



# BLENDING FUNDING STREAMS IN EARLY CHILDHOOD EDUCATION

Case Study of the A. Sophie Rogers School for Early Learning

**Laura M. Justice, Ph.D., Anneliese Johnson, M.S., Samantha Peterson, M.S., and Bobbie Bowling, M.B.A.**

## **Executive Summary**

Economic, developmental, and educational research shows that early childhood education (ECE), particularly that which is high in quality, is a sound investment in children's well-being. Presently, children's participation in ECE is supported via a variety of funding pathways. For instance, some children's participation is supported via private tuition, whereas others' is supported via a host of city, state, and/or federal subsidies. Regarding the latter, subsidized pathways often have specific requirements; for instance, the Head Start program serves children who reside in poverty. There are benefits to blending these funding pathways within a single program, so that a program can serve children from a variety of backgrounds within a single classroom. However, there are challenges to this blending, as each funding pathway has its own requirements. This white paper provides a case study of one ECE program that blends a variety of funding pathways while also demonstrating the complexities of doing so.



**THE OHIO STATE UNIVERSITY**

COLLEGE OF  
EDUCATION AND HUMAN ECOLOGY

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

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

# Recommendations

---

## For Policymakers

- Enact legislation that eases the process of blending funding pathways within a single ECE program (e.g., require all entities that provide subsidies to utilize the same enrollment packages and processes, remove the point-of-service swipe card used to document attendance for publicly funded child care participants).
- Enact legislation that allows entities that provide subsidies to guarantee payments up front based on the child's enrollment rather than actual attendance.

## For Practitioners

- Advocate for the use of blended funding streams in ECE programs to promote access to programs by a diverse group of children.
- Engage in professional development that improves understanding of the value of diversity in ECE programs and the potential detriments of tracking children into program types.

## For Researchers

- Determine the effects of ECE programs that blend versus do not blend funding pathways on the quality of instruction provided as well as children's developmental outcomes.
- Identify barriers to blending funding pathways as well as avenues for removing these barriers.





## Expanding Access to Early Childhood Education: Local, State, and Federal Initiatives

Economic, developmental, and educational research shows that early childhood education (ECE), particularly that which is high in quality, is a sound investment in children's well-being (see Brooks-Gunn et al., 2013). Often-cited cost-benefit analyses, in addition, show that investments in ECE are paid back to communities in a variety of ways, including improvements in future earnings and health outcomes for ECE participants (see Heckman et al., 2010). It is therefore exciting to see a groundswell of attention directed towards promoting access to and participation of children in ECE across the country and in the state of Ohio.

Presently, Ohio preschoolers participate in ECE programming via a host of various funding sources, as Ohio does not have funding in place to support universal access as do some other states, such as Florida, Georgia, and Oklahoma. A child who participates in preschool, if not doing so privately via tuition dollars or within the public school district (should it provide preschool programming), is supported via a variety of funding sources, which we refer to here as *subsidies*. ECE subsidies provide public dollars from the federal, state, or local government to support children's participation in ECE programs. These subsidies are available through any number of federal resources (e.g., Head Start, Child Care Development Fund, Individuals with Disabilities Education Act), state resources (e.g., Ohio Early Childhood Education), and county and city resources (e.g., Early Start Columbus). It is important to note that the resources available to subsidize children's participation in ECE can shrink and grow over time, as these are often supported by discretionary funds subject to political will and the well-being of the economy.

Children in Ohio's ECE programs whose families are not paying tuition are typically supported by some sort of subsidy. Head Start is one of the more well-known funding sources that provides access to ECE for 3- to 5-year-old children; in 2013, about 30,000 children in Ohio were supported by Head Start. Head Start programs rely on federal funds supported by the re-authorized Head Start Act (Public Law 110-134). It is illegal for Head Start programs to require caregivers to pay for their children's participation, and access is restricted to children who reside in low-income households. A typical Head Start program operates classrooms in which participation is restricted to children who qualify for Head Start support, such that all children within the program's classrooms are from low-income households. Presently, federal guidelines supporting Head Start require grantees to leverage other funding sources to support full-time care, as Head Start typically only supports half-day programming. Therefore, a child within a Head Start program may be supported by a blending of subsidies. Other non-profit ECE programs operate similarly, in that they largely serve children who bring with them subsidies, such as the Publicly Funded Child Care (PFCC) program overseen by the Ohio Department of Job and Family Services (ODJFS). Like Head Start, a child whose ECE participation is supported by PFCC also must reside in a low-income household, but there are other requirements as well, such as weekly attendance rates and caregiver employment.

