Former early childhood specialist Sara Bradley and doctoral candidate Leah Groom teamed up to write notes for practitioners on the transition.
- Kindergarten transition coordinator Timea Pap and principal Anneliese Johnson wrote a brief for families with tips on supporting children through the transition.



[10]

convening community and inspiring learning

We are proud to host several major events each year that bring together researchers, policy leaders, practitioners, and community members to discuss key topics affecting young children. In 2022, over 1,400 people from around the world registered for our events to learn and discuss a wide range of these topics.

CRANE RESEARCH FORUMS

These monthly events showcased work from the Crane Center, Ohio State, and beyond and highlighted:

- OSU's Dr. Vladimir Kogan and Crane faculty associate Dr. Stéphane Lavertu who conducted detailed analyses of how the COVID-19 pandemic affected student learning.
- Kent State University's Dr. Dana Miller-Cotto who discussed the relationships between children's reading and executive functions as well as mathematics and executive functions.
- OSU's Dr. Bridget Freisthler who shared research on changes in alcohol use during the pandemic and its effect on parenting behaviors.
- Crane faculty associate Dr. Shayne Piasta who showcased research on the implementation of a preschool emergent literacy intervention in preschool classrooms.
- Crane faculty affiliate Dr. Susan Yoon who presented findings on the impact of father involvement in children's development in households with low incomes.
- OSU's Dr. Zeynep Saygin who shared how MRIs can be used to make individualized predictions about how a child's language, executive function, and reading will develop.

SYMPOSIUM ON CHILDREN

This year's annual symposium brought together researchers, practitioners, and policy and thought leaders to discuss investments in children during a VIP panel discussion as well as a half-day virtual event. Keynote speaker Dr. Kirabo Jackson, a labor economist at Northwestern University who studies education and social policy issues, shared research on how education policies impact children's lifelong outcomes through adulthood. The breakout sessions showcased topics such as the overpromise of early childhood as a "cure all" for future outcomes, what children lost without the passage of the federal Build Back Better bill, and the impact of food insecurity on children's development. The policy panel explored funding alternatives, the importance of strong messaging, and examples from communities that have innovated in this realm. The VIP event brought together key stakeholders in early care and education from around the state for a discussion around policies, messaging, and key areas of investments for children in Ohio.



2022 Symposium Speakers

Dr. Kirabo Jackson, Abram Harris professor of education and social policy at Northwestern University

Dean Donald Pope-Davis, College of Education and Human Ecology at The Ohio State University

Tanny Crane, president and CEO of the Crane Group



Dr. Laura Justice, Crane Center executive director

Jamie O'Leary, Crane Center associate director of policy and external affairs

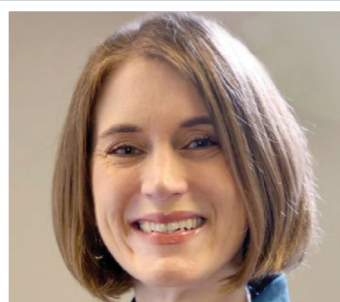
Senator Stephanie Kunze, 16th District Ohio Senate; co-chair of the of the Infant Mortality Commission; co-chair of the Ohio Legislative Children's Caucus



Representative Monique Smith, 16th District Ohio House of Representatives; co-chair of the Ohio Legislative Children's Caucus

Joy Bivens, Deputy County Administrator for Health and Human Services

President Pro Tempore Elizabeth Brown, Columbus City Council



Robyn Lightcap, executive director of Preschool Promise of Dayton and Montgomery County

Jane Leach, CEO of Future Ready Columbus

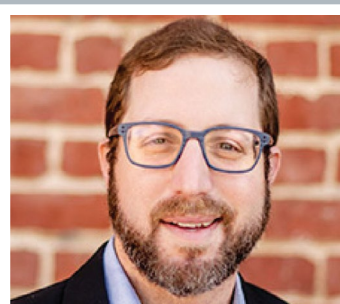
Dr. Arya Ansari, Crane faculty associate and assistant professor of human sciences at The Ohio State University



Dr. Lauren Jones, Crane faculty associate and associate professor of human sciences and at the John Glenn College of Public Affairs at The Ohio State University

Dr. Deborah Frank, founder and principal investigator of Children's Health Watch; professor of child health and well-being at Boston University

Leslee Barnes, director of Preschool for All in Multnomah County, Oregon



Reginald Harris, senior fellow of strategic financing at the Children's Funding Project

Elliot Haspel, author of *Crawling Behind: America's Child Care Crisis and How to Fix It*

Elsa Holguín, President and CEO of Denver Preschool Program

[11]

translating knowledge, sharing best practices

Crane and Schoenbaum aim to translate, share, and disseminate knowledge wherever possible.

Translating research for key decision makers

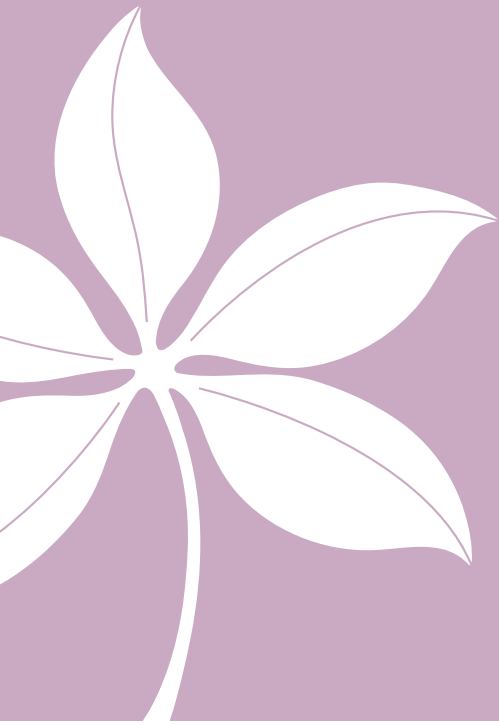
STATE AGENCY PRESENTATIONS

In December, members of the publicly funded child care evaluation project team presented final findings to stakeholders from the Ohio Child Care Resource and Referral Association and the Ohio Department of Job and Family Services. Dr. Lauren Jones, Jamie O’Leary, and Caitlin Lennon presented results of stakeholder interviews and provider focus groups and supply and demand of publicly funded child care and alternative methodology analysis. Dr. Jones also demonstrated how to use an interactive cost modeling tool to examine different cost outcomes and tradeoffs based on specific policy options.

The *Read It Again!* project also regularly met and consulted with the Ohio Department of Job and Family Services on the development of new training materials and modules for early childhood educators.

SHARING EVIDENCE WITH POLICY AND BUSINESS LEADERS

Parents rely on quality early child care centers for their own participation in the workforce, yet quality and affordable child care is often lacking. Columbus City Council invited local businesses and early childhood advocates to convene to discuss data collected from a Crane project exploring the Columbus early childhood landscape. Executive director Dr. Laura Justice presented on the rapid brain development that occurs from birth to 5 and the need for quality early learning experiences to support healthy development. Dr. Justice also highlighted Early Start Columbus’ success in preparing preschoolers for kindergarten. Crane faculty associate Dr. Arya Ansari presented research findings that show Franklin County lags behind national averages of early education participation. Local business leaders shared their experiences with workers struggling to find care and facing employment disruptions. Former City Council President Pro Tempore Elizabeth Brown and Tanny Crane, president and CEO of the Crane Group, spoke about the needs facing the business community as it relates to reliable, high-quality child care.



Disseminating research through briefs

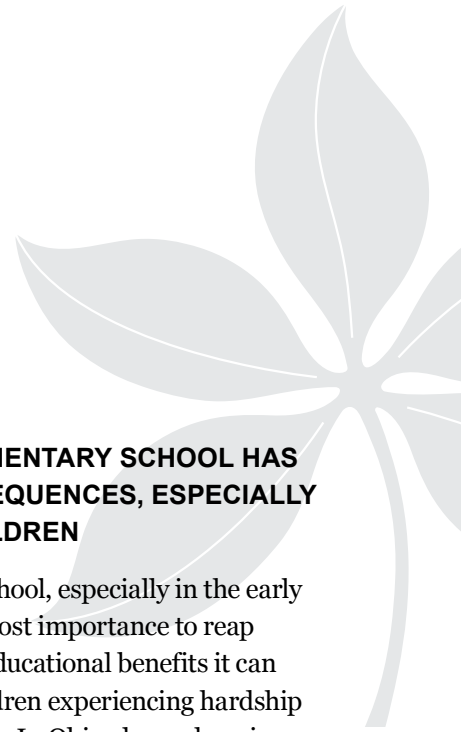
In addition to peer-reviewed research, our faculty, scientists, and students authored shorter research briefs covering a range of topics for wider audiences.