Some ECE programs operate by blending together private-public funding streams, such as franchise operations like The Goddard School and Primrose Schools. Programs such as these may reserve a few slots for children who bring with them subsidies, such as the PFCC subsidies. These for-profit ECE programs typically will serve a majority of children via tuition dollars and a minority (e.g., ~10%) who are subsidized, with tuition dollars helping to further

subsidize the latter given that the PFCC subsidy is typically less than what a private center might charge for tuition.

There is a great deal of value in efforts that serve to blend funding streams within a given ECE program, particularly those efforts that seek to create heterogeneous classrooms in which children from a range of social, cultural, and linguistic backgrounds can interact. There is strong empirical evidence indicating that young children's development within ECE classrooms is affected by the skills of their classmates; moreover, children who are less skilled due to environmental disadvantage or disability can benefit greatly by being surrounded by highly skilled classmates (e.g., Justice, Logan, Lin, & Kaderavek, 2014). However, the funding pathways that provide for children's participation in ECE typically lead to segregated classrooms in which children, or their families, must exhibit specific characteristics to gain access. To this end, many programs may serve primarily only children from low-income households, or, alternatively, only children whose caregivers can afford private-pay tuition.

The blending of funding streams to support children's participation in ECE represents an ideal opportunity for creating diverse ECE settings in which children from many different backgrounds regularly interact. However, given that specific regulations and processes typically accompany each funding stream, the blending of funding streams within a given center can also lead to significant challenges in implementation. The purpose of this brief is to provide an overview of a Columbus-based early education program that successfully blends six different funding streams to provide high-quality ECE to children from diverse backgrounds. We describe each of the applicable funding streams as well as specific regulations and processes that accompany each. In doing so, we also highlight challenges faced by the center in its effort to blend funding streams to create a diverse, vibrant center, and we close with recommendations to help to guide ongoing ECE expansion activities.



# The A. Sophie Rogers School for Early Learning at the Schoenbaum Family Center

---

The A. Sophie Rogers School for Early Learning (henceforth, the school) at the Schoenbaum Family Center is a model ECE program housed in The Ohio State University's College of Education and Human Ecology. Established in 1923 on the main university campus, the school expanded and relocated in 2007 to its current location in the Weinland Park neighborhood, an area of Columbus historically associated with high rates of poverty, crime, and unemployment. The relocation was designed to serve a more diverse population of children and families, as well as provide a more diverse educational experience for pre-service teachers and other students in the college. The school is very distinct from other laboratory schools at universities, which largely serve the needs of faculty and staff. While some of the children served in the school are those of university faculty and staff, as well as other tuition-paying parents, about 50% of slots at the school are reserved for children with subsidies. Thus, the school provides and promotes an early educational experience that embraces diversity and ensures the enrollment of children from varied backgrounds.

The school offers full-day, year-round educational programming for children ages 6 weeks to 5 years old. It is licensed by ODJFS as a child-care facility, with five stars allocated via the state's quality rating system. The operating schedule corresponds to 7:30 a.m. to 5:30 p.m. daily operating hours that are available 51 weeks a year, with 10 holidays and 10 professional development days for teachers. This schedule is necessary to support families who work full-time, and thus is distinct from many preschool programs that operate on a half-day basis or only for an academic year. The curriculum is based upon Ohio's Early Learning and Development Standards and the interests of the children, and children's outcomes are regularly documented to ensure that children are developing the interests and skills important for their future school readiness. Additional programming provided to children and families includes a librarian and library, a nurse and family clinic, an executive chef who oversees the school's nutrition program (which provides two daily meals plus snacks), and a part-time family advocate to coordinate parent education and resources.

At present, the school has capacity for about 100 infants, toddlers, and preschoolers. Four classrooms serve 40 infants and toddlers; these are mixed-age settings in which the enrolled children range in age from 6 weeks to 3 years. Three classrooms serve 60 preschoolers (ages 3 to 5 years) with up to 20 per classroom in daily attendance. Of the 100 children served, about one half come from families for whom their household income is at or below 200% of

the federal poverty level, with many residing in the surrounding Weinland Park neighborhood. Most of these children participate in the school's preschool program, as there are only limited subsidies available to provide ECE to infants and toddlers. The other children in the school are supported via private tuition, based on a sliding scale; they reside in Columbus or the surrounding suburbs.