BIG LITTLE LEAP: THE ROLE OF TRANSITION DIFFICULTIES IN CHILDREN'S SKILL DEVELOPMENT DURING KINDERGARTEN

The transition to kindergarten marks the official start of formal schooling for many U.S. children. Regardless of pre-k attendance, 70% of children struggle with at least one kindergarten transition difficulty. Kindergarten transition difficulties are distinctly different from children's kindergarten-entry skills and have a unique association with key academic and social-behavioral markers that forecast long-term development. This research brief examined five key areas of transition difficulties: adjusting to academic demands; making friends and interacting with classmates; working within groups in the classroom; being organized; and following schedules and routines. The researchers then examined whether difficulties were associated with children's academic and social skills at the end of their kindergarten year, using a sample of 801 Ohio kindergarten children during the 2017 school year.

Authors: Dr. Jing Sun, Dr. Laura Justice,
Dr. Hui Jiang, Dr. Kelly Purtell, Dr. Tzu-Jung Lin,
Dr. Arya Ansari





EARLY CHILDHOOD LEARNING AND CHILDREN'S LITERACY SKILLS IN KINDERGARTEN AND THIRD GRADE

Early literacy skills are an important predictor of a child's success in kindergarten. Many of these skills can be tracked to later test scores and academic success, but little research has examined code-focused skills (letter knowledge and phonological awareness) and language skills and whether they can predict performance on school-based assessments. Crane researchers examined the skills of over 700 Ohio children in the fall of their preschool year and measured how gains in these skills across the year predicted their performance on kindergarten and Grade 3 measures of literacy achievement. The findings suggested that children's skills and skill development during early childhood education shape their later reading performance but that their influence is stronger in kindergarten than in Grade 3.

Authors: Dr. Kelly Purtell, Dr. Shayne Piasta, Dr. Rachel Schachter, Dr. Jessica Logan

ABSENTEEISM IN ELEMENTARY SCHOOL HAS WIDE-RANGING CONSEQUENCES, ESPECIALLY FOR MINORITIZED CHILDREN

Children's attendance in school, especially in the early elementary years, is of utmost importance to reap the maximum social and educational benefits it can provide, especially for children experiencing hardship like economic disadvantage. In Ohio alone, chronic absenteeism (missing at least 10% of school days) across the state has skyrocketed since the pandemic, with 30% of students deemed chronically absent in the 2021-22 school year. This research brief examined the academic and non-academic effects of absenteeism during K-5 schooling. Using nationally representative data from 14,370 kindergarteners from over 800 schools across the U.S. tracked across five years, Dr. Ansari found that absenteeism in early elementary school was highest in kindergarten and that absences disproportionately affected minority children in both academic and executive function domains.

Author: Dr. Arya Ansari

MAKING RESEARCH PRACTITIONER-FRIENDLY: ABSENTEEISM OUTREACH IN COLUMBUS CITY SCHOOLS

Crane hopes to present its research to broad audiences, including parents and practitioners. This year, when a Columbus City Schools school psychologist reached out about Dr. Ansari's absenteeism brief, we collaborated to create a brochure for psychologists and parents on the importance of student attendance in the elementary years. We hope to continue partnerships like these with our next round of briefs in 2023.



Evidence-based practice

RESEARCH-PRACTICE WRITING COLLABORATION

A. Sophie Rogers principal Anneliese Johnson and Crane and Schoenbaum executive director Dr. Laura Justice were published in the International Literacy Association's *Literacy Today* with an article on intentional teaching for language skills and comprehension monitoring.

FAMILY ENGAGEMENT STRATEGIES

A. Sophie Rogers School principal Anneliese Johnson presented at the Ohio Family Engagement Leadership Summit on how early childhood educators can best facilitate dynamic family engagement and education by engaging and empowering families while supplying relevant resources and research.