## Funding Streams Within the A. Sophie Rogers School for Early Learning

As an ODJFS-licensed child-care facility, with five stars allocated via the state's quality rating system (Step Up To Quality [SUTQ]), our school is foremost required to meet these licensing requirements. When a school participates in SUTQ and receives one or more stars, the school is able to increase the amount of funding it receives for children supported by PFCC. That is, a school with two stars receives \$161.78 per child per week for full-time preschool, a school with three stars receives \$169.13, a school with four stars receives \$176.48, and a school with five stars (as is our school) receives \$183.84.

Adhering to ODJFS and SUTQ requirements provides a foundation on which additional requirements are laid, given that children are enrolled in the school via a variety of funding streams. In 2014, preschoolers were enrolled via six different funding streams and five enrollment pathways: 20 Columbus City Schools (CCS) spaces, for which 12 are completely subsidized and eight are partially subsidized; 15 Head Start spaces; six Ohio Department of Education (ODE)/City of Columbus spaces; and 19 private-pay (tuition) spaces. The children in the Head Start spaces receive two blended subsidies, a Head Start subsidy and the PFCC subsidy managed by ODJFS. While the blending of these pathways creates significant complications with respect to managing waiting lists, enrolling children, and managing a range of program requirements (e.g., assessments, curriculum, attendance), the blending of streams allows children from diverse backgrounds to participate in a high-quality ECE program together. Further, it eradicates the tracking that happens when educational programs utilize only one funding stream, such as Head Start programs that serve only children from lower-income households. When children are tracked into educational programs, educational inequality is exacerbated, having negative effects in particular for children from lower-income backgrounds (Duncan & Murname, 2014).

### Enrollment Pathways

Families seeking to enroll their children in the school are required to first provide proof of gross annual income, which serves to determine for which enrollment pathway(s) they are eligible.

- **Families who are between 201% and 300% of the federal poverty guidelines** and who live in Columbus City School district are eligible for the eight partially subsidized CCS spaces; these families pay \$500.00 monthly to CCS. In turn, CCS covers the cost of \$1,073/month to the school. These spaces are funded for 12 months.
- **Families who are at or below 200% of the federal poverty guidelines** and who live in Columbus City School district are eligible for one of the 12 completely subsidized CCS spaces; these families will pay no tuition for their children, and CCS will cover the cost of \$836.00/month to the school. These spaces are funded for 12 months.
- **Families who are at or below the 200% federal poverty guidelines**, live in Columbus City School district, and **whose child is 4 to 5 years of age** are eligible for one of the six ODE/city spaces. These families will pay no tuition for their children. The ODE will pay \$4,000/year per child, which is coupled with \$4,000/year per child from the City of Columbus. These spaces are only funded for 9 months, but children may continue through the summer if they are eligible for PFCC (or can pay tuition).
- **Families who are below 125% of the federal poverty guidelines** and who are working (at least 25 hours per week), are in a job training program, or are in school can enroll through the Head Start program, for which there are 15 spaces; these families will pay a co-payment determined by ODJFS and will also receive the ODJFS-administered PFCC subsidy. Head Start will pay \$280/month per child to the school, which is coupled with \$183.84/week from the PFCC subsidy. These spaces are provided to a child/family based on ongoing assessment of eligibility by the administrative agency, which authorizes provision of child care for periods that are reasonably related to the caretaker's hours of employment, education, or training.
- Families who do not meet any of the requirements for the above-referenced pathways are eligible for one of the 19 private-pay tuition-based spaces. The families will pay between \$836.00 and \$1,178.00 for monthly tuition (on a sliding scale), which is competitive with other high-quality programs.

## Compliance Requirements

As shown in Table 1, each of these enrollment pathways corresponds to a specific set of requirements for compliance, to include eligibility, classroom ratios, curricula, documentation, child assessments, and reports and oversight. Adhering to each requirement is crucial for the school to receive the subsidies aligned to each pathway, and thus considerable administrative support is necessary to oversee and manage adherence to the various requirements.