WRITING FOR AN ESSENTIAL EARLY EDUCATOR RESOURCE

A. Sophie Rogers' team lead teacher Dilshad Tolliver contributed to the latest edition of *Developmentally Appropriate Practice in Early Childhood Education Programs* from the National Association for the Education of Young Children. Tolliver's work showcased how to support emergent literacy skills in infants and toddlers.

Demonstrating best practices

FILMING SITE FOR THE STATE OF OHIO

Ohio State's Board of Education adopted new early learning and development standards for infants, toddlers, and preschool-aged children. To visualize these new standards in early care and education settings, the Ohio Department of Education and Ohio Department of Job and Family Services developed training videos for teachers, administrators, and families which, in part, were filmed at the A. Sophie Rogers School for Early Learning. The school also took part in *Read It Again!* filming. Teachers spoke about their experiences using the early literacy curriculum supplement and demonstrated it in action in their classrooms.

NEW WEBSITES TO SHARE RESOURCES

The Schoenbaum and Crane Centers partner in early childhood research, practice, and policy. This year, a new website for Schoenbaum launched to better highlight information and resources on the "practice" part of this work, including evidence-based practices and curricula and high-quality early care and education in both our community programming and the A. Sophie Rogers School for Early Learning, along with partnership opportunities through student internships and research.

Additionally, a new website was launched to house Crane's *Read It Again!* curriculum supplement which includes materials and training videos for early childhood educators. This free resource is available in formats for infants and toddlers as well as preschoolers.

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media highlights

Below are highlights from 2022 in media outlets and in podcasts, including several that reached national audiences.



COVERAGE

New America featured Crane’s study on the alignment of instructional practices from pre-k to third grade by authors Dr. Laura Justice, Dr. Hui Jiang, Dr. Kelly Purtell, Dr. Tzu-Jung Lin, and Dr. Arya Ansari.

Associate director of policy and external affairs Jamie O’Leary spoke with the Columbus *Dispatch* about an Ohio bill to end the third-grade reading retention provision; the topic was also covered by Ohio Statehouse News and the *Akron Beacon Journal*. O’Leary was also interviewed by WKR-Local 12 News in Cincinnati about legislation and about a past Crane research analysis showing that Ohio’s third- and fourth-grade reading scores have largely remained stagnant.

A study by Crane graduate research assistant Qingqing Yang and faculty associate Dr. Kelly Purtell was covered by *Fortune*, *The Daily Mail*, *St. Louis Post - Dispatch*, and Rutgers’ National Institute for Early Education Research. The large-scale study of nearly 900 preschoolers found that good vocabulary skills and attention spans were important in a child’s academic success.

U.S. News & World Report covered a study led by Crane graduate students Elise Allen and Arianna Black and Crane researchers Dr. Tzu-Jung Lin, Dr. Kelly Purtell, and Dr. Laura Justice which examined racial opportunity gaps when it comes to extracurricular activities for young children. The study was also highlighted by OSU News.

PODCAST FEATURES

Faculty associate Dr. Shayne Piasta and former Crane postdoctoral researcher Dr. Alida Hudson joined the “Teaching Literacy” podcast to share research on how to better equip teachers with the science of reading and the necessary components to teach foundational skills with phonological awareness and phonics instruction. Dr. Piasta was also featured in an episode of the “SeeHearSpeak” podcast speaking about evaluating educational practices.

Faculty associate Dr. Lauren Jones was featured on the “Just a Bite” podcast to discuss research about cash payments and tax credits to families and the benefits to the children receiving these payments.

Faculty associate Dr. Kelly Purtell shared ways that college campuses can better support parenting students on the OSU “Inspire” podcast.



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research publications

In 2022, Crane researchers published 76 peer-reviewed articles in leading publications, and their high-quality research was cited 3,747 times. Below are just a few highlights of this year's large body of work.

PARENT DISTRESS AND CHILDREN'S BEHAVIOR DURING OHIO'S COVID-19 SHUTDOWN

Worldwide, increased behavior problems in young children have been observed since the start of the pandemic. Lockdowns disrupted schedules and school/home balance and added stress on parents. A Crane study looked at how the COVID-19 shutdown affected the behavior of 247 children aged 7-9 in Ohio. Researchers found that behavior problems could be significantly predicted based on parent distress level. However, higher social-emotional skills in children could mitigate behavior problems. The authors suggested "that fostering children's peer social skills and behavior control may have a lifetime positive effect on children's developing behaviors, especially in dealing with crises."

Crane Researchers: Dr. Jing Sun, Dr. Britt Singletary, Dr. Hui Jiang, Dr. Laura Justice, Dr. Tzu-Jung Lin, Dr. Kelly Purtell
Published in: *Journal of Applied Developmental Psychology*

TAILORING ALPHABET-LEARNING INSTRUCTION

Alphabet learning is the foundation for learning to read in English, so understanding the best way to teach the ABCs is vital to children's learning. This study examined alphabet learning by letter difficulty and by tailoring instruction to individual learning needs. Results showed that children were more likely to learn letters when given explicit instruction, rather than

letters without instruction. The children were also less likely to learn the names of difficult letters but still learned their sounds. Because of this and the importance of early literacy skills, this study suggested the need for continued research on effective teaching practices and individualized instruction.

Crane Researchers: Dr. Shayne Piasta, Somin Park
Published in: *Learning and Individual Differences*

DO SCHOOL UNIFORMS SUPPORT BETTER STUDENT BEHAVIOR? RECENT STUDY SAYS NO.

The number of public schools requiring school uniforms has jumped from 3% in 1995-96 to 20% in 2011-12. Despite this increase, little research has been done on the impact of school uniforms on students. This Crane study used a national dataset of over 6,000 children to examine the impact of school uniforms on student's social-behavior and school attendance. The findings showed that school uniforms did not equal better behavior or attendance in students.

Crane Researcher: Dr. Arya Ansari
Published in: *Early Childhood Research Quarterly*

TAX CREDITS BENEFICIAL TO WOMEN'S LONG-TERM HEALTH

The Earned Income Tax Credit is the largest anti-poverty program in the United States. Countless research shows that the Earned Income Tax Credit



lifted families out of poverty, supported parents' ability to work, and improved educational and health outcomes for children. This study used a national dataset to explore long-term effects of the tax credit on women's health. Results showed improvement in long-term health through changes in labor force participation, health insurance coverage, and weight control.

Crane Researcher: Dr. Lauren Jones
Published in: *Health Economics*

HOW PRESCHOOL EXPERIENCES VARY FOR 4-YEAR-OLDS BASED ON CLASSMATES' AGES

Having children ages 3, 4, and 5 all in one preschool classroom is common. Research shows that in these mixed-aged classrooms, older children can affect younger children's learning and development. This study examined the engagement experiences of 895 4-year-olds enrolled in these types of classrooms. They found that 4-year-olds with more younger classmates experienced less positive engagement with their teachers, such as emotional connection, interaction, and communication. This led to smaller vocabulary gains throughout the year. When 4-year-olds had more older classmates, they were less likely to have negative engagements in the classroom, such as conflict with peers and teachers.

Crane Researchers: Qingqing Yang,
Dr. Arya Ansari, Dr. Kelly Purtell
Published in: *Early Childhood Research Quarterly*



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a comprehensive list of Crane projects and faculty associates

Crane is home to many ongoing projects that advance scholarship and build expertise. The center also houses a data management team, a grants management team, and a strategic communications team who are vital supports for this work.

Research projects

CHILD CARE ACCESS MEANS PARENTS IN SCHOOL

The Ohio State University's Office of Diversity and Inclusion ACCESS Collaborative was awarded a grant from the U.S. Department of Education to create this program to help parenting students from low-income households by supplying funds for high-quality, accredited child care services. The Crane research team is a partner in this program and serves as its evaluator in order to understand the experiences and challenges of parenting students and identify their needs as students navigating universities.

Principal Investigator: Dr. Kelly Purtell
Project Evaluator: Dr. Sunny Munn

DIGITAL CIVIC LEARNING

This project aims to iteratively develop and evaluate a seamless blended dialogic intervention where the attributes of both face-to-face and online discussions reinforce each other to promote elementary students' interpersonal competencies and academic achievement.