Table 1. Program Slots and Requirements Across Various Funding Pathways

A. SOPHIE ROGERS SCHOOL FOR EARLY LEARNING ENROLLMENT PATHWAYS						
REQUIREMENTS	ODJFS License	SUTQ (5 STARS) <sup>1</sup>	CCS (free & reduced tuition)	Head Start + PFCC (ODJFS)	ODE/City of Columbus	Tuition
SLOTS	60 (pre-K)	N/A	20	15	6	19
ELIGIBILITY	Aged 3-5 years	N/A	Resides in CCS school district; aged 3-5 years Free slots: At or below 200% of federal poverty guidelines Reduced slots: Between 201-300% of federal poverty guidelines	Resides within Head Start boundaries; aged 3-5 years; at or below 125% of federal poverty guidelines; qualifies for full-time PFCC (caregiver/s works 25 hrs per week or is in training program/school)	Resides in CCS school district; aged 4-5 years; at or below 200% of federal poverty guidelines; no previous enrollment in ECE program; program must be 3 stars or above in SUTQ	Aged 3-5 years
TEACHER: CHILDREN RATIO	1:12	1:10	1:12	1:10	1:10	1:12
CURRICULUM	ODJFS approved curriculum	SUTQ approved curriculum aligned to state standards	SUTQ approved curriculum aligned to state standards for Star rated programs; otherwise ODJFS approved	Head Start approved curriculum aligned to TSG <sup>2</sup>	SUTQ approved curriculum aligned to state standards	ODJFS approved curriculum
ENROLLMENT DOCUMENTATION	ODJFS enrollment packet (prescribed forms)	ODJFS enrollment packet and applicable SUTQ documentation	ODJFS enrollment packet; CCS enrollment packet; copy of birth certificate; address verification; immunization records; income verification	ODJFS enrollment packet; Head Start enrollment packet; state PFCC enrollment packet; birth certificate; immunization records; dental records; medical statement; proof of residency; proof of parents' employment and school/training enrollment	ODJFS enrollment packet; birth certificate; social security card; proof of residency; income verification	ODJFS enrollment packet and applicable SUTQ documentation

ASSESSMENTS	N/A	ASQ <sup>3</sup> and ASQ SE <sup>4</sup> developmental screening tool; progress-monitoring tools and comprehensive assessment, including teacher observations	ASQ and ASQ SE developmental screening tool; progress-monitoring tools and comprehensive assessment, including teacher observations	ASQ and ASQ SE developmental screening tool; progress-monitoring tools and comprehensive assessment, including teacher observations; DENVER II screening tool; Kindergarten Skills Assessment; TSG <sup>2</sup> assessment; annual hearing and vision screening	ASQ and ASQ SE developmental screening tool; progress-monitoring tools and comprehensive assessment, including teacher observations; State of Ohio ELA <sup>5</sup> assessment	ASQ and ASQ SE developmental screening tool; progress-monitoring tools and comprehensive assessment, including teacher observations
REPORTS/OVERSIGHT	Annual, unannounced site visits to verify health and safety	Annual site visit verifications; annual documentation submission online	Annual CCS contract; monthly attendance reports	Weekly health and safety checks; Genesis Earth weekly attendance reports; quarterly TSG <sup>2</sup> assessment reports; financial reports; quarterly parent/teacher conferences; monthly site director's meeting; annual contract; annual teacher credentials; background checks; other CDCFC <sup>6</sup> requirements	Monthly attendance reports; monthly reporting into Ohio's Early Childhood Expansion Provider online portal; ELA <sup>5</sup> assessment reports	ODJFS and SUTQ compliance checks
SUBSIDY AMOUNT	N/A	Higher PFCC subsidy with high-quality rating 5-star rating: \$245.68/week per infant; \$214.49/week per toddler; \$183.84/week per preschooler	\$836/month per child or \$1,073/month per child	\$280/month per child plus PFCC subsidy	\$4,000 from City of Columbus; \$4,000 from ODE for 9 month period	Monthly cost based upon income, ranging from \$836-\$1,178 for preschool tuition