Principal Investigator: Dr. Tzu-Jung Lin
Co-Investigators: Dr. Eric Anderman,
Dr. Michael Glassman

DETERMINING OPTIMAL TREATMENT INTENSITY FOR CHILDREN WITH LANGUAGE IMPAIRMENT

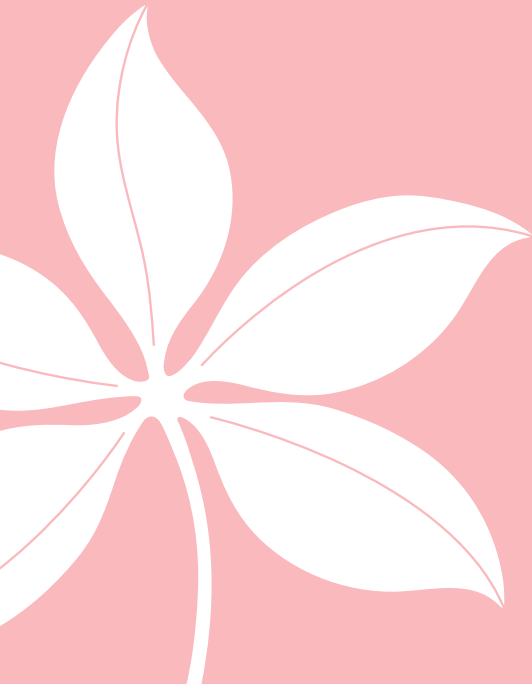
This study through Ohio State and the University of Texas - Austin is a remote study funded by the National Institutes of Health. The study looks to determine the amount of speech-language intervention children need to make improvements and to identify the appropriate amount of intervention needed as well as the point at which adding more intervention is no longer beneficial.

Principal Investigator: Dr. Laura Justice
Project Coordinator: Jules Nemith

FOCUS ON LEARNING, INTERACTION AND PLAY

This five-year study is testing the effects of the intervention Focus on Learning, Interaction, and Play at Recess. This play-based intervention is being studied in a large-scale randomized-controlled trial of elementary students with significant disabilities in central Ohio. Researchers support teachers and school staff to implement Focus on Learning, Interaction, and Play 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. Ann O'Connell, Dr. Tzu-Jung Lin
Project Coordinator: Hannah Rogers



KINDERGARTEN TRANSITION PRACTICES

This five-year project aims to fundamentally advance the understanding of young children's transition into kindergarten. The intervention being 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

Project Coordinators: Timea Pap, Amanda Grady

LET'S KNOW!2

This five-year project is funded by the National Institutes 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

Project Coordinator: Caitlin Florek



PREPARING FUTURE SCHOLARS IN SEVERE DISABILITIES AND ADVANCED RESEARCH METHODS

This project funds a cohort of doctoral students to study students with intellectual disability, on the autism spectrum, or with multiple disabilities who have intensive support needs. The doctoral students also receive training in advanced research methods and mentorship on federally funded research projects.

Principal Investigator: Dr. Matt Brock
Co-Investigators: Dr. Laura Justice,
Dr. Ann O'Connell

PRESCHOOLERS' EXPERIENCES AND ACTIVITIES IN CHILDCARE

This project looks to improve the 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-Principal Investigators: Dr. Arya Ansari,
Dr. Laura Justice
Project Coordinator: Eileen Donnally

PROMOTING EQUITABLE ENGAGEMENT AND RELATIONSHIPS THROUGH SPEECH / LONGITUDINAL PEER SOCIAL NETWORKS AND EARLY LANGUAGE DEVELOPMENT

This project examines the linguistic partners with whom children talk most often in the classroom setting. A subset of participating classrooms uses peer-mediated intervention strategies that focus on increasing social interactions for children who are identified as isolated.

Principal Investigator: Dr. Laura Justice
Co-Investigators: Dr. Matt Brock, Dr. Kevin Passino
Project Director: Logan Pelfrey

PROMOTING PRESCHOOLERS' EARLY LANGUAGE LEARNING

In this study, Crane researchers examine the extent to which early childhood language gains can predict kindergarten readiness and third grade reading outcomes. Additionally, they will examine how preschool teachers support learning of complex language skills.

Principal Investigator: Dr. Shayne Piasta
Co-Investigator: Dr. Kelly Purtell

READ IT AGAIN!-OHIO

Read It Again! is a curriculum supplement designed to promote young children's early foundations in language and literacy. The easy-to-follow curriculum supplement is for preschoolers, as well as infants and toddlers, and enhances the work already taking place in early learning environments. *Read It Again!*-Ohio began its statewide expansion in 2022.

Principal Investigator: Dr. Sunny L. Munn
Co-Investigators: Dr. Laura Justice,
Dr. Kelly Purtell
Project Director: Jennifer Bostic



READ IT AGAIN!-FUTURE READY COLUMBUS

This year Crane partnered with Future Ready Columbus, a non-profit collective-impact organization, to align with county-wide investments as part of the Future Ready Columbus plan to raise the number of Franklin County children demonstrating kindergarten readiness from 40% to 100% by 2030.

Principal Investigator: Dr. Sunny L. Munn
Co-Investigator: Jamie O'Leary
Project Coordinator: Krista Pattison

READ IT AGAIN!-READY4SUCCESS

This year, the Ready4Success team worked with 40 preschool providers to reach 600 preschool-aged children across 89 local classrooms and launched new response-to-interventions for participating classrooms. The program was built on *Read It Again!* curriculum supplements.

Principal Investigator: Dr. Sunny L. Munn
Co-Investigator: Jamie O'Leary
Project Director: Shelby Dowdy

SMALL TALK

This five-year longitudinal 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.

Principal Investigator: Dr. Laura Justice
Co-Principal Investigator: Dr. Kammi Schmeer
Co-Investigator: Dr. Kelly Purtell
Project Director: Britt Singletary

SPEECH THERAPY EXPERIENCES IN THE PUBLIC SCHOOLS 2

This project is a collaboration with researchers at the University of Texas - Austin that explores the role of speech-language pathologists' talk in facilitating the language growth of children receiving therapy in public elementary schools. The research team will use previously collected data to study the role of speech language pathologists' child-directed talk across three domains and conduct a feasibility study to test whether an adaptive feedback system can affect the complexity of speech language pathologist talk during therapy sessions.

Principal Investigator: Dr. Laura Justice
Co-Investigator: Dr. Hui Jiang
Project Director: Jing Sun

Key infrastructural teams at Crane and Schoenbaum

Several core operational teams broadly support project work as well as research, evaluation, community programs, and the A. Sophie Rogers School for Early Learning.

DATA MANAGEMENT CORE

The Data Management Core provides support to many Crane Center research projects. They supply pre- and post-award support, data collection tools, database coding, data reporting and post-data collection processing support such as data cleaning and recommendations of data use.

Technical Coordinator: Jason Flowers
Data Manager: Katie Filibeck
Research Associate: Autumn Kintner
Database Developer: Trevor Rey



GRANTS SPECIALISTS TEAM

The grants specialist team assists Crane researchers pursuing external funding in navigating the grant application process from pre-submission development to post-award implementation and reporting.

Grants and Contracts Specialists: Eric Schwendeman, Kenzie Moore

OPERATIONS AND FINANCE

The operations and finance team manage Schoenbaum and Crane's day-to-day operations of our building, finances, business operations, and strategic planning.

Associate Director, Business Operations:
Cameron Lindsey
Building Coordinator: David Morelli
Family Engagement Specialist:
Lisa Baldwin-Skinner
Operations Specialist: Melissa Niece
Strategic Coordinator: Janelle Williamson

STRATEGIC COMMUNICATIONS AND EXTERNAL AFFAIRS

This team supports dissemination of research findings, production of research briefs, events, social media, websites, e-newsletters, and branding as well as outreach and engagement with policy makers, media, and community organizations.

Associate Director, Policy and External Affairs:
Jamie O'Leary
Communications and Events Coordinator:
Cathy Kupsky
Communications and Policy Specialist:
Caitlin Lennon
Communications Assistant: Kiera Jones

Faculty associates

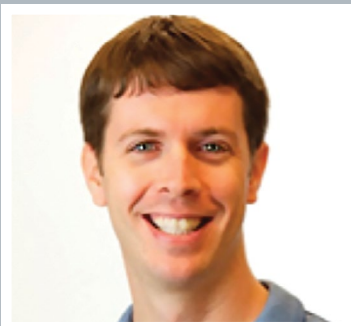
EXPANDING RESEARCH BENCH STRENGTH

This year highlighted the incredible force of early childhood experts that recently joined the Crane Center including two new faculty associates – Dr. Ji-Young Choi and Dr. Becky Huang. Dr. Choi is an associate professor in Human Sciences with an interest in discovering how we can better support school readiness for children from linguistically and economically diverse backgrounds. Dr. Huang is a professor in Teaching and Learning whose research focuses on the goal of promoting language and education outcomes for multilingual students through language/literacy development and assessment.