<sup>1</sup><http://jfs.ohio.gov/cdc/docs/FiveStarFactSheet.stm>

<sup>2</sup> Teaching Strategies GOLD

<sup>3</sup> Ages and Stages Questionnaire

<sup>4</sup> Ages and Stages Questionnaire Social Emotional

<sup>5</sup> Early Learning Assessment

<sup>6</sup> Child Development Council of Franklin County

For instance, and as referenced previously, there are eligibility requirements for children and families that correspond to each of the enrollment pathways. This presents complexities in terms of managing our waiting list, to ensure that waiting-list invitations correspond to the pathway for which an opening is available. A spot supported by the ODE/city can only be made available to a child who meets these requirements, for example. We must work closely with families who are considering enrollment to ensure that they precisely meet the eligibility requirement of the pathway aligned to a given spot. Sometimes, we work with a family for some time only to find that they do not meet the requirements anticipated, such as living within city limits or working a sufficient number of hours.

The approach used to monitor children's attendance varies substantially across the pathways as well. As attendance needs to be tracked each day for each child, managing the variability in recording and reporting requirements for attendance presents a large administrative challenge, as each pathway (except tuition) has its own system for entering daily attendance, and its own reports required to submit to monitor attendance (which also vary with respect to how often these need to be submitted to monitoring agencies). At the same time, for children on the PFCC subsidy, not being in attendance at least 25 hours per week affects the subsidy we receive. This can have profound effects on the overall fiscal outlook for an academic year, if children we enrolled as full-time participants (and thus budgeted for a full-time subsidy) attend less than 25 hours per week, on average.

In general, the most complex requirements correspond to the 15 children enrolled via the PFCC pathway. The caregivers of children who are supported by PFCC must register their children's entrance to and departure from the school each day using a swipe card they carry for this purpose. Children whose caregivers are not able to swipe them into the school will not be able to attend that day, which presents complications for families who have no alternative care for their child that day. (Note that state law forbids the school from maintaining swipe cards for families, although this presents an ideal way to support families who find it difficult to manage their swipe cards.) At the same time, the school only receives its full-time subsidy for children who attend at least 25 hours per week; thus children whose caregivers repeatedly cannot swipe their children in may be dis-enrolled from the program. Our staff works very closely with families for whom managing the swipe-card requirement is challenging, which creates an administrative burden on the school. Ultimately, however, there are families whose children are subsidized by ODJFS to participate who cannot manage the swipe-card system and attendance requirements; thus their children cannot participate in the school's program. There are a range of other administrative complexities that arise from managing multiple

enrollment pathways, as can be inferred by examining Table 1. The school's commitment to providing high-quality ECE to children from diverse backgrounds, coupled with financial support from the College of Education and Human Ecology at The Ohio State University to offset the administrative challenges that correspond to managing these various pathways, makes this approach possible.

## Recommendations for Blending Enrollment Pathways to Take Preschool to Scale

Few early childhood programs today have the capacity to systematically blend funding pathways in the way that occurs at our school. To do so requires significant investment in an administrative infrastructure so as to manage the various requirements of these pathways, and most early childhood programs do not have the discretionary resources to invest significantly in the necessary infrastructure. For instance, a program's administrators must have the resources to manage the varying attendance tracking systems and daily/weekly attendance reporting requirements that differ pathway to pathway.

As preschool goes to scale in Columbus and the state, we strongly endorse the pursuit of blended enrollment pathways within programs. Doing so prevents the tracking that typically occurs when children's participation in an early childhood program is tied to whether they can pay tuition or must rely on a subsidy, with those utilizing subsidies tracked into a certain program type in which most or all children participate via subsidy. In turn, this results in children from lower-income backgrounds attending programs that only serve other children from lower-income backgrounds. Comparisons of the achievement levels and behavior problems for children in schools with high levels of student poverty versus low levels show profound differences on these variables; for instance, about 10% of students in schools with low levels of poverty have achievement problems as compared to nearly 40% of students in schools with high levels of poverty (Duncan & Murnane, 2014). Creating schools that blend children from various backgrounds can work to eradicate these inequalities, and this effort must begin in the years of early childhood, when poverty-based inequalities first begin to emerge. In fact, we would argue that blended preschool programs are one of the most important avenues through which ECE can achieve its potential for improving educational achievement for all children, irrespective of background.

To scale up preschool programs across the city and state in a way that supports the premise and promise of blended enrollment pathways requires significant changes to the extant

system. Presently, there are very few incentives for high-quality programs that serve children based on tuition to consider enrolling a more diverse student population via subsidies; at the least, tuition-based programs would be hampered by the administrative challenges created by managing multiple enrollment pathways. We therefore recommend the following:

- First, entities that provide subsidies should utilize the same enrollment packages and processes, such as those processes used to verify household income and household location. This would serve to reduce the administrative burdens of families, agencies, and subsidy administrators as they navigate different approaches to documenting eligibility for child-care subsidies. At the same time, alignment of enrollment activities would allow a heightened focus on the provision of early childhood education and care, rather than policies, procedures, and rigid requirements.
- Second, the point-of-service swipe card used to document attendance for PFCC participants should be eliminated. The administrative costs of managing the swipe-card system (to include the daily and weekly reporting requirements) for the program itself as well as the subsidy administrator (e.g., ODJFS) likely costs far more than any corruption it prevents within the system. This would serve to reduce the administrative requirement for families and agencies accepting PFCC and likely encourage higher-quality programs to participate in the subsidy program.
- Third, entities that provide subsidies to support children's participation in early education programs should guarantee subsidies up front based on the child's enrollment rather than actual attendance. Programs receiving subsidies can provide evidence of how attendance will be managed and supported, but should not be penalized when children are not able to attend for the hours expected. ECE programs cannot maintain a focus on enhancing quality of programming if they cannot effectively forecast the amount returned for a given slot.
- Fourth, the focus on financial investments in ECE should shift from the short-term assessment of program costs and caregiver work requirements to the long-term benefits children will gain from program participation. Along these lines, the linking of caregiver work to child-care participation, as with the PFCC, should be eliminated. Children should be provided spaces in ECE programs because it is an important investment for the children of the working poor, and not simply as a route to support their caregivers' employment. That is, ECE should be foremost about the children served.

## References

Brooks-Gunn, J., Burchinal, M. R., Espinosa, L. M., Gormley, W. T., Ludwig, J., Magnuson, K. A., ... & Zaslow, M. J. (2013). *Investing in our future: The evidence base on preschool education*. Society for Research in Child Development and Foundation for Child Development.

Duncan, G., & Murnane, R. (2014). *Restoring opportunity: The crisis of inequality and the challenge for American education*. Cambridge, MA: Harvard University Press.

Heckman, J. J., Moon, S. H., Pinto, R., Savelyev, P. A., & Yavitz, A. (2010). The rate of return to the HighScope Perry Preschool Program. *Journal of Public Economics*, 94(1), 114-128.

Justice, L. M., Logan, J. A., Lin, T. J., & Kaderavek, J. N. (2014). Peer effects in early childhood education: Testing the assumptions of special-education inclusion. *Psychological Science*, 25(9), 1722-1729.

## Author Note

Laura Justice is the Executive Director of the Schoenbaum Family Center (SFC) and Crane Center for Early Childhood Research and Policy (CCEC) in The Ohio State University's College of Education and Human Ecology. Anneliese Johnson and Samantha Peterson are the Director and Assistant Director of the A. Sophie Rogers School for Early Learning at the SFC, respectively. Bobbie Bowling is the Associate Director of the CCEC and SFC. The content of this work reflects the views and opinions of the named authors, and does not necessarily reflect those of The Ohio State University, the SFC, or the CCEC. Correspondence can be sent to Laura Justice at justice.57@osu.edu.

## About the Schoenbaum Family Center *and* Crane Center for Early Childhood Research and Policy

The Schoenbaum Family Center and Crane Center for Early Childhood Research and Policy are partnering centers in the College of Education and Human Ecology at The Ohio State University, located in the Weinland Park neighborhood. This partnership is composed of three entities including the A. Sophie Rogers School for Early Learning, Schoenbaum Family Center Community Programs, and the Crane Center for Early Childhood Research and Policy. The shared vision is to be a driving force in improving children's well-being through research, practice, and policy.

The CCEC white paper series provides original research and thinking to practitioners and policymakers on matters of pressing concern. The recommended citation for this paper is:

Justice, L. M., Johnson, A., Peterson, S., and Bowling, B. (2015). *Blending funding streams in early childhood education: Case study of the A. Sophie Rogers School for Early Learning*. Columbus, OH: Crane Center for Early Childhood Research and Policy, The Ohio State University.