These two experts advance our partnership with a team of nine faculty associates from Ohio State's College of Education and Human Ecology. Our faculty associates' research expertise spans kindergarten readiness, special education, children's social networks, literacy development, early education policy analysis, and identifying strengths in Black children that lead to positive socioemotional and academic outcomes.

Additionally, a cohort of 21 graduate students from across Ohio State disciplines worked with the Crane Center this academic year. Their research interests include the impact of poverty of children's development, quantitative research, use of technology in students' self-regulation, education policy, special education app development, culturally relevant and responsive education, and teacher-child relationships and classroom environments.

We are proud to have these researchers join our team in addition to our 27 faculty affiliates, three research scientists, five postdoctoral scholars, our directors of research and evaluation, and executive director.



Crane Faculty Associates

Dr. Arya Ansari, Assistant Professor, Human Sciences

Dr. Matthew Brock, Associate Professor, Educational Studies

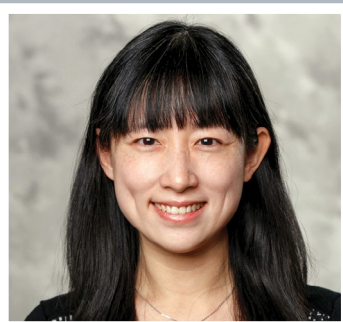
Dr. Ji-Young Choi, Associate Professor, Human Sciences



Dr. Scott L. Graves, Jr., Associate Professor, Educational Studies

Dr. Becky Hsuanhua Huang, Professor, Teaching & Learning

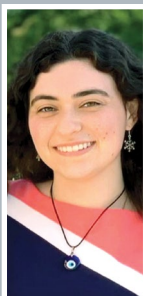
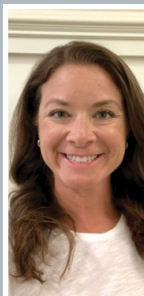
Dr. Lauren Jones, Associate Professor, Human Sciences, and John Glenn College of Public Affairs



Dr. Tzu-Jung Lin, Associate Professor, Educational Studies

Dr. Shayne Piasta, Professor of Literacies, Literatures, and Language Arts, Teaching & Learning

Dr. Kelly Purtell, Associate Professor, Human Sciences



Crane Graduate Research Associates

Kaha Abdi

Kate Anderson

Maria Abdul-Masih

Wonjoon Cha

Busra Ceviren

Marialejandra Guzman Cruz

Julie Fitz

Sarah Hudler

Steven Hunt

Jenna Hurlburt

Nahae Kang

Spandana Kondubhotla

Monica Lu

Sara Martin

Adriana Martinez

Julie Parrott

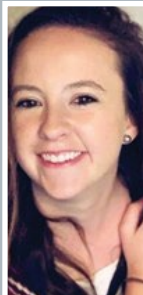
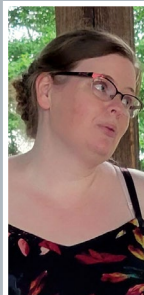
Julie Planke

Shantanu Tilak

Kaitlyn Viera

Ziye Wen

Kathryn Zimmermann



[*author note*]



This report was written by Cathy Kupsy, Caitlin Lennon, Janelle Williamson, and Jamie O’Leary. Additional content was provided by Anneliese Johnson, Dr. Sunny Munn, Melanie Tracy, and Shelby Dowdy. The report was designed by Cathy Kupsy and produced with support by Kiera Jones. The photographs used in this report were courtesy of Dean Donald Pope-Davis and the educators and families of the A. Sophie Rogers School for Early Learning.



THE OHIO STATE UNIVERSITY
CRANE CENTER FOR EARLY CHILDHOOD
RESEARCH AND POLICY



THE OHIO STATE UNIVERSITY
SCHOENBAUM FAMILY CENTER

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

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